



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/MS 4
DBN (i.e. 01M001): 09X004
Principal: VINCENT RESTO
Principal Email: VRESTO@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: NANCY DIMAGGIO

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
Vincent Resto	*Principal or Designee	
Tracey Simmons	*UFT Chapter Leader or Designee	
Milagros Soto	*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	
Elizabeth Colon	Member/ Secretary (UFT)	
Lilian Kim	Member/ UFT	
Daniel Prestol	Member/ PA	
Jenny Cintron	Member/ PA	
Gilbert Rivera	Member/ PA	
Sheena Miller	Member/ PA	
Danielle Jenkins	Member/ Chair	
	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.

By June of 2014, the lowest third of students which includes English Language Learners (ELL) and Students with Disabilities (SWD) student groups will demonstrate progress towards achieving Common Core State Standards as measured by a 3% decrease in the lowest third of students scoring a Level 1 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

After analyzing the performance data of these subgroups in English Language Arts from the 2012-2013 NYS Progress Report, it was determined that the lowest third to include ELLs and SWD is a target group in order to help close the achievement gap.

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. Instruction is departmentalized for Grades 2-5 so that teachers can solely focus on planning for ELA in these grades.
2. Small group instruction is implemented in Grades 2-8 via a second classroom teacher or support staff member.
3. The PS/MS 4 Data System will be used to monitor and track the progress of the lowest third of students in order to drive student individual and small group instruction.
4. Grammar and phonemic instruction is embedded into the ELA periods to address foundational deficiencies to guide reading instruction.
5. Re-teach periods are embedded once a week via "Re-teach Wednesdays" in ELA to support the overall mastery of a concept for the lowest third of students.

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

1. ELA content-specific teachers will work closely with administration and lead teachers to execute effective ELA lessons that meet the needs of the lowest third subgroup.
2. Classroom teachers, special education teachers and paraprofessionals support small group instruction on a daily basis in Grades 2-8.
3. The PS/MS 4 Data System will house all in-house assessments and be accessible to all teachers and administrators.
4. K-3 teachers will be trained in and implement the Core Knowledge reading program. Teachers in Grades 4-8 will embed grammar instruction via *Growing with Grammar* books.
5. K-8 classroom teachers will be responsible for analyzing data to determine areas of reteach in ELA on a weekly basis.

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

1. ELA assessments will be administered on a biweekly basis and the results analyzed during weekly ELA teacher meetings with a specific focus on planning next steps for the lowest third of students.
2. Lesson plans are reviewed on a monthly basis by administration for feedback on lesson differentiation.
3. Assessment results to include class proficiency profiles which provide specific information on the performance of the lowest third of students is uploaded 48 hours after the administration of an exam. Teachers access and analyze the data on a weekly basis to plan next steps in targeting the lowest third of students.
4. Administration will conduct informal observations and lesson plan feedback at least once a month to ensure proper implementation of the program.
5. Administration will conduct informal observations and lesson plan feedback at least once a month to ensure proper implementation of reteach periods.

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

1. ELA instruction is delivered daily beginning September of 2013 and ending in June of 2014 in order to support the progress of students.
2. Small group instruction is delivered daily beginning September of 2013 and ending in June of 2014 in order to provide strategic instruction for students.
3. The PS/MS 4 Data System will be accessible from October of 2013 to June of 2014 in order to support the instruction of the lowest third.
4. The embedding of phonics and grammar instruction will take place from September of 2013 to June of 2014.
5. The implementation of "Reteach Wednesdays" will take place from September of 2013 to June of 2014.

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

1. Five days a week for 90 minute blocks.
2. Five days a week in separate classrooms and locations throughout the school building.
3. K-8 ELA Teachers meet in a classroom for 37 and a half minutes once a week to disaggregate data as well as once per week via common planning sessions.

4. Core Knowledge program kits and materials and Growing with Grammar materials will be implemented 5 days a week for at least 30 minutes daily.
5. Content-specific books and materials as well as student assessment results via the PS/MS 4 data system are utilized once a week for a forty-five minute period to implement the re-teach period.

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).

Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school's parent coordinator. The school will host a Curriculum Night to inform parents of academic expectations as well as introduce ELA unit of study. Parents are invited to participate in culminating celebrations for each ELA unit of study. Parent conferences are scheduled with teachers for students identified as the lowest third in order to collaborate on an action plan to support student achievement. Parents will be trained in the ARIS data system. Various forms of parent outreach to include daily phone calls, home visits and emergency meetings will be made to students in the lowest third who also have poor attendance. Monthly progress reports sent to parents outlining current level of progress for students as well as next steps.

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	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 #2

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

Annual Goal #2

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

By June of 2014, 85% of teachers in Grades K-8 will demonstrate an improvement in teacher pedagogy as evidenced by progress in Domains 2 and 3 of the Danielson Framework for Teaching.

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 implementation of the Danielson Framework for Teaching Rubric as a teacher evaluation system during the 2013-2014 school year generated the need for this goal. In addition, after analyzing the performance data from the 2012-2013 NYS Progress Report, it was determined that the lowest third to include ELLs and SWD is a target group in order to help close the achievement gap and there is a direct correlation between effective teaching and student achievement.

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. A minimum of three informal observations and one formal observation in Domains 2 and 3 for teachers who selected Option #1 and a minimum of six informal observations in Domains 2 and 3 for teachers who selected Option #2.
2. Professional development workshops which are differentiated to support teachers in Domains 2 and 3 of the Danielson Rubric.
3. Differentiated learning walks as part of a professional learning community where teachers conduct classroom inter-visitations to grow and share best teaching practices in Domains 2 and 3.
4. Teacher professional goals are developed according to Domains 2 and 3.

