



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ALICE AUSTEN SCHOOL
DBN (i.e. 01M001): 31R060
Principal: MARK REINHOLD
Principal Email: MREINHOLD@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: RICHARD GALLO

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
Mark Reinhold	*Principal or Designee	
Diane Greco	*UFT Chapter Leader or Designee	
Doris Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Aysen Akturk	Member/ Parent	
CC Arcuri	Member/ Parent	
Sherri Charette	Member/ Parent	
Vincent Caruso	Member/ Parent	
Melanie Powery	Member/ Parent	
Patrica Walsh	Member/ Teacher	
Errika Ball	Member/ Teacher	
Sandy Lewery	Member/ Teacher	
Stephanie Salerno	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
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

During the 2013-2014 school year, teachers will work collaboratively to develop lesson plans and activities to provide students with the ability to make an increasing number of connections among ideas and between texts, specifically nonfiction informational texts, to describe logical connections. Teachers will identify gaps in student performance and areas of weakness through instructional practices, inquiry work, and learning communities. Teachers will analyze student work to improve outcomes. The implementation of this goal will result in a 10% gain of all students, including ELLs and SWD, performing at levels 3 and 4 on the 2014 NYS English Language Arts assessment.

Comprehensive Needs Assessment

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

Through thorough examination of the item analysis from the 2013 NYS English Language Arts assessment, approximately two thirds of our students (3rd grade: ~ 68%, 4th grade: ~ 66%, 5th grade: ~ 62%) fell on or below the New York City average with regard to the application and synthesis of informational texts across the grades; specifically the integration of knowledge and ideas (**Reading Standards for Informational Text# 8.**) With regard to our two subgroups, 0% of ELLs scored at proficiency levels 3 or 4 on the 2013 ELA exams. For students with disabilities, in ELA, 11% of 3rd graders, 3% of 4th graders, and 3% of 5th graders scored proficiently.

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. Provide support for teacher teams and Professional Learning Communities (PLCs) in the creation of grade-level standardized assessments, data analysis, curriculum mapping, and the identification of areas of concern across the grade to achieve rigor and access for all students.
2. Supplement the new literacy curriculum with teacher-created lessons/activities to provide students with more opportunities to make logical connections between texts.
3. Conduct small group, differentiated instruction for teacher-identified struggling students.
4. Provide additional instruction in ELA as per performance on the 2013 NYS ELA assessment.
5. Strengthen community engagement and parental communication.

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

1. An F-Status Literacy Coach has been hired to support teacher teams, use SchoolNet to create grade-level standardized assessments, meet with Professional Learning Communities (PLCs), provide data analysis, assist with curriculum mapping, and identify areas of concern across the grades. She will collaborate with CIE Instructional Team members/grade leaders, as well as our outside literacy consultant.
2. The Literacy Coach, in conjunction with the CIE Instructional Team members and an outside consultant, will work to supplement the literacy program to include resources/materials from SchoolWide, Rigby, and McMillan.
3. **Reading Volunteers Program:** our Reading Volunteers Program will work closely with our struggling students (top of the lowest 1/3) in specific skills and strategies as identified by the classroom teachers. **Extended Day Instruction:** children identified as “students-in-need” by classroom teachers receive small group instruction twice a week for 50 minutes targeting specific literacy skills. **ELL Academy:** ELL students work in an after school program with the ELL teacher to address areas of need in reading/writing. **SETSS Teacher:** push/in or pull/out instruction takes place for identified struggling students as per IEP’s.

4. Through a 9-week after school program, ELA support will be provided to students in 4th and 5th grade who scored a 1 or low 2 on the 2013 NYS ELA, as well as teacher-recommended third grade students.
5. With DOE funding, teachers and parents of our most struggling students in grades 3-5, will be afforded the opportunity to discuss student strengths and areas of improvement. Collaboratively, they will plan how to best support students' academic progress and success through 30-minute parent teacher conferences.

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

1. Effectiveness of grade-level, mid- and end-of-unit standardized assessments will be examined through item analyses and comparison of baseline assessments and NYC Performance Assessments.
2. Ongoing checks for understanding, including performance tasks, exit slips, tiered assignments, graphic organizers, etc. will be incorporated into lesson plans and assessed for student progress. Multiple entry points (UDL) will emerge from thoughtful and purposeful planning. Additionally, teachers will consider:
 - *Adjustment of lessons, units and classroom assessments to address the gap between what the standards require and what students know and are able to do;*
 - *As per the Danielson Framework for Teaching's Domain 1 (Planning and Preparation): lessons should include learning activities that are differentiated to allow all students to think, problem solve, inquire, and defend conjectures and opinions.*
3. Cycles of assessment item analyses; conferences; exit slips; performance tasks; graphic organizers will be used to evaluate program effectiveness.
4. Performance tasks, conferences, and summative assessments will assist in evaluating program effectiveness, student progress, and next steps.
5. Student success will be monitored through progress reports and parent communication logs.

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

1. F-Status Literacy Coach will be present November, 2013 - June, 2014 to assist school staff in the implementation and achievement of this goal.
2. Modifications and planning will commence in September, 2013. Continued adaptations will occur during weekly common planning through June, 2014.
3. All key personnel and other resources will have staggered start dates beginning in September, 2013 with expected completion in June, 2014.
4. Assessments will be ongoing: September, 2013 – June, 2014.
5. Conferences will be held during the week of January 13 – 16th, 2014.

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

1. F-Status Literacy Coach will be present on Monday, Wednesday, and Friday of each week. She will meet weekly with grade teams and administrators, and attend one PLC every Monday afternoon. The coach will meet with the outside consultant on an as-needed basis.
2. Daily common planning meetings across all grades have been programmed into the school work day. PLC's are held every Monday afternoon (SBO) and Instructional Team meetings are held monthly after school. Collaboration with our outside consultant and literacy coach will take place twelve days during the school year.

3. There are two 50-minute extended days in the school week for small group instruction of targeted students. Additionally, teachers routinely provide small group instruction to all students throughout the school day. Reading volunteers meet with students every Monday morning. The ELL Academy will take place in early 2014 as a result of Title III funding.
4. Funding for the ELA support program has been obtained from the DOE. This program will take place for 9 weeks on Thursday afternoons from 2:30 – 4:00 pm beginning in February, 2014.
5. DOE funding has been provided for before or after school meetings with parents.

Strategies to Increase Parental Involvement

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

1. Conduct workshops for parents in the evening to maximize attendance. Workshops will address: full implementation of CCLS; close reading; strategies taught; tips for parents to work with children at home; and basic format of NYS ELA Assessment.
2. Use and maintenance of parent communication logs. Teachers have frequent communication with parents regarding student progress, strengths, and areas in need of improvement.
3. Mid-year Progress Reports are distributed to keep parents up-to-date with student progress.
4. Principal presentation during PTA meetings of continuing CCLS implementation, the importance of reading, parental involvement in children's education, and of the necessity of continuous parent-children discussions, etc.

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	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.

Throughout the 2013-2014 school year, teachers will work collaboratively to develop lesson plans and activities to provide students with the ability to develop an understanding of numbers and operations. Teachers will identify gaps in student performance and areas of weaknesses through their instructional practices, inquiry work and their learning communities. Teachers will analyze students work to improve student outcomes. The implementation of this goal will result in a 10% gain of all students, including ELLs and SWD, performing at levels 3 and 4 on the 2014 NYS Mathematics assessment.

Comprehensive Needs Assessment

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

Through thorough examination of the item analysis from the 2013 NYS Mathematics assessment, more than half of our students (3rd grade: ~ 57%, 4th grade: ~ 72%, 5th grade: ~ 52%) fell on or below the New York City average with regard to the application of place value and fractions in the Number and Operations Standard. With regard to our two subgroups, 0% of ELLs scored at proficiency levels 3 or 4 on the 2013 Math. For students with disabilities, in math, 26% of 3rd graders, 11% of 4th graders, and 6% of 5th graders scored proficiently.

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. Supplement the new math curriculum with teacher-created lessons/activities to provide students with more opportunities to conceptualize and understand fractions as

numbers, equivalencies, models and their application to solve real world problems; and to understand the place value system to enable performance of multi-digit operations.

2. Conduct small group, differentiated instruction for teacher-identified struggling students.
3. Provide additional instruction in math as per performance on the 2013 NYS Mathematics assessment.
4. Strengthen community engagement and parental communication.

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

3. Teachers will work to supplement the math program to include outside resources/materials (i.e. State Coach, Crossroads, Blast Off, Finish Line, etc.) as well as mathematical content obtained through attendance at Metamorphosis Professional Development workshops by two of our teachers.
4. **Extended Day Instruction:** children identified as “students-in-need” by classroom teachers receive small group instruction twice a week for 50 minutes targeting specific math skills. **ELL Academy:** ELL students work in an after school program with the ELL teacher to address reading comprehension skills to enable students to decipher and attack mathematical word problems. **SETSS Teacher:** push/in or pull/out instruction takes place for identified struggling students as per IEP’s.
5. Through a 9-week after school program, math support will be provided to students in 4th and 5th grade who scored a 1 or low 2 on the 2013 NYS Mathematics assessment, as well as teacher-recommended third grade students.
6. With DOE funding, teachers and parents of our most struggling students in grades 3-5, will be afforded the opportunity to discuss student strengths and areas of improvement. Collaboratively, they will plan how to best support students’ academic progress and success through 30-minute parent teacher conferences.