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

1. Administration to include the principal and assistant principals will be responsible for observing teachers through the lens of Domains 2 and 3 of the Danielson Rubric.
2. Lead teachers and administrators will be responsible for facilitating workshops focused on Domains 2 and 3 of the Danielson Rubric.
3. Teachers in Grades K-8 and administrators will be responsible for facilitating learning walks.
4. Administration is responsible for meeting with each teacher during initial planning conferences in October of 2013 to collaboratively design professional goals.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> The first phase of informal observations will take place between November and December of 2013 followed by consecutive phases on a monthly basis. Administration will debrief with teachers immediately following observations to determine next steps. Following every phase of observations, teacher ratings in Domains 2 and 3 will be calibrated on a monthly basis in order to determine areas for professional development. Teachers will complete an inter-visitation template during each learning walk. Administration will use these templates to observe whether or not strategies were implemented in said teacher's classrooms the week following the learning walk. Goals are submitted by K-8 teachers to administration for review in October of 2013. These goals will be revisited in January, March and finally June of 2014 to review progress towards and completion of goal.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> The evaluation process will commence in November of 2013 and continue through June of 2014. Professional development workshops will take place at least twice a month at a per-session rate from September of 2013 to June of 2014. Learning walks will take place once a week for a forty-five minute classroom observation and forty-five minute debrief session with a hosting teacher from September of 2013 to June of 2014. Teacher goal-setting will commence in October of 2013 through June of 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Copies of the Danielson Rubric as well as access to the Advance system and a video camera for teachers who selected to be recorded during observations. Per-session rate for facilitating and participating teachers/administrators, instructional resources needed to facilitate workshop to include SmartBoard, PowerPoint presentations, and handouts. A "Wall of Best Teaching Practices" will be displayed on the second floor of the main building for teachers to select which teachers they would like to visit; Administration and a lead teacher will schedule weekly learning walks once a week if possible and these will be tracked through documents housed in a "Learning Walks" binder. Per-session activities for teachers on Goal-Setting, 3 two-hour sessions; Smart Goal templates for all teachers; professional books on goal-setting for 20 teachers

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).
The Danielson Rubric will be discussed at Parent Association and SLT meetings.

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, 85% of students at PS/MS 4 will have improved at least two reading levels in Grades K-3 and at least one reading level in Grades 4-8 as measured by Fountas & Pinnell.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After analyzing the performance data in English Language Arts from the 2012-2013 NYS Progress Report as well as 2012-2013 ARIS reports, it was determined that students who scored a Level 1 on the NYS ELA Assessment tended to be at least far below grade-level in reading as measured by Fountas & Pinnell.

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.
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1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. The daily reading practice of students is tracked daily via a school program called Schoolpace. 2. Instructional periods solely devoted to reading practice are embedded into the school's instructional program. 3. An after-school program focused on developing students' decoding and reading comprehension skills is implemented for students in Grades K-8. 4. Extended day instruction focused on additional practice in decoding and comprehension skills is embedded for students in Grades K-8.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. K-8 classroom teachers input data and administration monitors daily reading practice. 2. Administration and lead teachers are responsible for the successful implementation of reading periods. 3. Administration and participating K-8 after-school teachers are responsible for the successful implementation of the program. <i>Ready!</i> ELA books are used for ELA instruction in the after-school program for Grades K-3. Literature books for the implementation of literature circles are utilized for Grades 4-8. 4. K-8 classroom and cluster teachers are responsible for using extended day reading periods to provide students with additional reading practice. Administration is responsible for ensuring teachers are utilizing these periods correctly.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Administration monitors student reading practice on a daily basis via an email from SchoolPace that is sent once a day. 2. Informal observations and collection of lesson plans are conducted at least once a month to provide feedback to teachers during reading periods. 3. Administration conducts at least one informal observation for each teacher during the after-school program in order to evaluate effectiveness. 4. Student groups will be tiered according to ability level in Grades 2-8 in order to provide targeted instruction in three-week cycles.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. The daily monitoring of reading practice begins in September of 2013 and ends in June of 2014. 2. Instructional periods are embedded at least 3x a week in all classes for forty-five minutes. Grades K-1 have 5 reading periods a week. 3. The after-school program is effective two days a week from October of 2013 to June of 2014. 4. Extended Day periods are effective two days a week for thirty-seven and a half minutes each day.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Schoolpace program, Student leveled books, leveled bins, classroom libraries, IPADs, laptops and conferencing binders are utilized to confer with students on their reading practice at least 3x a week for forty-five minute periods. 2. Student leveled books, beanbags, classroom libraries and leveled bins are utilized to support the implementation of reading periods at least 3x a week for forty-five minute periods. 3. Per-session rate for 17 teachers for one hour and fifteen minutes 2x a week; <i>Ready!</i> Teacher's Guides and books. 4. Schoolpace program, Student leveled books, leveled bins, classroom libraries, IPADs, laptops and conferencing binders are utilized to confer with students on their reading practice 2x a week for thirty-seven and a half minute periods.

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).
In-house and DOE parent surveys will be analyzed to provide school with information about how to best support school reading goals.
Parent outreach to students regarding enrollment in after-school program.
"Tell All, Be All" postcards mailed once a week congratulating parents on the academic progress of their students.
Daily calls to parents on each day of the after-school program regarding student attendance in the after-school program.
Parent workshops conducted in the area of literacy and how to best support their children's at-home reading habits.

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<ol style="list-style-type: none"> 1. Grades K-3 receive focused phonemic instruction with the Core Knowledge program and materials. 2. Grades K-8 utilize the American Reading Company program to deliver instruction during Extended Day periods. 3. SETSS services provided in the area of ELA. 4. Grades K-8 receive focused reading instruction within the after-school program through the use of Ready! materials and literature circle books. 	<ol style="list-style-type: none"> 1. Method for delivery is whole group and differentiated by Tier 1, Tier 2 and Tier 3 students. 2. Method for delivery is small group differentiated by Tier 1, Tier 2 and Tier 3 students. 3. Method for delivery is one-to-one or small group differentiated by Tier 1, Tier 2 and Tier 3 students. 4. Method for delivery is small group differentiated by Tier 1, Tier 2 and Tier 3 students. 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day 4. After school
Mathematics	<ol style="list-style-type: none"> 1. Extended Day periods are tiered based on ability levels and utilize <i>Crosswalk Coach</i> books in Grades 2-8 2. Grades K-8 receive focused math instruction within the after-school program through the use of Ready! materials. 	<ol style="list-style-type: none"> 1. Method for delivery is small group and differentiated by Tier 1, Tier 2 and Tier 3 students. 2. Method for delivery is small group differentiated by Tier 1, Tier 2 and Tier 3 students. 	<ol style="list-style-type: none"> 1. During the school day 2. After school
Science	Content-based teachers in Grades K-8 provide Science instruction via a school-created curriculum and use of Science <i>Fusion</i> materials.	Method for delivery is whole group	During the school day
Social Studies	Content-based teachers in Grades K-8 provide Social Studies instruction via a school-created curriculum aligned with ELA Common Core standards.	Method for delivery is whole group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as at-risk from Grades K-8 receive counseling services in anti-bullying, anger management or conflict resolution from the Guidance Counselor	Method for delivery is one-to-one or small group	During the school day

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

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
Strategies for the recruitment, retention, assignments and support to ensure staff is highly qualified for the 2013-2014 school year include: <ul style="list-style-type: none"> • Administration participates at recruitment fairs sponsored by universities and TeachNYC in order to screen potential candidates. • The principal and payroll secretary work closely with the network's Human Resources point to ensure that teachers' credentials are checked before hiring. • The principal and payroll secretary work closely with the network's Human Resources point to ensure that teachers considered not highly-qualified meet all required documentation and assessment deadlines. • The scheduling of a yearly staff weekend retreat focused on building staff culture and providing high-quality professional development • The scheduling of monthly staff cultural events including the celebration of staff birthdays and recreational events in order to promote teacher retention • The scheduling of guest speakers to include Stephen Peters and Todd Whitaker in order to motivate staff and support teacher retention • The assignment of content-specific teachers in Grades 2-5 as well as Science and Social Studies in order to support teacher recruitment and retention due to the attraction of planning for one content area as opposed to several content areas.

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).
The following strategies and activities for high quality professional development for teachers, administration, paraprofessionals and staff that enable all students to meet Common Core State Standards will be implemented during the 2013-2014 school year: <ul style="list-style-type: none"> • Weekly classroom inter-visitations focused on observing competencies in Domains 2 and 3 of the Danielson Rubric and facilitated by teachers • Teachers participate in professional development sessions sponsored by the DOE on the Danielson Rubric in December of 2013 • Teachers participate in weekly professional development sessions with a focus on Competency 3d of Danielson, Using Assessment in Instruction • Teachers participate in weekly per-session Curriculum Team planning sessions focused on providing an instructional core across curricula through the design of engaging, rigorous and coherent curriculum and assessments aligned to Common Core State Standards • Teachers participate in weekly common planning sessions with a particular focus on creating data-based goals for students, analyzing student results from interim assessments to plan next steps, incorporating effective questioning and discussion techniques, modeling clear expectations through an effective "To/With/By" modeling approach. • Two-hour professional development sessions are conducted based on teacher need as evidenced by information gathered from informal and formal observations, specifically Domains 2 and 3, which include support with building student relationships, classroom management and routines, effective teacher modeling, using data to differentiate instruction and student-goal setting. • Lead teachers and a math consultant work closely with classroom teachers on a daily basis to support their pedagogy and practice.

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.).

Tax Levy funding will be used to support teacher pedagogy and practice through professional development and culture-building activities. Title I and Title II funds will be utilized to support initiatives, resources and materials responsible for improving the achievement of all students including ELLS, SWD, STH as well as parents.

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.).

We have no pre-K however we transition pre-kindergarten students into kindergarten through a parent orientation and transition meetings for parents in order to inform parents about expectations related to Common Core and attendance. The school psychologist and guidance counselor also interview "Turning 5" students and advise their placement.

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.

Teachers participate in the decision making process regarding the use of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction is accomplished in the following ways:

- A MOSL (Measures of Student Learning) committee comprised of administrators and teachers that meet 6 times during July and August of 2013 and recommend assessment measures to be implemented
- A professional development workshop for teachers on MOSL conducted by the principal and assistant principal to the entire faculty in September of 2013
- Three subsequent goal-setting professional development sessions conducted in October of 2013 for all teachers to participate in the goal-setting process
- Initial planning conferences conducted in the month of October 2013 where teachers have the opportunity to select an option for which they will be evaluated and are informed about the MOSL that apply to their evaluation.
- Teachers create individual reading goals for each student, and these goals are reviewed by administration and finalized in conjunction with teacher input.
- Teachers across Grades K-8 participate in creating weekly and bi-weekly in-house K-8 assessments which comprise a portion of local measures.

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 09	Borough Bronx	School Number 004
School Name Crotona Park West		

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 Vincent K. Resto	Assistant Principal Maria I. Villegas
Coach Bertha Cruz	Coach Danielle Jenkins
ESL Teacher Regina Taylor	Guidance Counselor Patricia Prado
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Angel Pina
Related Service Provider Aurelia Oliquiano	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	0
Number of certified bilingual teachers currently	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

teaching in a bilingual program		teachers		certification	
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)	507	Total number of ELLs	53	ELLs as share of total student population (%)	10.45%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) This school offers (check all that apply):

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
	12 <input type="checkbox"/>					

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Push-In	8	8	8	8	8	8	8	8	8					72
SELECT ONE														0
Total	8	0	0	0	0	72								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	13
SIFE	4	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	2

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	36	4	5	15	0	6	2	0	2	53
Total	36	4	5	15	0	6	2	0	2	53

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE		0	0	0	0		0	0	0					0
	0	0	0			0	0	0						0
SELECT ONE														0
TOTAL	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
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	5	6	6	9	4		8	3	2					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1			2	1	1						9
TOTAL	6	9	8	9	4	2	9	4	2	0	0	0	0	53

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)	6	4	0	3	0	0	3	0	0					16
Intermediate(I)	0	0	4	1	0	0	2	1	0					8
Advanced (A)	0	5	4	5	4	2	4	3	2					29
Total	6	9	8	9	4	2	9	4	2	0	0	0	0	53

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													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	3	1			4
5	1	1			2
6	5	3			8
7	3	1			4
8	1				1
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	3						0		3
4	2		1		1		0		4
5	1		1						2
6	5		3						8
7	2		2						4
8			1						1
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