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

1. Ongoing checks for understanding, including performance tasks, exit slips, tiered assignments, graphic organizers, etc. will be incorporated into lesson plans and assessed for student progress. Multiple entry points (UDL) will emerge from thoughtful and purposeful planning. Additionally, teachers will consider:
 - *Adjustment of lessons, units and classroom assessments to address the gap between what the standards require and what students know and are able to do;*
 - *As per the Danielson Framework for Teaching’s Domain 1 (Planning and Preparation): lessons should include learning activities that are differentiated to allow all students to think, problem solve, inquire, and defend conjectures and opinions.*
2. Cycles of assessment item analyses; conferences; exit slips; performance tasks; graphic organizers will be used to evaluate program effectiveness.
3. Performance tasks, conferences, and summative assessments will assist in evaluating program effectiveness, student progress, and next steps.
4. Student success will be monitored through progress reports and parent communication logs.

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

1. Modifications and planning will commence in September, 2013. Continued adaptations will occur during weekly common planning through June, 2014.

2. All key personnel and other resources will have staggered start dates beginning in September, 2013 with expected completion in June, 2014.
3. Assessments will be ongoing: September, 2013 – June, 2014.
4. Conferences will be held during the week of January 13 – 16th, 2014.

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

1. Daily common planning meetings across all grades have been programmed into the school work day. PLC's are held every Monday afternoon (SBO) and Instructional Team meetings are held monthly after school.
2. There are two 50-minute extended days in the school week for small group instruction of targeted students. Additionally, teachers routinely provide small group instruction to all students throughout the school day. The ELL Academy will take place in early 2014 as a result of Title III funding.
3. Funding for the Math support program has been obtained from the DOE. This program will take place for 9 weeks on Thursday afternoons from 2:30 – 4:00 pm beginning in February, 2014.
4. DOE funding has been provided for before or after school meetings with parents.

Strategies to Increase Parental Involvement

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

1. Conduct workshops for parents in the evening to maximize attendance. Workshops will address: full implementation of Mathematics CCLS; mathematical vocabulary; strategies taught; tips for parents to work with children at home; and basic format of NYS Math Assessment.
2. Use and maintenance of parent communication logs. Teachers have frequent communication with parents regarding student progress, strengths, and areas in need of improvement.
3. Mid-year Progress Reports are distributed to keep parents up-to-date with student progress.
4. Principal presentation during PTA meetings of continuing CCLS implementation, the importance of reading, parental involvement in children's education, and of the necessity of continuous parent-children discussions, etc.

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

Goal and Action Plan #3

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

Annual Goal #3

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

Throughout the 2013-2014 school year, school leaders and teachers will work collaboratively to strengthen teacher and supervisor practice by implementing and engaging in activities that build a shared school-wide understanding of the literacy skills and strategies required to read, interpret and comprehend all content material and foster and develop literate individuals. The implementation of this goal will result in a 10% gain of all students, including ELLs, and SWD, performing at levels 3 and 4 on the 2014 NYS English Language Arts, Mathematics, and Grade 4 Science assessments.

Comprehensive Needs Assessment

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

The ultimate goal of literacy instruction is to build student comprehension, writing skills and overall skills in communication. Students need advanced levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives. According to the Common Core Instructional Shift in ELA/Literacy, students need to read a true balance of informational and literary texts. Classrooms should be a place where students can access the world – science, social studies, the arts and literature – through text. Students must be exposed to, and read more than, 50% informational text in an attempt to integrate their knowledge and ideas across the content areas to increase their comprehension of complex text.

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. Provide support for teacher teams and Professional Learning Communities (PLCs) in the creation of grade-level standardized assessments, data analysis, curriculum mapping, and the identification of areas of concern across the grade to achieve rigor and access for all students.
2. Supplement the new literacy curriculum with teacher created lessons/activities to provide more opportunities to further content area understandings. Using literary skills and strategies, students will dissect informational text and further their understanding and application of content specific vocabulary.

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

1. F-Status Literacy Coach – The CIE Instructional Team members/grade leaders will collaborate with the literacy coach as well as our outside consultant and the content area specialists.
2. The Literacy Coach, in conjunction with the CIE Instructional Team members, content area specialists and an outside consultant, will work to supplement the literacy program to include content specific resources/materials from Time For Kids, newspapers, and journals.

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

1. Effectiveness of grade-level, mid- and end-of-unit standardized assessments will be examined through item analyses and comparison of baseline assessments and NYC Performance Assessments.
2. Ongoing checks for understanding, including performance tasks, exit slips, tiered assignments, graphic organizers, etc. will be incorporated into lesson plans and assessed for student progress. Multiple entry points (UDL) will emerge from thoughtful and purposeful planning. Additionally, teachers will consider:
 - *Adjustment of lessons, units and classroom assessments to address the gap between what the standards require and what students know and are able to do;*
 - *As per the Danielson Framework for Teaching’s Domain 1 (Planning and Preparation): lessons should include learning activities that are differentiated to allow all students to think, problem solve, inquire, and defend conjectures and opinions.*

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

1. F-Status Literacy Coach will be present November 2013 to June 2014. Outside consultant will be present twelve days during September 2013 to June 2014 to assist content areas specialists and school staff in the achievement of this goal.
2. Modifications and planning will commence in September, 2013. Continued adaptations will occur during weekly common planning through June, 2014.

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

6. F-Status Literacy Coach will be present on Monday, Wednesday, and Friday of each week. She will meet weekly with grade teams and administrators, and attend one

PLC every Monday afternoon. The coach will meet with the outside consultant on an as-needed basis.

7. Daily common planning meetings across all grades have been programmed into the school work day. PLC's are held every Monday afternoon (SBO) and Instructional Team meetings are held monthly after school. Collaboration with our outside consultant and literacy coach will take place twelve days during the school year.

Strategies to Increase Parental Involvement

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

1. Conduct workshops for parents in the evening to maximize attendance. Workshops will address: full implementation of Reading/Writing CCLS, how all content areas are taught through literacy; the need for close reading, and what this entails; strategies taught; tips for parents to work with children at home; and basic format of all NYS Assessments.
2. Principal presentation during PTA meetings of continuing implementation of CCLS, the importance of reading, parental involvement in children's education, and of the necessity of continuous parent-children discussions, etc.

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

5. 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.

6. Strategies/activities that encompass the needs of identified subgroups
6.
7. Key personnel and other resources used to implement each strategy/activity
1.
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
9. Timeline for implementation and completion including start and end dates
1.
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	guided reading, close reading, repeated readings, reteaching, skills groups, Reading Volunteers, Rigby, Macmillan	small group instruction, one-to-one	during the school day, extended day, after the school day (test prep program)
Mathematics	reteaching, use of multiple strategies/manipulatives, model drawing	small group instruction	during the school day, extended day, after the school day (test prep program)
Science	close reading, picture walks	small group instruction	during the school day, extended day
Social Studies	close reading, document-based questioning	small group instruction	during the school day, extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	behavioral modification, peer mediation, conflict resolution	small group, one-to-one counseling	during the school day, as needed

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> ➤ Through the adoption of the CCLS-aligned ReadyGEN and GoMath! curricula and related professional development specifically geared toward the effective implementation of these curricula in our classrooms, we have been able to support our teachers in the initial roll out of these rigorous programs, which account for the instructional shifts outlined in the citywide instructional expectations. Dozens of teachers attended professional development over the summer to beginning preparing for such, and a team of four teachers regularly attend curriculum team sessions and subsequently turnkey the important learnings at upcoming school-based staff development days. ➤ Scheduled teacher programs to allow for common preparation/planning periods five days per week – teachers use this time to make curricular adjustments as need and co-plan throughout the week ➤ Staff development is: ongoing throughout the year, sometimes supported by outside consultants, conducted through the turnkeying of information from teachers here who attend PD workshops, sometimes led by the administration, aligned to the citywide instructional expectations, at times, conducted as a "learn and learn", and takes regularly throughout the year during our Monday afternoon professional learning community meetings, common planning periods during the week, and on staff development days. These staff development days include September 3, 4, October 10, November 5, March 6, and June 5 of the 2013-14 school year. ➤ Experienced teachers serves as a mentor to new, untenured, and inexperienced teachers ➤ Conduct rigorous interviews, and when possible, require demonstration lessons to ensuring the hiring of highly qualified and talented personnel ➤ Shared with teachers a lesson planning template that is aligned to the Danielson framework – this template includes a piece for reflection so teachers can thoughtfully ponder how best to refine their lesson for the future to better meet the needs of their students or deliver the content in more engaging manner, etc. ➤ Hired an f-status literacy coach to support teachers and students in the following ways: support/drive PLCs, serve as an ad hoc data specialist (to look for trends in analyzing data, create areas of concern, develop interim targeted assessments, develop assessments to be administered by all teachers across the grade as baselines, interim benchmarks, aligned to content emphases, and in a form that yields hard data to drive instruction/set goals/serve as basis for inquiry work ➤ Utilized a school-based option in partnership with our UFT to restructure the 37.5 minutes over four days to three 50 minute extended day periods, with each Monday set aside for professional learning community meetings/teacher team meetings where teachers engage in inquiry work and monitoring the gaps and trends in alignment with the CCLS – we are also using this time to begin “back-mapping” to plan for 2014-15 ➤ Send numerous staff members to various professional development workshops (including Lucy West Metamorphosis, Pearson ReadyGEN, HMH GoMath!) with the expectation that those attending will turnkey important and relevant information to their colleagues ➤ Conduct periodic Danielson study groups in which teachers discuss how specific components of the Danielson framework apply to their grade-level work and the curriculum ➤ Partner with CSI – student teachers – serves to identify aspiring and potentially highly effective teachers