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

- 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.
 Fountas and Pinnell is the instructional tool that serves to inform both daily instruction as well as the instructional program of our school. The data collected varies across the grade levels as each child is assessed via individualized running records to determine reading and comprehension levels. Once the data is assessed, we utilize the American Reading Framework to identify the necessary skills and strategies students must possess in order to make significant gains across reading levels. Based on the analysis of current data, our students across grades K–8 engage in the decoding process with limited difficulty, but struggle to comprehend texts of varying text complexity. When analyzing responses to literature, major components such as themes, interpretation of the actions of characters and their development over the course of a text are difficult concepts to understand. Additionally, students struggle to identify relevant information via text-based details. Further to this, drawing appropriate conclusions as well as inferences is a significant challenge. Therefore, our instructional programs addresses skills such as main idea, thematic connections, drawing conclusions and inferencing across the genres. We have also modified our scheduling program to provide 90 minute blocks of reading and writing instruction so that students have more opportunities to acquire the necessary skills to increase comprehension.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Upon the entry of all ELLs into PS/MS 4, they are assessed utilizing the LABR. As the students are assessed using this tool, it is evident that students struggle to make meaning and to articulate in order to demonstrate their level of understanding. As such, there is an increased emphasis on vocabulary acquisition. Further to this, there is a focus on building meaning from print as well as visual images to support the comprehension of subject matter. The patterns in the NYSESLAT results reveal that most of our students in both Elementary and middle school performed at an beginner or advanced level of English. This requires us to hone in on the instruction of these students via small group instruction. In addition, it requires that we review the modality report to determine how best to focus our instruction. Once we target the appropriate instructional areas, we can use the weekly data to determine the growth with respect to reading, writing, listening and speaking. Throughout our analysis of data across grades K–8, we have observed that our students remain on the advanced level for consecutive years. Further to this, they most struggle with reading and writing. As stated prior, our ELLs struggle with significant details that are relevant and that allow a reader to understand the main idea presented by the writer. As such, our students analyze photos and scenes, but are find difficulty with creating a story that makes sense for the reader by incorporating details to support their ideas. This

analysis of data is conducted by the ELL AP and grade level teams to determine next steps for instruction as well as the following thematic units and skill work to be addressed within. Additionally the curriculum team along with the ELL AP analyzes data to modify the current curriculum and to develop as well as modify assessments that address current instruction.

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](#))

With regard to modalities, more students are advanced and proficient in speaking and listening. However, in reading and writing, students are evenly distributed across beginner, intermediate and advanced. This data speaks to the need for our students to develop the ability to read for understanding, build stamina and construct responses to literature that are detailed and focused. Our ELL population struggles within the reading and writing components as does the majority of the student population as evidenced by the NYS exams and our in-house assessments. The staff members involved in ensuring that our ELLs are supported in all modalities include but are not limited to the following:

*ELL Assistant Principal

*ESL teacher

*ELA teachers

*Math teachers

*Social Studies and Science teachers

*SETTS teacher

The aforementioned educators in alignment with CCLS design curriculum, weekly pacing guides and daily lesson plans centered on reading, writing, speaking and listening. Further to this, upon the analysis of bi-weekly ELA assessments, we are able to continuously modify and tailor instruction to meet the needs of our ELLs. The delivery of instruction is then conducted via whole class lessons, small group instruction as well as individualized conference sessions.

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

Grade K: Majority of students are on the beginner level

Grade 1: One half of the population are beginners and the other half are advanced

Grade 2: One half of the population are beginners and the other half are advanced

Grades 3–8: Majority of students are on the advanced level

This data highlights for us the need to emphasize our instructional efforts on the beginner and advanced proficiency populations for academic intervention as well as ELL services. In addition to academic intervention, students must now receive enrichment support through grammar instruction, literature circles, vocabulary as well

as the interdisciplinary units of study to encourage the use of academic, content-specific as well as social language.

In conjunction with the NYSESLAT data, the school leadership collects and analyzes conference notes, ELA and ELL periodic results as well as reading assessments in order to determine the content of instruction as well as the teaching methods that would be utilized in order to target our ELL population. By analyzing conference notes, we were able to determine the strands that we must address within the curriculum. For example, if a student presented a published writing to his class, a teacher would note if they spoke in complete sentences, if they used appropriate vocabulary in their speech and if they were able to understand and respond to audience questions. All of this data would inform the teacher of this child's next steps with regard to speaking, listening, reading and writing. The essential component of this work is collecting and analyzing data on a cyclical basis, specifically on a bi-weekly basis to continuously inform instruction. Specifically, the ELL periodic data is analyzed by the ESL and ELA teachers in order to design lessons targeted on improving reading comprehension by the strategic analysis of questions and well as texts. Our ELL students across grades K-8 are performing similarly to the rest of our school's population. As a result, we have targeted and developed thematic units focused on incorporating various genres within each unit. In addition to the data, we have determine that we can no longer focus on one genre for an extended amount of time. Therefore, each unit exposes to children to fiction and non-fiction, focusing on making connections across the genres in order to build and support their opinions and ideas. In support of the genre focus, libraries are purchased to support the reading of interest-based and content-specific literature. Further to this, native language texts are included to support the acquisition of the second language. Our students across grades K-8, struggle with reading and comprehending texts as well as creating writing responses to literature. As a result, we have instituted book clubs, literature circles and literacy centers within our ELA workshops.

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.](#))

Data is used strategically to deliver instruction to individuals as well as within small group settings. Individual instruction is facilitated through reading, writing and math conferences. Small group instruction is designed to provide strategy lessons for those students performing similarly with respect to literacy and math concepts. Assessments are administered in mathematics on a weekly basis and literacy assessments are conducted bi-weekly. Our Tuesday data meetings are utilized to disaggregate data and to develop focus areas for reteach lessons and to design action plans for students who require additional individualized instruction and/or support. The data collected from each assessment is used to tier each student. It is this assessed data that is used by teachers and members of the RTI team to determine intervention services necessary to aid in the academic progress of students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We ensure that a child's second language development is considered in instructional decisions by determining the child's assessed reading level. The data is based on the bi-weekly ELA assessment aligned to the current literacy units of study. Further to this the ELL periodic data as well as vocabulary exams provide rich data by which the ESL, ESL and content area teachers use to make strategic decisions. The decisions include but are not limited to:

*The identification of modeling strategies

- *the selection and modification of leveled texts
- *the selection of interest based literature
- *The selection of comprehension aids such as graphic organizers
- *The use of technology within whole class and small group instruction
- *The identification and flexibility of small group instruction

The type of literature that is utilized for our English Language Learners is aligned to each student's assessed reading level. We have increased the amount of instructional time spent on reading to 90 minutes. We have also increased the amount of instructional time spent on writing to 90 minutes. There is accessibility of literature in the reading classrooms. In addition, we are devising and creating libraries in math classrooms. The literature is based upon mathematical concepts and standard domains. Finally, all teachers (math, ELA and cluster) are trained in the ARC (American Reading Company) program.

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

Not applicable.

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

We evaluate the success of our programs for ELLs by utilizing assessments. Devising ELA assessments and analyzing the data generated guides instructional decision-making. The progress of ELLs will be monitored throughout the year using assessment tools such as the ELL Periodic Assessments, Fountas & Pinnell, simulations, teacher tests, observations, portfolios, and student work. This will also help us determine if our instructional decisions are beneficial for our English Language Learners.

In our school we have a Freestanding ESL Program; therefore, the tests are in English. However, the newcomer students are taught throughout the year with side-by-side translations, and that group is exempt from the ELA assessment. The results further show that the ELLs are progressing about the same as the mainstream English students. The majority of our students fall into Level 2 in ELA and in Math, the same as the general education students.

The results of the ELL Periodic Assessments are used to develop professional development opportunities for teachers and to help teachers plan their units and day-to-day lessons. The implication of the data demonstrates that data needs to drive our instruction. In our school we are currently using the data to develop the professional development. In regards to the native language we need to assess the students more thoroughly to get an accurate reading of how the native language affects their learning. The newcomers in our school can provide us with this information.

ELLs are targeted within ELA, Math and other content areas through differentiated instruction and the use of technology. Each instructional period incorporates scaffolded lessons and targets modeling through the use of visual aids. In addition, differentiated tasks are designed by ability level. Multiple lessons throughout each week integrate the use of technology through modeling and guided practice. Further to this, students utilize multiple systems to evidence their overall understanding of concepts in all literacy, math and content areas. These systems include reading response journals, writer's and vocabulary notebooks. Conferencing within each instructional period also addresses individual as well as group needs.

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](#).)
Students are identified by the Home Language Survey, which is the intake form completed by parents in conjunction with trained personnel in order to determine the languages spoken by the child and family. The HLIS is completed by the ELL AP and the ESL teacher. If and when the HLIS indicates that the child speaks another language other than English in the home, the ESL teacher and ELL AP interview the child and complete an intake form that refers the child for LAB-R testing. During the intake process, the language needs of the parents are determined in order to fully explain the HLIS and gather accurate information. Our pedagogical staff includes speakers of English, Spanish and French therefore we are able to support families with these language needs. If cases where we require assistance, the Parent Coordinator seeks to identify translator services. These staff members are trained by the ELL Assistant Principal so that they become well versed on how to screen children upon registration. Once the intake form has been completed, it is forwarded to the ELL Assistant Principal along with the child's exam history for review. After review, the intake form is approved by the ELL Assistant Principal and the language information is then inputted into the ATS system by the Pupil Accounting Secretary so that students can be tested. Within the mandated 10 day time frame, the ESL teacher assesses the child using the LAB-R. After the LAB-R assessment is completed, ELL eligibility is determined.
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.
Parents are contacted via phone and/or mail to attend a workshop to discuss programming options. These meetings provide parents with exposure to the EPIC video presentation that describes each program option. In addition, the ELL Assistant Principal and the ESL teacher discuss the instructional models and how each targets instruction for ELLs. In addition, the ELL AP, who is bilingual, speaks Spanish and is able to support families throughout the registration and program selection process. After the parents receive the necessary information, we distribute the parent surveys and program selection forms in the translated versions. Further to this, the Parent Coordinator is enlisted to facilitate the return of all necessary documents and to provide translation services when necessary. Our school has a relatively small population of ELLs on each grade therefore there is no flexibility in the development of TBE and DL

programs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
After the LAB-R is completed, the Parent Coordinator mails home the entitlement letters to all students eligible for ELL services. Once students are deemed ELLs, the Parent Coordinator and the ELL Assistant Principal begin a campaign to contact their families. We call, send flyers, as well as mass mailings to inform parents of the workshops designed to inform parents of the three program choices available to their children. The ELL AP conducts the orientation with the Parent Coordinator explaining the three programs that could be offered for their child, i.e. Dual Language, Freestanding ESL and Transitional Bilingual. This is conducted on a cyclical basis as we continue to enroll new students. These workshops are conducted throughout the day as well as in the evening to accommodate all parents. At this meeting, we present the EPIC video, provide in-depth programming information, discuss what program is available at PS/MS 4 and conduct a Q & A component of the workshop in order to address specific concerns. Further to this, we have all documentation readily available for parents and encourage them to complete all forms at the close of the workshop. Therefore, the collection of the selection forms and parent surveys is easily facilitated. In addition, parents receive one to one support in order to fill out the forms in their entirety. Prior to the workshops designated to provide parents with programming information, we identify the entitled students based on the LAB-R results. Once this information is collected, the entitlement letters are mailed to parents. In addition, the entitlement letters are also copied and redistributed to parents on the day of the workshop to ensure receipt. This documentation is then housed in a corresponding binder and kept on file in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At PS/MS 4, we offer free-standing ESL via a push-in program. As such, ELLs are placed in classes according their grade level and services are provided throughout the school day according to their proficiency level. Upon commencement of the school year, the ELL teachers and the ELL Assistant Principal meet to discuss the proficiency levels of students. According to the NYSESLAT results, we determined whether or not the students require 4 to 8 periods of ESL instruction per week. A schedule is then developed in alignment with the required services. Parents are informed of our ESL instructional program and the manner in which instruction is executed during the initial programming workshops. Further to this, parents meet with the ESL teachers during our Curriculum Night in September as well as during parent-teacher conferences. Additionally, ESL teachers meet with parents on a continuous basis to discuss their child's progress.
The Free standing ESL program is in alignment with the parent surveys and selection forms.
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.
Annually, the ELL AP and instructional members of the teaching staff are designated to assess ELLs using the NYSESLAT. The ELL AP is in charge of ensuring that all students take the NYSESLAT exam, specifically, the reading, writing, speaking and listening components. According to the mandated testing time frame, we assess all students who appear on the NYESLAT eligibility list and those students who have failed the

LAB-R. Upon receipt of the NYSESLAT exams, those designated to assess along with the ELL Assistant Principal confer in order to devise a testing schedule to ensure that all students are tested in a timely fashion and that all documents are appropriately forwarded.