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).
--

- Staff development is: ongoing throughout the year, sometimes supported by outside consultants, conducted through the turnkeying of information from teachers here who attend PD workshops, sometimes led by the administration, aligned to the citywide instructional expectations, at times, conducted as a "lunch and learn", and takes place regularly throughout the year during our Monday afternoon professional learning community meetings, common planning periods during the week, and on staff development days. These staff development days include September 3, 4, October 10, November 5, March 6, and June 5 of the 2013-14 school year.
- We attempt to build capacity in our efforts in the following ways:
 - -status literacy coach: support teachers and students in the following ways: support/drive PLCs, serve as an ad hoc data specialist (to look for trends in analyzing data, create areas of concern, develop interim targeted assessments, develop assessments to be administered by all teachers across the grade as baselines, interim benchmarks, aligned to content emphases, and in a form that yields hard data to drive instruction/set goals/serve as basis for inquiry work
 - PLCs are led by grade leaders and focus on looking at student work, grade-wide trends
 - Allocated per session funding for an afterschool Citywide Instructional Expectations (CIE) team in which the principal, supervisors, and grade leaders meet regularly to ensure that as a school, we are focused on implementing the citywide instructional expectations, which include conducting inquiry work, gaining a deep understanding of the Danielson framework, developing/identifying uniform assessments to serve as the basis for inquiry work and data-driven instruction, and implementing/modifying curricula that is challenging for all students yet still provides ample opportunities for success
 - Supervisor sets up schedule for administration of Performance Series three times throughout the year – teachers can access data to drive their instruction
 - Teachers share best practices during PLCs relating to conferencing notes
 - Teachers are provided with data gathering templates as suggested methods of recording data from formal/informal assessments to adjust instruction and as the basis for flexible grouping/re-teaching/differentiation
- Purchased both the Pearson ReadyGEN Literacy curriculum and HMH GoMath! program as these curricula are fully aligned to CCLS and address the key shifts, instructional supports, and rigorous assessments demanded by the Common Core
- Through the adoption of the CCLS-aligned ReadyGEN and GoMath! curricula and related professional development specifically geared toward the effective implementation of these curricula in our classrooms, we have been able to support our teachers in the initial roll out of these rigorous programs, which account for the instructional shifts outlined in the citywide instructional expectations. Dozens of teachers attended professional development over the summer to begin preparing for such, and a team of four teachers regularly attend curriculum team sessions and subsequently turnkey the important learnings at upcoming school-based staff development days.
- Scheduled teacher programs to allow for common preparation/planning periods five days per week – teachers use this time to make curricular adjustments as need and co-plan throughout the week
- Set the following expectations for cluster teachers in place as follows:
 - Science: Co-planning, inquiry work, identify strategies for classroom teachers to implement key components of the science curriculum into their classroom (attend on each grade level on a rotational basis)
 - Art/Technology: Co-planning, inquiry work, identify strategies for classroom teachers to infuse the arts/technology into the literacy/math curriculum (attend on each grade level on a rotational basis)
 - SETSS/ICT Prep: Co-planning, inquiry work, identify strategies for classroom teachers to support at-risk/special needs students (attend on each grade level on a rotational basis)
 - ELL: Co-planning, inquiry work, identify strategies for classroom teachers to support at-risk/ELL students (attend on each grade level on a rotational basis)
- Paraprofessionals attend faculty conferences and PLC meetings on the grade level of the child they serve
- Professional development has been provided strictly for paraprofessionals on monthly basis to address promoting student independence and as a means to cultivate a sense of community and learning among our paraprofessional staff

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.).

- Such funds are used to reduce class size
- Hired an f-status literacy coach to provide AIS for at-risk students
- Funds are to provide a guidance counselor to service mandated and at-risk students
- Funds are also used toward our 2 UPK programs (4 ½-day classes)

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.).

1. PreK teachers read series of stories to students re: entering kindergarten.
2. PreK teachers develop both literacy and math tasks that are aligned to the CCLS. Students are assessed through the use of a rubric.
3. Student portfolios, assessments, and the Early Screening Inventory (ESI) are passed to kindergarten teachers.
4. Classroom discussions take place throughout May and June about what to expect as students move into kindergarten (i.e. eating lunch in the cafeteria – hot lunch, use of a lunch box – purpose of the nurses’ office, rituals and routines, etc.)
5. Students are taken on a tour of the school (nurses’ office, gym, lunch room, classrooms, main office, etc.)
6. Kindergarten teachers are “guests” in the PreK classrooms. Students are introduced to teachers and teachers explain what students will experience as they move into kindergarten. Q&A opportunities are available throughout the meetings.
7. Parent-child orientation takes place in June with cookies and juice. “Everything you need to know about kindergarten” is presented to parents and students. After initial presentation, students spend approximately 15 minutes getting acquainted with a kindergarten classroom.

Measures to Include Teachers in Decisions Regarding Assessments

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

1. Teachers meet on a regular basis during common planning, PLC, or grade meetings to analyze curriculum-supplied assessments. Any needed modifications are addressed.
2. Supervisors hold grade meetings to review or address the use of assessments.
3. Citywide Instructional Team members, along with administration, have vertical conversations regarding use of assessments, rubrics, standardized scoring.
4. Core curriculum teacher members attend professional development and turnkey information during PLC.
5. PLC meetings center around analysis of assessment results, next steps, and pedagogical practices.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 060
School Name The Alice Austen School		

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 Mark Reinhold	Assistant Principal Doreen Seaman
Coach type here	Coach type here
ESL Teacher Norine Kaplan	Guidance Counselor Christine Reese
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Roe Pellegrino
Related Service Provider type here	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	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	871	Total number of ELLs	34	ELLs as share of total student population (%)	3.90%
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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														
Pull-out	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	31	0	7	3	0	1	0			34
Total	31	0	7	3	0	1	0	0	0	34

Number of ELLs who have an alternate placement paraprofessional: 3

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	7	4	2	4	1	0								18
Chinese	1	1												2
Russian														0
Bengali														0
Urdu		2												2
Arabic	2		2											4
Haitian														0
French														0
Korean				1										1
Punjabi														0
Polish	1													1
Albanian		1	1		2	1								5
Other			1											1
TOTAL	11	8	6	5	3	1	0	0	0	0	0	0	0	34

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	0	1	1	1								6

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)	0	2	6	3	0	0								11
Advanced (A)	9	4	1	1	2	0								17
Total	11	7	7	5	3	1	0	0	0	0	0	0	0	34

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

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

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

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

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

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

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

Our school uses a variety of assessment tools to assess the early literacy skills of our ELLs. Grades K-2 uses the New York City Performance Assessment (Writing Prompt). Grades 2-5 uses Ed Performance. Grades 1-5 uses Running Records to assess reading fluency and comprehension. The Running Records are aligned with the student's lexile levels which is another indicator to show whether or not the student is meeting the standards in reading. Classroom teachers use this data to form guided reading groups to target individualized instruction. All teachers are using the Teacher's College Reading and Writing Assessment. Other assessments include the ELL Periodic Assessment, Spelling Inventories, Oral Proficiency Checklists and Sight Word Assessments. Teachers identify specific student needs through ARIS, NYStart and soon, Schoolnet and align instruction accordingly. The LAB-R and NYSESLAT will be used to determine language grouping and the number of mandated minutes of ESL instruction per week. Data from the NYSESLAT shows that we have 17 students at the Beginner and Intermediate level of proficiency and 17 Advanced students. As per CR-Part 154, Beginner and Intermediate ELLs are receiving 360 minutes of explicit ESL instruction per week and Advanced students are receiving 180 minutes of explicit ESL instruction per week. As of now, the data for the New York City Performance Assessment has not yet been reported. Data generated as a result of these assessments will identify target groups such as at-risk or students just missing standards for our inquiry team and teacher target groups. This year, students will be targeted based on the results of these assessments, thereby driving differentiated instruction to meet their needs.