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. [i](#)
PS/MS 4 is a small school comprised of approximately 500 students. As a result, we have a low number of ELL students on any particular grade. For example, this school year, we have a maximum of 9 students on the sixth grade and a minimum of two in the eighth grade. Hence our inability to offer a dedicated transitional bilingual program. Upon registration and during our initial programming workshops, we discuss all available options with the parents. However, it has been their choice to have their students remain at the school to receive ESL instruction via the push-in and pull-out model. Approximately 98% of our parents choose the freestanding ESL 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])?

ESL instruction is planned according to the literacy units of study adopted by the school on all grades. For example, specific grades are studying sea life, forensic anthropology and global warming during the months of September and October. These types of thematic units will be in focus throughout the school year. As a result, the thematic units will encourage our ELLs to make connections and explore relevant and thought provoking content. Additionally we provide Spanish to English dictionaries in the classroom. These thematic units provide the content of instruction whereas the ELL instructor must identify appropriate teaching strategies to deliver instruction. These strategies and the manner in which to deliver the content is based upon the assessed needs of the students. The data is derived from weekly ELA and vocabulary quizzes as well as from documented conferences and observations. The organizational model utilized at PS/MS 4 includes the push-in model of instruction. All push-in sessions are of mixed proficiency levels with ELLs on the same grade level. ESL teachers also plan in collaboration with the ELA department to ensure that the instructional content is in alignment. These planning sessions allow teachers to ensure the differentiation of materials and the scaffolding of direct instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Upon review of the NYSESLAT eligibility roster and the LAB-R results, the ELL teachers and the ELL Assistant Principal identify the proficiency levels of all ELLs in order to determine the number of mandated ESL instructional periods. In this regard, a program is devised that provides each child their mandated instructional periods per week. Our beginner and intermediate population require 8 periods (360 minutes) of ESL instruction per week whereas our advanced ELLs require 4 periods (180 minutes) of ESL instruction per week. Students receive 3 to 4 periods (90–135 minutes) of ELA instruction per day.
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.

In an effort to provide literacy as well as content based instruction, we have devised thematic units of study that incorporate social studies as well as science. Additionally, our instructional program builds in vocabulary as an individual instructional period whereby teachers are able to teach students content specific words that are extracted from familiar as well as literature relevant to their current unit of study. An array of literature is also selected to support these thematic units so that children are able to read, debate, engage in discussions, conduct research, develop essays as well as written responses to literature. The common core standards are addressed via the assessments that drive our curriculum, the curriculum that drives daily lesson plans, and the analysis of data that helps to differentiate instruction as per the needs of our children in accordance with the standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
For ELLs, specifically new comers, it is essential that they receive individualized support as well as small group instruction. In these cases, we provide ESL instruction in addition to AIS services which provides children with additional language reinforcement. Further to this, we are able to incorporate conferencing into the daily instruction of ELLs in order to sustain individualized instruction. Weekly assessments are also administered and analyzed in order to develop comprehensive lessons that are aligned to current data. As data is continuously collected, teachers refine their lessons to directly support the needs of their students. This focus on vocabulary, content, and literacy provides our newcomers with the scaffolding needed to ease the transition into formal assessments such as the NYS ELA. Furthermore, these students are placed in classes with teachers who are proficient in Spanish so that they assist children with translation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are evaluated in all four modalities throughout the school year using several different formats. Students' reading and writing skills are assessed via performance tasks in all content areas. Additionally, students are assessed on a bi-weekly basis in ELA where their reading and writing skills are also assessed based on grade level reading passages. Students complete responses to literature on a daily basis within each ELA unit of study to ensure comprehension. Students are also assessed in the modalities of speaking and listening through rubric-based classroom presentations, literature circles, debates, socratic seminars, the acting out of dramatic plays, and daily classroom discussion. All these assessments are factored into the students grades for each marking period.
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).

Differentiating instruction is the foundation for exemplary teaching. As such the following methods are implemented to address the needs of newcomers, ELLs (4–6), long term ELLs and former ELLs:

- *Exposure to a rigorous ELA curriculum that is literature based as well as interdisciplinary

- *The disaggregation of data in order to make instructional decisions to meet the language needs for all their students.

- *Making data driven decisions to include the formulation of small group instruction, individualized conferencing, guided reading sessions and strategy lessons. Additionally, literature to include genre, interest-based and leveled texts are accessible to all children via classroom libraries to support language development. Located in these libraries are varied dictionaries and vocabulary notebooks that evidence their knowledge of new words over time.

- *The development of heterogenous and homogenous push-in services based on need and assessed ability

- * The development and use of instructional systems to provide mutiple access points such as math logs, reading response journals, vocabulary and writers notebooks.

- *Extended day small group sessions focused on the reading of literature, book discussions, accountable talk and the advancement of comprehension skills via Bloom's Taxonomy. Teachers develop lessons to include

responses to literature, reading and listening to texts and answering questions to demonstrate their understanding.

Our instructional plan for all ELLs spanning from newcomers to former ELLs is to provide tailored instruction based on the identified needs of students. The analysis of data is key. Combining initial LABR and NYSESLAT data along with our ELA in-house assessment data we will provide rigorous instruction while tailoring materials and resources to meet their needs.

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

ELLs-SWDs receive ESL as well as their mandated IEP services. Our SBST along with the Spec. Ed and ELL Assistant Principals ensure that all mandates are met in accordance with all IEPs. These efforts are evidenced by schedules and instructional programming built around student mandated services. However, in addition to these services, each classroom is supported by a paraprofessional. These paraprofessionals provide Wilson instruction, small group instruction, and one to one conferencing. Materials and resources are acquired are based on the assessed individual performance of students. Our libraries include literature spanning kindergarten to eighth grade texts in all 3-8 classrooms. Our K-2 classrooms have libraries that have literature from K-3 grade. This span of literature is based on the reading levels of our children to ensure access to appropriate reading materials that will help promote and excel their language development. The classrooms have been suited with computers and Smartboards. These technological tools help to facilitate the research process and provide the visual aids necessary to facilitate the comprehension of literacy and content area concepts. These students, although in bridge classes also receive mathematics instruction according to their grade level. Furthermore, paraprofessionals are assigned to specific classes to provide direct instruction via small group.

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

All students are invited to attend our after school programs focusing on literacy, mathematics and content areas instruction. Materials are skill based and accommodate the needs of all learners to include ELLs with Special Needs as the textual information is based on academic levels.

SIFE students are involved in our after school program as well. Further to this, we have classroom libraries that include high interest texts that span reading levels so that students can easily access and comprehend the content. Students also receive literature based instruction via book clubs and guided reading. This instruction helps to increase oral presentation skills as well as comprehension of a variety of genres.

Sentence starters, grammar instruction, literacy centers, and the use of technology provides students with many opportunities to build their skills specific to listening, speaking, reading and writing.

All of our enrichment and after school programs serve all of our populations thereby increasing the opportunities for children to be exposed to various teaching styles and learning communities.

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		Not applicable	Not applicable
Social Studies:	0		Not applicable	Not applicable
Math:	0		Not applicable	Not applicable
Science:	0		Not applicable	Not applicable

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

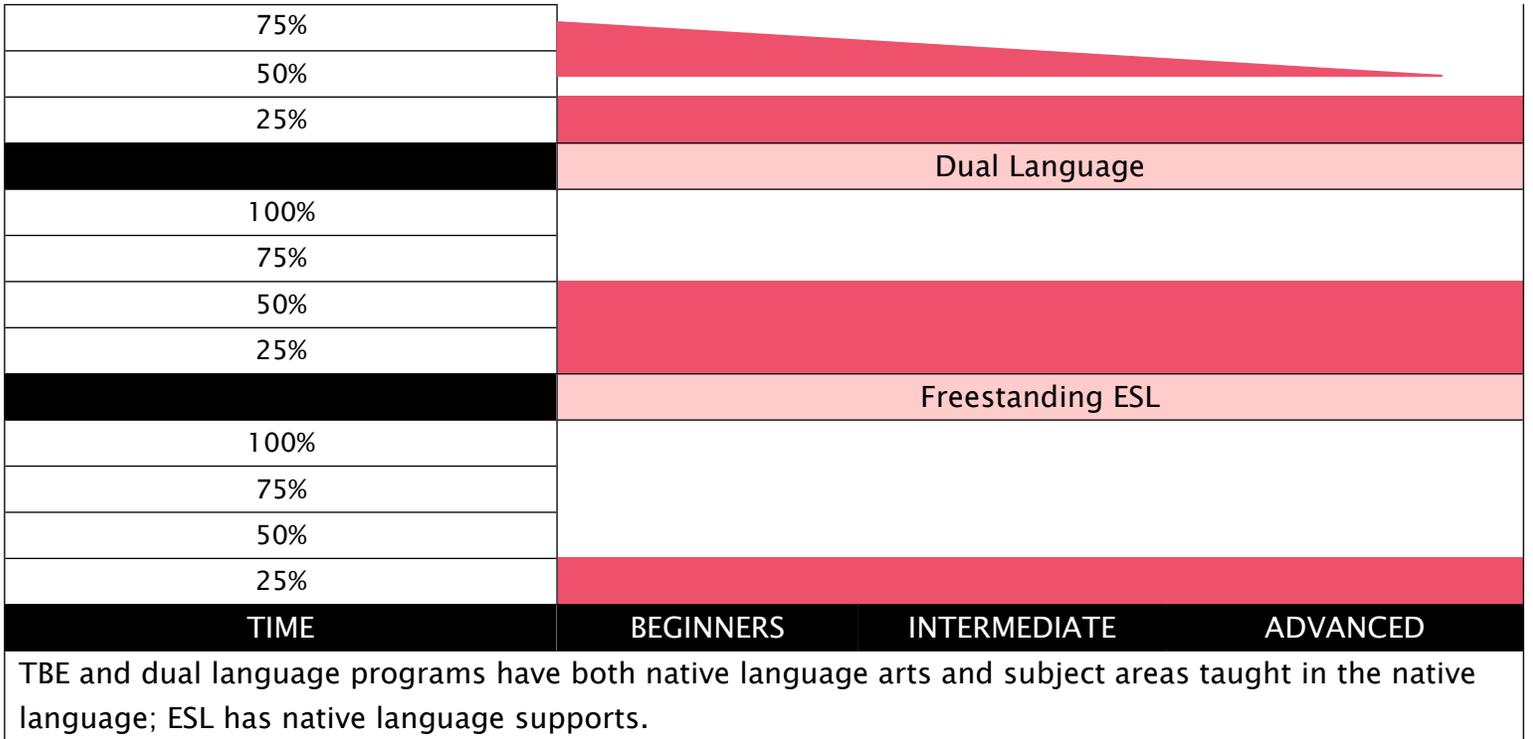
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	



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.

Intervention programs include intensive instructional sessions during recess from the school's daily instruction. Additionally, after school programs are also utilized to support the instruction of ELLs. Across the content areas ELLs are afforded many opportunities for learning. In ELA, classrooms include thematic libraries, dictionaries and literacy centers. The following materials are used to provide instruction services: Wilson program (ELLs-SWDs), portfolios, writers notebooks, readers notebooks, conferencing, technology and differentiated small group instruction.

In Math, glossaries, leveled workbooks, leveled worksheets, conferencing, technology and small group instruction are used to provide intervention services.