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

Based on the 2013 NYSESLAT and the fall 2013 LAB-R results, our current population of ELLs consists of 6 beginners, 11 intermediates and 17 advanced. 10 ELLs are students with disabilities either in a self-contained class or ICT class. One additional student has an IEP for another related service. 11 students out of 39 or 28% scored proficient on the NYSESLAT, thereby no longer requiring ESL services. As of October 18, 2013, the RNMR report on ATS was not available to fully analyze the breakdown of proficiency levels for listening/speaking and reading/writing. However, the raw scores on the RLAT indicate that the reading and writing modalities continue to be areas of concern. Out of the 22 ELLs currently in PS 60 who took the NYSESLAT last year, 16 scored the lowest in writing. 17 out of the 22 scored the highest in speaking.

Data patterns across the grades show that 82% of our Kindergarten students scored at the advanced level of proficiency based on LAB-R results. In past years, the number of students who were advanced in Kindergarten tends to decrease after taking their first NYSESLAT exam. 41% of our beginner and intermediate students are newcomers with 0-3 years of ESL services. One 4-6 year ELL remained at a beginner level of proficiency.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the NYSESLAT data, instructional emphasis will be placed on strategies to promote reading and writing comprehension in all content areas using non-fiction, content related texts. Writing for a variety of purposes will be focus with goals to add details, cite evidence and use of a richer vocabulary. Conferences and next steps will be noted with students' goals to measure progress. Students will be mandated to stay during for extended day, small group instruction. 3rd-5th grade ELLs will be invited to participate in our Title III After School Program which will prepare them for the state tests. Since the RNMR report on ATS was not available, we were unable to utilize the AMAO tool. This data would have revealed the percentage of ELLs making progress in learning English; the percentage of ELLs obtaining English language proficiency; and AYP for ELLs in meeting grade level academic achievement standards in ELA and Math. It also would have indicated risk factors for ELLs who may not make progress.

4. For each program, answer the following:

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

a) 12 ELLs took the 2013 content area tests. 9 students are ELL-SWD. All third and fourth grade ELLs scored a 1 on the ELA. 6 out of 8 fifth grade ELLs also scored a 1. Similarly, only 4 ELLs scored a 2 on the State Math test and the remaining 8 ELLs scored a 1. One student took the Math test in Spanish and scored a 1. This indicates that ELLs taking the test in their native language did not fare better than those taking the test in English.

b) The school leadership team and teachers will use the ELL Periodic Assessments to determine our students strengths and weaknesses and drive instruction. Using the item analysis data for the four language modalities, the ESL teacher will be able to identify areas of strengths and weaknesses. Collaboratively, the ESL teacher, classroom teachers and providers will use this data to focus on the particular needs of students, group those students together and plan instruction accordingly.

c) P.S. 60 teachers and staff have learned that the ELL Periodic Assessment identifies areas of strengths and weakness among the language modalities. During the 2012-2013 school year, the ELL Periodic Assessment showed that many of our ELLs were strong in speaking and listening but weak in reading and writing. We plan on using the results of the Fall, 2013 ELL Periodic Assessments in the same way. Based on these assessments, a stronger focus will be placed on improving reading and writing skills in the classrooms and ESL program. Newly emigrated ELLs in the upper grades are using their native language in their writing pieces. Spanish and Albanian paraprofessionals are translating the native language into written English in order for the students to see their writing in English and for the teachers to assess the writing.

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](#).)

In order to guide instruction for ELLs within the RtI framework, we screen all students including ELLs with our beginning year assessments, such as the New York City Performance Assessment, Oral Language Proficiency Checklist, Ed Performance and Sight Word Inventories. All classroom teachers use the ReadyGen and GoMath! assessments. The ESL teacher uses the LAB-R, Spanish LAB and NYSESLAT results to indicate whether a child needs Tier 1 RtI. Other informal assessments that teachers use to identify targeted students are writing prompts, informal class assessments and conferencing, exit slips, running records and observations.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Bilingual paraprofessionals allow students to respond in their native language orally and in their writing. Bilingual dictionaries are created by the students and published bilingual dictionaries and glossaries are used by students that can read in their native language. Bilingual books are available in the ESL classroom and the school library. Whenever possible, students are grouped with English Proficient students who speak the same native language. If a Spanish speaking student does not pass the LAB-R, the Spanish LAB is given within ten days of school registration. Visual illustrations and gestures are presented wherever possible.

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?

Currently, we do not have 15 parents in two contiguous grades requesting a Bilingual or Dual Language program. However, as per Aspira Consent Decree, we will contact our school's network for grant guidelines and regulations.

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

Our school evaluates the success of our ELLs based on how many students advance proficiency levels on the NYSESLAT, test out of the ESL program and reach standards or show progress on the ELA, Math and all content area tests. We also measure progress on the Running Record data, students' report cards, TC assessments, Ed Performance data and the Periodic Assessment to further determine the success of our programs.

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, the parents are asked to complete a Home Language Identification Survey (HLIS). All parents or guardians of

new kindergarten students, students new to the country or students new to New York City Public Schools are asked to complete the survey. During registration, the pupil accounting secretary will call either the ESL teacher or Guidance Counselor if the parent or guardian does not speak English. Surveys are given in the language requested by the parent/guardian and are administered by either the ESL teacher or Guidance Counselor. An informal interview is conducted with the child during this time. If necessary, a bilingual translator will assist with the interview. Our team of pedagogues and staff responsible for the initial screening and administering the HLIS are Norine Kaplan, licensed ESL Teacher, Christine Reese, Guidance Counselor, and AP Doreen Seaman. If necessary, our bilingual paraprofessionals, Lena Arroyo, Steve Segarra and Valbona Turku will assist with translation services in Spanish and Albanian. The ESL teacher then reviews each survey to determine LAB eligibility. A student is considered to be eligible for LAB testing if one question from Questions 1-4 and two questions from Questions 5-8 of the survey indicate that the student uses a language other than English. The correct OTELE code is written on the HLIS. Additionally, ATS reports such as the RLER are generated to ensure that all eligible LEP students are identified and tested. The ESL teacher administers the LAB-R to students individually within 10 days of registration. The ESL teacher meets the students prior to testing them so that they become comfortable with the teacher. The teacher takes them to the ESL classroom or an empty classroom to administer the test. The test is hand-scored as the students respond to the questions in order to identify ELLs immediately. Students are identified as ELLs if they do not meet the cut scores of the LAB-R for their grade level. Spanish speaking students who do not pass the LAB-R are administered the Spanish LAB. The Spanish LAB is administered by a Spanish speaking paraprofessional in the presence of the ESL teacher. The children are tested individually in the ESL classroom. All LAB scan sheets are sent in to the Borough Assessment Office (BAO) on the designated days and times.

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.

As our ELLs are identified, information from the EPIC kit goes home to the parents explaining the 3 program choices. The Parent Brochure, Parent Survey and Program Selection form, and Entitlement letter are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. All parents are invited to a Parent Orientation meeting via a letter home in the students' backpack. All 3 program choices are explained in a power point presentation and by viewing the Parent Orientation DVD in their native languages. The parents are asked to bring the Parent Survey and Program Selection form with them to complete during the meeting. Ongoing Parent Orientation meetings will take place throughout the year as new students are identified as ELLs. All orientation meetings will take place within ten school days of enrollment. The Parent Orientation meeting is given by the ESL teacher with assistance from Roe Pellegrino, our Parent Coordinator and Lena Arroyo, our Spanish speaking paraprofessional. If necessary, our Albanian paraprofessional, Valbona Turku will also be present. Parents are encouraged to ask questions. Attendance is taken and copies are kept in the ESL binder and in the Parent Coordinator's binder. As new students arrive throughout the year, Parent Orientation meetings will be offered to ensure that all parents understand all three program choices. If Transitional Bilingual class or Dual Language class becomes available in our school, we will invite the parents to a meeting to describe these classes and provide them the opportunity to place their child in this program if the parent chooses to do so.

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 and the Parent Survey and Program Selection form are sent home with the student, after the student is identified as an ELL. All forms are sent in the language requested by the parent. Parents are asked to bring the form with them in order to complete them at the Parent Orientation meeting. Additional surveys and selection forms will be available at the meeting. The Parent Survey and Program Selection forms are also available during parent/teacher conferences if they had not been returned at that point. If the parent is present during parent/teacher conferences, the ESL teacher arranges a meeting with the parent during this time in order to complete the survey. There is continuous follow up by the ESL Teacher and Parent Coordinator when forms are not returned. Original copies of the Parent Survey and Program Selection forms are stored in the student's cumulative record folder. An additional copy is stored in the ESL teacher's white HLIS binder, along with copies of the HLIS, entitlement letters, continued entitlement letters and placement letters.

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.

Identified ELLs are immediately placed in our ESL program and receive mandated ESL instruction based on the results of the LAB-R. At this time, we do not have 15 parents in two contiguous grades requesting a Bilingual/Dual Language program. During the Parent Orientation meeting, the various program options are discussed with the parents. Information about the three program choices are given in the parents' native languages. Bilingual paraprofessionals also assist parents in understanding their right to

choose the best program for their child. Placement letters are sent home with the student to inform the parents of their child's placement in the ESL program. NYSESLAT scores determine whether a child will continue to receive ESL services. Continued entitlement letters are sent home in the beginning of the school year based on the NYSESLAT scores. All letters are sent home in the language requested by the parent that are available on the New York City DOE website. Copies of the placement letters and continued entitlement letters are kept in the ESL teacher's white HLIS binder. The ESL teacher keeps track of parent requests for bilingual or dual language programs. The ELPC screen in ATS is updated within 20 days of a child's enrollment indicating the parents' choice of program. Parents are informed that in the event that there are 15 requests for a bilingual or dual language program within two contiguous grades for the same language, the network will be contacted for program and grant information to open these classes in our school.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs are annually evaluated using the NYSESLAT every spring by the ESL teacher and additional pedagogues trained in NYSESLAT procedures. To ensure that all ELLs are evaluated, the RLER report is generated on ATS. The pedagogues responsible for administering the NYSESLAT are: Norine Kaplan, ESL teacher, Jackie Spano, 2nd grade teacher, and Janice Bambara, retired substitute teacher. The testing coordinator, Diane Rosso schedules three consecutive days during the NYSESLAT testing window to administer the Listening, Reading and Writing components of the NYSESLAT. Day 1 is the Listening test; Day 2 is the Reading test; Day 3 is the Writing test. All grades take each test on the same day. Absent children will take a make-up test at a later date within the testing window. These components are administered in a group setting by grade band by either the ESL teacher or the two trained pedagogues. The Speaking component is individually administered prior to the other three tests by the ESL teacher with a trained pedagogue scoring the responses. Classroom teachers are notified in advance as to when these tests will take place. Letters go home to ELL parents notifying them of the test schedule. Parents are also informed about the NYSESLAT at our Parent Orientation meetings. The dates for the tests are also listed on our school's website and on our school calendar.

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. 
- Upon review of the Home Language Surveys for the past few years, we can see that the trend in program choice is the Freestanding ESL program as chosen by the majority of parents. For the 2013-2014 school year, we had 12 new ELLs admitted. 8 parents requested ESL. In the 2012-2013 school year, we had 10 new ELLs admitted. 8 parents requested ESL. In the 2011-2012 school year, we had 16 new ELLs admitted. 14 parents requested ESL. As of October, 2013, 23 parents chose ESL, 5 parents chose Transitional Bilingual Education, 2 parents chose Dual Language, 3 children transferred to PS 60 without the Parent Survey in their cumulative folders and 1 parent as of yet, did not return the survey.

The ESL program model aligns with the majority of our parent requests. The ESL program does not align with a few of our parent requests because at this time, we do not have 15 parents in two contiguous grades requesting a TBE/Dual Language program. In the event that there are 15 requests for a TBE/DL program within two contiguous grades for the same language, the network will be contacted for program and grant information to open these classes in our school. Those parents requesting Transitional Bilingual Education or Dual Language chose to have their children remain at their home school and placed in the ESL program.

Due to the increasing number of Spanish students in both Kindergarten and first grade, the possibility of a dual language or transitional bilingual program within the next few years may exist with parent consent. As of this school year, only 4 parents out of 11 Spanish speaking children in grades Kindergarten and first grade requested TBE Special education. As per their IEPs, parents of ELL/SWDs requesting bilingual classes, are given an alternate placement bilingual paraprofessional until the child can be placed in a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The Alice Austen school follows the free standing English as a Second Language program model for all students in grades K-5. Since the ELLs are not all placed in the same class per grade, we follow the pull-out model for ESL.
 - b. Groups are pulled out heterogeneously according to grade level as follows:
 - Kindergarten all proficiency levels: Two 45 minute periods per day/4 days a week
 - 1st and 2nd grade Beginner and Intermediate levels: Two 45 minute periods per day/3 days a week and one 45 minute period per day/2 days a week
 - 1st and 2nd grade Advanced levels: Two 45 minute periods per day/2 days a week
 - 3rd, 4th and 5th grade Beginner and Intermediate levels: Two 45 minute periods per day/3 days a week and one 45 minute period per day/2 days a week
 - 3rd, 4th and 5th grade Advanced levels: Two 45 minute periods per day/2 days a week
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)?

P.S. 60 implements a free-standing pull-out ESL program. All Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week as mandated by CR-Part 154. All advanced ELLs receive the mandated 180 minutes per week. All ELLs are serviced by a certified, ESL teacher. In order to ensure that all ELLs receive the mandated amount of instruction, the ESL teacher works collaboratively with the classroom teachers and other related providers to form a mutually accommodating schedule with minimal time taken during the literacy block. Native language instructional minutes are delivered through our bilingual paras, translation dictionaries and native language libraries. Students receive explicit ESL instruction under the following ESL program schedule:

- Kindergarten all proficiency levels: Monday, Wednesday, Thursday, periods 3 and 4; Tuesday, periods 6 and 7 = 360 minutes
 - 1st and 2nd grade Beginner and Intermediates: Monday and Thursday, period 6; Tuesday, Wednesday and Friday, periods 1 and 2 = 360 minutes
 - 1st and 2nd grade Advanced (with 1st and 2nd grade B/I): Tuesday and Wednesday, periods 1 and 2 = 180 minutes
 - 3rd, 4th and 5th grade Beginner and Intermediates: Monday and Thursday, periods 1 and 2; Tuesday, period 3, Wednesday, period 6, Friday, periods 5 and 6 = 360 minutes
 - 3rd, 4th and 5th grade Advanced (with 3rd, 4th and 5th grade B/I): Monday and Thursday, periods 1 and 2 = 180 minutes
- All ELLs receive explicit ELA instruction in their regular classrooms. Our school runs on a block schedule. All classes are mandated to teach at least 90 minutes of literacy instruction per day/5 days a week. Using the ReadyGen literacy program, NLA instruction is embedded in the program, providing the teacher scaffolds to use with ELLs.

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.

The Alice Austen School's ESL program encompasses an academic discipline designed to allow students to acquire English language proficiencies, and meet Common Core Learning Standards. Students receive all instruction in English. Our ESL program tailors the needs of our ELL students and promotes academic rigor through the implementation of differentiated instruction and scaffolding techniques. The students are seen by a licensed NYC ESL teacher. Students in the pull-out program are brought to a print-rich and inviting classroom. The classroom provides evidence of rigorous instruction with student work prominently displayed as well as word walls, charts, maps and posters. In addition to the ESL instructional materials and resources, content area instruction will also include a variety of strategies to make content comprehensible for all ELL students.

ELA instruction in the general education classes is provided by ReadyGen which embeds various ELL strategies and scaffolding throughout the program. The ESL teacher collaborates with the classroom teachers to align ReadyGen's units with explicit ESL instruction. Rigby's On our Way to English, Continental Press' Journey Into Reading, Pearson's TOPS and Award Reading are also used in the ESL classroom. Instructional implications for ELLs will include the level of text complexity, explicit vocabulary

mini-lessons, repetitiveness of texts and supplemental lessons about the English language.

Math instruction is provided by Go Math! for all students. Similar to ReadyGen, Go Math! incorporates various ELL strategies and tips within the program. Our science curriculum follows the NYS Scope and Sequence, incorporating the Common Core Learning Standards. Harcourt Science New York City edition is used for all students in all grades. ELL strategies and scaffolding techniques are embedded within this program.

Instructional approaches include the use of ESL methodologies such as, QTEL strategies, TPR methods, Lilly Wong Fillmore's Deconstructing Sentences which provide additional support with comprehensible background and vocabulary. A leveled library will be maintained to promote instructional and independent reading based on the student's running records. Native language libraries, bilingual paras and translation dictionaries support ELLs in their native languages. Upper grade students who can read and write in their native language are encouraged to use their native language for oral and/or written responses. In the ESL classroom, children are also encouraged to share their culture, special holidays and family experiences. This provides a springboard for various reading and writing activities which is also aligned with the Common Core Learning Standards.