Our content area instructional program provides for 5-10 small group instruction periods per week. This signifies that our 3 Science teachers and our 3 Social Studies teachers each serve small groups of students in addition to their core classes. This program model is to further support our students who require intervention services. The data used to formulate groups as well as to design lessons is the NYSESLAT reports as well as bi-weekly ELA assessments to determine academic tiers and proper methods of instructional delivery.

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 the content areas of Science and Social Studies, project-based tasks are provided based on the assessed levels of students. Technology is utilized to provide visual aids to support the acquisition of particular concepts. Leveled texts are utilized to ensure the comprehension of content. Additionally, the practice of analyzing photos is often used as conversation starters. This practice builds their speaking and listening skills and also provides students with the foundational information necessary to navigate more difficult concepts.

Instruction in ELA, Math and the content areas is facilitated via the English language only.

Students who reach proficiency will remain supported for two years by the ELL teachers who will push-in to their literacy and content area periods to provide small group instruction. Students are provided with extended time for testing for one year on all school-wide exams as well as the NYS ELA, Math, Science and Social Studies exams. This program is monitored via weekly assessments to determine the acquisition of both literacy and math skills.

The curriculum team was established in order to develop curriculum as well as corresponding assessments. The curriculum maps are developed to include a component for ELL instruction. This section provide tasks and ways to differentiate instruction for students struggling within the areas of reading, writing, speaking and listening. Additionally, the team analyzes student work in order to develop targeted lessons within whole class and small group instruction.

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

New improvements to this school year is the development of thematic units and the emphasis on researching to construct comparative and persuasive essays. In addition, the use of Blooms Taxonomy will

be utilized to increase discourse, comprehension, and vocabulary use.

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

We currently do not have any services that will be discontinued for the 2011–2012 school year.

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

PS/MS 4 encourages all students to participate in our after school programs. As a result, we conduct a comprehensive campaign to include personal phone calls to parents, mass calls, flyers, and class by class presentations. All students to include ELLs are afforded an opportunity to be included in the instructional after school programs offered at PS/MS 4. In addition, 21st century and Phipps provide all students with extra-curricular services such as cheerleading, basketball, and poetry club.

Programs offered to all students both curricular and extracurricular include but are not limited to the following:

*The Arts: Drama

*The Arts: Dance

*The Arts: Music

*Cheerleading

*Basketball

*Math intervention

*ELA intervention

*Literature circles

*Poetry Clubs

*Holiday Instructional Academies

*Early morning reading clubs

*Student Leadership Teams

*Reading buddies

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

The instructional materials that are used to support ELLs are the implementation of balanced literacy and balanced math instruction, 90 minute blocks of reading, writing and math, thematic libraries, grammar and phonics books, the use of 3 open access computer labs, laptop carts, and an ipad program targeting participation rates of students. Further to this, all students have access to classroom computers and to SmartBoards as each classroom is outfitted with this technology.

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

Native language is delivered via access to literature. Each classroom has extensive libraries that help to promote the love of reading as well as language development.

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

All resources and support services correspond to the ages and grade levels of students. Leveled texts, testing materials as well as thematic library books are purchased so that children can easily access reading books.

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.

Students who enroll throughout the school year are assessed so as to determine proficiency levels and academic supports need for individualized as well as group instruction. Each child is assigned a cohort that receives ESL instruction according to their proficiency level. Additionally, PS/MS 4 has instituted a reading framework, titled, ARC in order to assess and provide our students with literature that correlates to their independent reading level. Throughout the year, students are assessed via Fountas and Pinnell to determine reading levels and to assist students in the development of language and of comprehension. Lastly, students engage in daily conference sessions around these assessed levels where they receive instruction based on the skills and strategies to help them make continuous improvement.

18. What language electives are offered to ELLs?

Our school does not offer electives to our ELLs.

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)?

Not applicable.

C. Professional Development and Support for School Staff

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

Professional development is offered on a monthly and weekly basis at PS/MS 4. All APs, ESL, ELA, Math, Special Ed. and content area teachers to include paraprofessionals engage in Tuesday data meetings where assessments are analyzed in order to make decisions around instructional programming and curriculum. Additionally, the first Monday of each month is dedicated to trainings on teaching methods and strategies as well as differentiating instruction to meet the needs of all learners. All PD sessions target CCLS and they are aligned to best teaching practices in order to support their implementation of inter-disciplinary curriculum.

Professional development includes monthly ELL workshop meetings at the Network level. Further to this, the ESL, Math, Special Ed, ELA and content area teachers to include paraprofessionals have access to the PD sessions offered by the Network to include outside professional development sessions identified to support their pedagogy as well as the instructional program. Weekly common planning sessions include all teachers of ELLs and are utilized to discuss instruction, strategies and the needs of the ELLs. Daily professional periods focus on data analysis and the development of assessments that address the content of instruction, NYS and Common Core Standards.

7.5 hours of professional development will be conducted based on the assessed needs of teachers. A survey will be conducted and teachers will select areas that require additional support. Based on the survey results, professional development will be conducted by a team comprised of teachers, administrators and professional development liaisons throughout the school year. These sessions will include agendas where the content of each training is recorded and sign in sheets to be collected and housed in a PD binder.

Professional development is offered to the entire school in September and afterwards is conducted on a monthly basis. In addition, common planning sessions are conducted weekly to address the assessed needs of our staff. A professional development team also works analyzing survey results in order to provide comprehensive workshops targeting ELA, Math, Content area as well as ELL instruction. Professional documentation is housed in a binder in the main office.

A bilingual counselor helps to provide training regarding High School articulation. The Bil. counselor conducts orientations for students, families and teachers so that all become aware of the process involved. The counselor is trained by the ELL AP and by designated network staff.

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?

Parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine topics of interest as well as areas of concern. In addition, we also target parents by student-performance. Based on student performance levels, we provide parents with workshops and informational sessions which target how they can support their children at home.

Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School as well as Curriculum night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. The McKinney-Vento organization offers services to parents that are homeless, displaced or in temporary housing. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

Surveys are conducted by bilingual staff in order to provide translation services.

Additional school based activities involving parents are our monthly literacy and math celebrations, poetry slams, school dances, monthly workshops and fundraising events.

Parent activities include but are not limited to:

- *Monthly content-specific workshops
- *Parent-Teacher Conferences
- *Educational excursions
- *