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

Throughout the school year, as newly registered Spanish speaking students are identified as ELLs, they are given the Spanish LAB. ELLs are appropriately evaluated in their native language through the use of translated tests (if available), the use of translators or bilingual dictionaries. We do not offer TBE/DL programs in our school because we do not have 15 parents in two contiguous grades choosing these options.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of formal and informal assessments, and observations. The NYSESLAT provides a formal assessment on all four modalities for all ELLs in grades K-5. K-2 teachers have been assessing speaking by using an Oral Language Proficiency Checklist. ReadyGen provides end of module and end of unit testing in reading and writing. ReadyGen also provides opportunities for teachers to observe listening and speaking in academic conversations. All students including ELLs are evaluated in reading comprehension using Ed Performance assessments. ELLs in grades 3-5 will be evaluated by the ELL Periodic Assessment. Conferences, observations and teacher created assessments will also be used to monitor progress in language acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At present, we do not have any students identified as SIFE. However, should a SIFE enroll in our school, their needs will be addressed through more individualized instruction, visual materials, scaffolding strategies and peer grouping with students speaking the same language. We will research for any available SIFE grants. A SIFE library has been established in our school library with a variety of content area books including social studies and science. In addition, these children will also be mandated for small group instruction during the extended day. SIFE students will receive mandated instruction time based on their proficiency level and CR-Part 154. The guidance counselor will be consulted to provide emotional support, if necessary. Wherever possible, a SIFE will be paired with a student speaking the same native language to help smooth the transition of a new environment and new school. All SIFE will be invited to attend our Title III after school programs.

b. Differentiated instruction will be adapted to address the newcomers. Newcomers will receive more small group instruction utilizing more visual/aural strategies, realia and meaningful context. If possible, newcomers will be paired with an advanced or English proficient student who speaks the same native language. Rosetta Stone in English will be used to further vocabulary development. Other technological interactive activities such as Award Reading, Discovery Education, Starfall and other educational websites will be utilized. Newcomers in grades 1-5 will receive extended day, small group instruction. Newcomers in grades 3-5, along with all current and former ELLs will be invited to participate in our Title III after-school programs to help prepare them for the NYS ELA, NYS Math Test and NYS Science Performance tests.

c. 4-6 year ELLs will continue to receive rigorous instruction in all language modalities as described above. Data from the NYSESLAT, ELA, State Math Tests as well as other formal assessments are analyzed to determine small group and differentiated instruction for these students. The trend in the last few years show that writing is an area of weakness for our 4-6 year ELLs. Writing will be a focal point in ESL instruction as well as in the General Ed classroom. The ESL teacher will work individually with the students in the

ESL classroom to continue working on writing pieces. Graphic organizers, repeated readings of selected texts, repetitiveness of new vocabulary and small group work will be used. Dr. Lily Wong Fillmore’s Deconstructing Sentences will be a useful strategy to help our 4-6 year ELLs take apart complex sentences to comprehend their meaning. ELL-SWDs will be evaluated under the new ELAND process to discern whether the student is now considered English dominant and a learning disability prevents them from passing the NYSESLAT.

d. Currently, we do not have long-term ELLs. However, most long-term ELLs are proficient in oral language but are still struggling in reading and writing. Strategies described for 4-6 year ELLs will continue to be used. More metacognitive tasks, and anticipatory guides will be used in reading and writing activities.

e. Many of our former ELLs remain for extended day small group work. Former ELLs will continue to receive ELL test modifications on all standardized tests for two years after testing proficient on the NYSESLAT. All former ELLs are also invited and encouraged to participate in our Title III after school programs which focus on reading, writing and preparing for the State tests.

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?

All ELLs use the same ELA program, ReadyGen, and Math program, GoMath! as the general education students. These programs provide differentiated strategies for ELLs and ELL-SWDs, such as explicit vocabulary instruction. Scaffolded instruction strategies are included as well by providing additional graphic organizers, and close reading of text to gain comprehension. Teachers of ELL-SWDs will provide more modeling, clarification through questioning and draw upon prior experiences to help gain understanding. ELL-SWDs assigned alternate placement paraprofessionals as per their IEPs get additional one-on-one guidance. Visuals and interactive media also help in the progression of language development and help engage our ELL-SWDs.

Our School Based Support Team uses LAB-R results and recent NYSESLAT scores to determine language used for testing and evaluation. Our IEP teacher, Rosemary Guardi reviews all IEPs to ensure that all students are receiving all mandated related services. All providers meet in the beginning of the school year to review all IEPs. An accommodating schedule is designed to prevent any conflicts in order for all services to be provided to the child.

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

Our ELL-SWD’s are re-evaluated according to their IEPs. Once the re-evaluation is complete, the School Based Support Team meets to discuss the best and least-restrictive environment for the student. A collaborative team of classroom teachers, related service providers and the ESL teacher meet in the beginning of the school year to work out a flexible schedule in order for the students to receive all IEP mandated services. Copies of all schedules are available should any necessary schedule changes occur. As per the Special Education Reform, ELL-SWDs who are meeting or exceeding their IEP goals or meeting or exceeding standards in a particular content area, will be mainstreamed into a general education class during that content area instruction time.

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
Native Language Arts:	N/A
Social Studies:	English
Math:	English
Science:	English
Art	English

Class/Content Area	Language(s) of Instruction
Nutrition	English
Healthy Living	English

Courses Taught in Languages Other than English ⓘ

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

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

Technology	English			
Library	English			
Model Drawing	English			

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

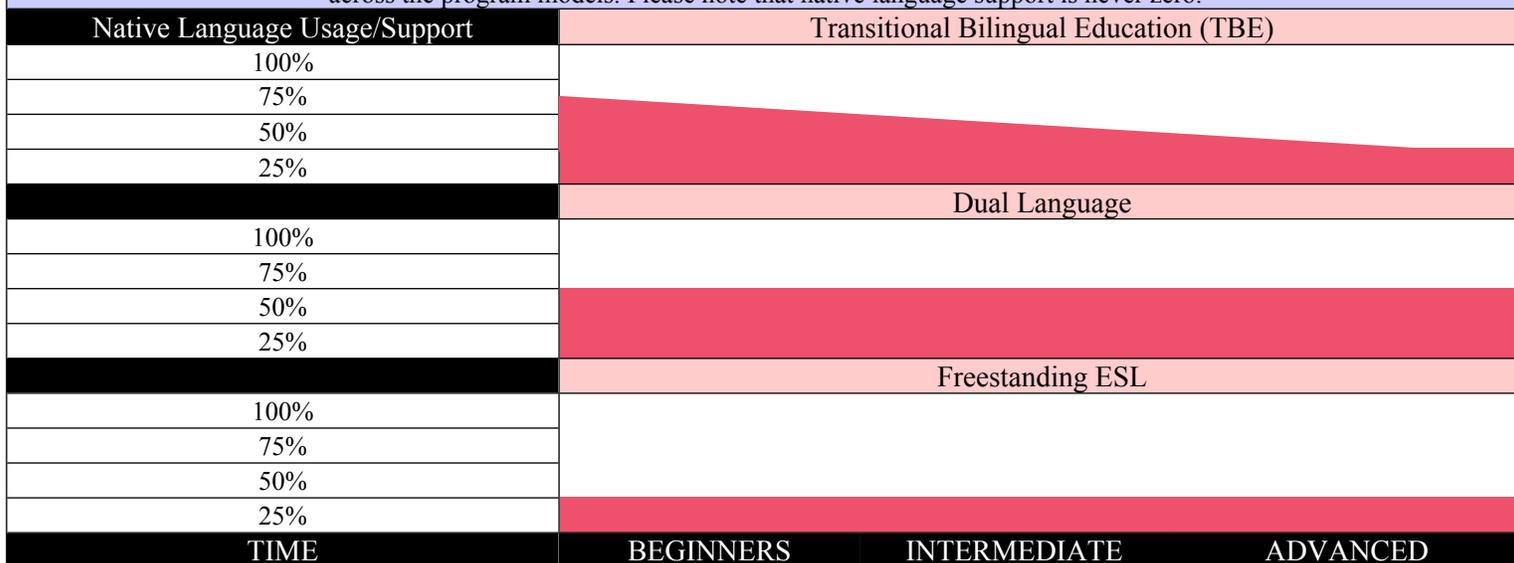
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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 ultimate goal is to increase proficiency levels for all of our ELLs. All content areas will apply differentiated instruction through scaffolding, bridging and modeling for all ELL subgroups. Articulation between the ESL teacher, classroom teacher and cluster teachers will target the needs of the student. Targeted intervention services for ELA, Science and Social Studies include Close Reading groups, multiple entry points using a variety of questioning techniques, use of prior knowledge and prior experiences, Foundations, and Lily Wong Fillmore's Deconstructing Sentences. The GoMath! program also provides multiple entry points for learning with various strategies to solve a math problem. Identified ELLs and former ELLs will also receive small group instruction during the extended day in reading, math and science. Title III supplemental programs will also provide small group instruction in ELA, math problem solving and science. Classroom teachers are using reteaching strategies and activities from ReadyGen and GoMath! to provide high, quality targeted intervention (RtI Tier 1). If further intervention is necessary, steps will be taken to implement Tier 2 RtI, which will include small group instruction/reteaching/guiding reading groups, etc. and extended day instruction. Targeted intervention is also implemented in the ESL classroom which include programs by Award Reading, Foundations, Pearson's TOPS and STARS.

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

In order to align with the Common Core Learning Standards, our school began new ELA and Math programs this year. We will be able to determine their effectiveness after the students take the state tests in 2014. Based on the Spring, 2013 NYSESLAT scores, 10 out of 39 or 26% ELLs tested proficient. 17 out of 28 or 61% of our ELLs from the 2012-2013 school year progressed at least one proficiency level.

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

ReadyGen and GoMath! We are looking at various vendors for a new ESL curriculum program.

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

We are no longer using Everyday Math and Literacy by Design since they did not meet the new Common Core Learning Standards. No other program or services for ELLs will be discontinued.

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

All ELLs are given equal access to all school programs. Our goal is for all students to increase scores and reach standard levels in reading, math and science. All mandated students including ELLs and former ELLs stay for our extended day program on Tuesdays and Wednesdays. Currently, we offer our ELLs and former ELLs Title III after school programs to prepare for the content area tests and small group intervention. This program will be offered on Thursdays and Fridays beginning in January and ending in the beginning of June. In the fall and spring, we offer all students including our ELLs an after school enrichment program in which they can participate in various extracurricular activities such as cooking, art, dance, the Mighty Milers Club, kickback, jewelry making and theater. All 3rd-5th grade ELLs will participate in the Disney Outreach Program in the spring. Disney teaching artists will provide a pre-theater workshop in which the students will learn about theater and acting. In March, 2014, they will see The Newsies on Broadway and interview the actors after the show. For all programs, letters inviting the students to these programs, are sent home.

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

P.S. 60 has implemented the Common Core curriculum and materials for grades K-5, including small-group instruction for ELLs. ReadyGen is used for all students for ELA instruction. GoMath! is used for all students for Math instruction. Both program include supports for ELLs including scaffolding strategies and multiple entry points. Schoolwide provides resources for our writing workshops. Our Art program follows the Blue Print for the Arts. P.S. 60's ELL instructional plan aligns to the Common Core Learning Standards. The major skill areas of listening, speaking, reading and writing and critical areas in thinking are focused upon. There is an emphasis on the concepts of cross-cultural/multi-cultural understanding and responsibility. ESL also prepares our ELL's to understand and use English in various contexts. Social and academic English instruction is provided through the use of ESL methodologies and scaffolding. Award Reading developed by The Sunshine Group, will provide a highly interactive and engaging reading program that integrates technology across all content areas. Students will use laptops, texts and authentic materials to develop language and comprehension skills. Newcomers, year 4-6 ELLs and special education ELLs alike all receive this instruction. Pearson's Rigby Program, On Our Way to English will provide additional materials for learning including small group close reading. This research-based program developed by Pearson along with David and Yvonne Freeman includes differentiated instruction to meet the needs of all of our ELL's. Pearson's TOPS program

will provide additional support in grammar and vocabulary development for our newcomers. In ESL, we use Continental Press' Journey into Reading which provides non-fiction articles in content areas such as social studies and science. This program provides additional vocabulary and comprehension skills designed to help struggling readers and ELLs and is targeted towards the State tests. EPS' Making Connections is also used as a supplemental, scaffolded instructional program. This program also uses non-fiction text to teach various reading skills. In ESL, lessons are created based on engaging, rich, quality texts to increase vocabulary, language and reading comprehension. To supplement the ESL program, additional materials include visual language cards, electronic reading cards, poems, short stories, big books, bilingual books in various languages, bilingual dictionaries and multi-cultural books. All of our classrooms, including the ESL classroom utilize SmartBoards for all content areas providing visually and aurally stimulating interactive lessons and activities. Classroom teachers have an iPad to further technological and interactive learning. Other technology infused programs include LinguiSystems, online bilingual dictionaries and games, LeapFrog systems and read aloud interactive books.

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

In order to support the students' various native languages, bilingual and native language books are available in the school library and the ESL classroom. Bilingual paraprofessionals are available to provide additional support. Those students who can read and/or write in their native language are encouraged to do so until they become more comfortable in reading and writing in English. Our bilingual para will assist in translating the students' writing pieces in order to be assessed. Accommodations will also be made to partner the student with another student who speaks the same language.

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

All required services and resources do support and correspond to ELLs ages and grade levels. All ELLs are placed in chronologically appropriate grade levels. All programs are designed to meet grade level Common Core learning standards. To support language needs and make the child feel comfortable, immigrant newcomers will be paired with other children speaking the same native language. To help with text complexity, scaffolding strategies will be implemented such as graphic organizers, modeling and schema-building in order to engage the student. Age appropriate material is available as low-level/high interest texts.

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.

To assist newly enrolled ELL students before the beginning of the school year, our school provides a parent orientation for all incoming Kindergarten students every spring. This meeting provides parents and students an opportunity to visit classrooms and meet classroom teachers, providers, the Parent Coordinator and the ESL teacher. As new ELLs enroll throughout the year, we offer Parent Orientation meetings to the parents. If class size allows, we try to place the new ELL in a class with other children who speak the same language. Throughout the year, new eligible ELL students are identified through the HLIS, and are administered the LAB-R within 10 days of registration. If eligible, based on the LAB-R cut scores, the new ELL is placed in an appropriate grade-level group in the ESL program .

18. What language electives are offered to ELLs?

At this time, we do not offer any language electives to ELLs other than English.

19. For schools with dual language programs:

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

At this time, we do not have a Dual Language program since 15 parents of ELLs in two contiguous grades, speaking the same language, did not request it.

C. Professional Development and Support for School Staff

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

1. Professional development will be provided to all ELL personnel throughout the year. ELL personnel include: the ESL teacher, the guidance counselor, parent coordinator, bilingual paras, classroom teachers and speech therapists. PS 60 is continuing our collaboration with Schoolwide Inc. to develop units of study in writing using Touchstone texts with align with the Core Curriculum. The entire staff will continue to receive training on the Danielson Framework model and the six shifts of the Common Core Standards in ELA and Math. Classroom teachers will receive training on ReadyGen and GoMath!. Other teachers of ELLs will receive additional Math training, called Metamorphosis which is given by our network, CFN604. Staff development is: ongoing throughout the year, sometimes supported by outside consultants, conducted through the turnkeying of information from teachers here who attend PD workshops, sometimes led by the administration, aligned to the citywide instructional expectations, at times, conducted as a "lunch and learn", and takes place regularly throughout the year during our Monday afternoon professional learning community meetings, common planning periods during the week, and on staff development days. These staff development days include September 3, 4, October 10, November 5, March 6, and June 5 of the 2013-14 school year.

2. Teachers of ELLs including the ESL teacher will register for professional development opportunities that will be provided by the Office of ELLs. A team of four teachers periodically attends training on the CCLS-aligned ReadyGEN and GoMath! curricula and turnkeys this information to their fellow pedagogues on subsequent staff development days. Other teachers attend PD (Metamorphosis PD) and turnkey important information as well to best prepare our students, including ELLs, for the rigorous demands of the Common Core. During the November faculty conference, the staff received UDL implementation examples, which offers dozens of strategies to help ensure all students have the scaffolded supports they need to access the grade level content.

3. All ELLs transitioning from PS 60 to the various middle schools are aided by our Parent Coordinator. Letters are sent home inviting the students to the middle schools' open houses and the Middle School Fair. All students receive a book about all of the middle schools on Staten Island. Representatives from the middle schools meet with all parents including ELL parents to provide information about the schools. Students are also invited to participate in a guided tour of the middle school to become familiar with the school and meet the teachers and administrators. During Open School Week and parent-teacher conferences, the parent coordinator and bilingual staff members are readily available (at the entrance in the main lobby) to assist with questions that parents of ELLs may have pertaining to the transition from elementary to middle school.

4. To provide the minimum 7.5 hours of ELL training for general education teachers and 10 hours of ELL training for special education teachers, Mrs. Kaplan, the ESL teacher will meet with grade teams throughout the year to discuss various ways to support their ELLs in the classroom. Certificates are given to staff members who attended training and are kept in the teachers' files in the main office. Specific topics will be supporting ELLs in the Common Core Classroom, Distinguishing between Language Acquisition and Learning Disabilities (as researched by Janette Klingner) and Supporting Immigrant ELLs in the classroom.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent workshops will be provided throughout the year. A strong connection between the school and all of our parents including our ELL parents keeps them informed about our school programs and provide ways to nurture their child's learning at home. The Parent Coordinator addresses our parents' needs through constant written and oral communication. The Parent Coordinator will host meetings throughout the year to foster the parent/school connection aided by our bilingual paraprofessionals. Parent orientations will take place on as an-needed basis within ten days of a new ELL's enrollment, to inform parents about the ESL curriculum, standards, assessments and expectations. Bilingual paraprofessionals will be present during these meetings, if necessary. The Department of Education's Translation Unit will continue to provide written translation services so that parents will be notified of school information and events in their native languages. Our PS 60 website also contains school information. The website offers a drop down menu of 71 different languages for parents to choose in order to translate the information. Parents can e-mail teachers through this website as well. Title III funds will be utilized for parent events throughout the year, including our annual ESL International Tea. This exciting event brings the parents, students and teachers together to celebrate the cultural diversity in our school. Other events include, a Nutrition workshop, Carnival, and Mother/Daughter-Father/Son nights. All parents are also invited to attend all monthly PTA meetings, attend Open School week and meet with teachers during Parent Teacher Conferences. Bilingual paras are available at all parent functions.
 2. Our school is currently partnering with the JCC of Staten Island in order to provide adult ESL classes for our ELL parents.
 3. In order to evaluate the needs of our parents, the Parent Coordinator sends out parent surveys. The surveys ask the parents to indicate personal preferences of workshops they would like our school to provide and the convenient times to attend them. The Parent Coordinator is always available to take phone calls from parents and/or meet with them to discuss their concerns. The ESL teacher has established an e-mail account on the school website in order to maintain communication with the parents.
 4. In the beginning of the school year, the Parent Coordinator holds a meeting to discuss parental concerns. Based on the discussions and parent surveys, the majority of parents indicated the need for a Math workshop. This workshop is scheduled and will be taught by a bilingual teacher. Due to ELL parents requesting adult ESL classes, we have partnered with the JCC, who in turn has provided information regarding these classes. Many ELL parents have also asked for recommendations on additional websites and resources that they can use with their child at home, which we have gladly provided.

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: PS 60 The Alice Austen School

School DBN: 31R060

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Reinhold	Principal		10/25/13
Doreen Seaman	Assistant Principal		10/25/13
Roe Pellegrino	Parent Coordinator		10/25/13
Norine Kaplan	ESL Teacher		10/25/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Christine Reese	Guidance Counselor		10/25/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R060 School Name: Alice Austen School

Cluster: 7 Network: 604

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.

Our school used data compiled from our Home Language Surveys and Parent Checklists to assess communication needs of our parents. The revised Home Language Survey indicates the preferred language that parents would like written and oral information from the school. Our school's website also provides school information with a drop down menu of over 70 languages to choose from. The website is updated on a regular basis to provide timely information. Our school's Parent Handbook is also translated into a few of our students' native languages.

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.

Based on the Home Language surveys, 17 parents would like written and oral information in Spanish, 2 in Arabic, 4 in Albanian, 1 in Chinese and 10 in English. We were able to provide our parents with report cards in Spanish, Chinese and Arabic. Additionally, based on parent requests, our school found that translators are needed during our Parent/Teacher conferences and informal conferences given throughout the year. We noted that a bilingual and native language library should be updated and maintained. These findings were reported to the school community by our Parent Coordinator, Pupil Accounting secretary and ESL teacher.

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.

Written translation services will be provided in a few ways. We will continue to use the DOE's in-house Translation and Interpretation Unit to translate prepared written notices to parents. For last-minute notices, our bilingual paraprofessionals can translate notices on an as-needed basis. We will also use online text-translation services such as Microsoft Word's Translation or Google Translate will be used by the school staff. These translations will then be proof-read by our bilingual paraprofessionals for accuracy.

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 will also be provided in a number of ways. We will continue to use the DOE's in-house over-the-phone service provided by the Translation and Interpretation Unit. For most of our oral interpretation needs, we will have our bilingual paraprofessionals either attend parent/teacher meetings or assist the teacher in phone calls home. We also encourage our parents to bring an adult English-speaking friend or relative to school meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our school fulfills Section VII of the Chancellor's Regulations A-663 in a variety of ways. In the lobby of our school and in the Parent Coordinator's office, are large posters welcoming all of our parents and students. The poster has several translated languages providing information about translation services for our school. The Parent Coordinator's office has a binder referencing the Chancellor's A-663 regulations including the Parents' Bill of Rights and Responsibilities. Translated copies of this document is also available in this binder. The Alice Austen school will inform the parents of all available translation services to them at registration, during the ELL Parent Orientation meeting, classroom curriculum conferences, our school's website and as outlined in the school's Parent Handbook. Written information will also go home to parents explaining how they can access other methods of translation services. This includes information to contact the public library, the JCC, or the College of Staten Island for additional services. Parents are also told how to access the New York City School's website in order to obtain additional information about translation services and other school services available to ELLs. In order to maintain

communication between parents and teachers, parents are encouraged to send e-mails via our PS60.org website. Our school safety plan is available at the Safety Agent's desk in the school's lobby.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Alice Austen School	DBN: 31R060
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 48 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III funds will allow our ELLs to participate in after-school programs beginning in January, 2013 and ending in May, 2013. The program will meet on Tuesdays and Thursdays for one and one half hours each session. The ESL teacher will plan with and co-teach with a general education teacher who has five years experience working with ELL students. All ELLs and former ELLs from the past two years in grades 2-5 will be invited to participate in a variety of programs to provide additional support in the content areas. The students will be grouped by ability level(beginner, intermediate and advanced based on the Nyseslat or Lab testing). The ESL teacher will rotate among the groups when working in the small groups. There will be about six in each group. The following Title III programs planned are:

Literacy and Math Strategies: Students will work in small groups to emphasize and reinforce literacy and math strategies necessary for the ELA and State Math test. Students will learn how to deconstruct sentences and directions in order to comprehend or solve Math problems. This will take place after school. The Award program as well as Anchor program and materials will be used in this program as well as teacher made material.

Science: Students who are ELLs or former ELL from past two years who are in grade four will work in small groups using the Smart Board to reinforce scientific concepts and vocabulary. The class will run two days a week for one and one half hours for five weeks. The ESL teacher and science teacher will co plan and co teach. Students will also create science experiments and test theories and hypotheses. This will take place after school. This school uses Harcourt Science material as well as supplementary literacy materials. Disney outreach program will work with our staff and students to analyze a story that has become a Broadway show. Students will have a chance to listen to and read a classic story. They will write their own story in this genre. On March 13th 2013 students will experience a real Broadway show.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

Professional development will be provided to all staff members throughout the year. This year, P.S. 60 is collaborating with Schoolwide Inc. to develop units of study in writing using Touchstone texts. The staff developer will work with the ESL teacher and co-teacher on the following dates: January 9th, February 5th. Units include Launching the Writers' Workshop, Personal Narratives and Realistic Fiction. Professional Development in Math includes aligning math standards to Everyday Math. The AP for math will meet with the ESL staff one session a month for the duration of the year. Technology training will include using the SmartBoard in the classroom, and data driven instruction using Acuity and ARIS. Training will take place on the SBO Monday in January and March. Teachers will also receive additional training by a representative from Award Reading in September a date TBD in the spring. To provide the minimum of 7.5 hours of ESL training, our ELL Network Support Specialist will attend and support professional development for classroom teachers of ELLs on Dec. 14th, Jan. 8th, Feb. 12th and Mar. 6th. On January 28th a workshop for Common Core and Text based question will be hosted by the Network. Topics that will be addressed include ESL strategies for the classroom teacher, Scaffolding Writing for ELLs, Building Academic Vocabulary, Guided Reading for ELLs, and Collaborative Teaching Techniques. General education teachers are invited to observe the ESL classroom for further insight into ESL methodologies and strategies. The ESL teacher will meet with the classroom teachers to discuss future planning, assess ELLs, and provide strategies that will help our ELLs transition smoothly from one grade to another or from P.S. 60 to middle school. The staff developer from Disney Outreach will provide hands on staff development for our teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: In the beginning of the school year, our Parent Coordinator sends out a parent survey to evaluate the needs of our parents. Parent workshops are then provided throughout the year. These workshops are developed based on the results of the parent survey. A strong connection between the school and our ELL parents will keep parents informed about our school programs and provide ways to nurture their child's learning at home. Communication between the school and parents is maintained through our monthly 60Minutes newsletter. Information about upcoming events, grade activities and curriculum updates are relayed. Ideas and suggestion are always requested with the newsletter to allow parents to express their concerns, maintain open communication with teachers, staff and administration.

Parent orientation will take place periodically beginning on September 24th, 2012 to inform parents about the ESL curriculum, standards, assessments and expectations. The Department of Education Translation Unit will continue to provide written translations so that parent will be notified of school information and events in their native languages. Upon request, bilingual paras are available when necessary. Over the phone interpretation services are obtained as needed. Title III funds will be utilized

Part D: Parental Engagement Activities

for parent wvents throughout the year, including our annual International Tea(Jan.17th). This exciting event brings the parents, students and teachers together to celebrate the cultural diversity in our school. Translation and interpretation funds will be used to purchase new software programs, translators for conferences and to expand our bilingual and native language libraries. Our school will once again host an adult ESI program offered by the Jewish Community Center of Staten Island. Other events include Family Math Night in March, a carnival in May and Mother/daughter/father/son night in June.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

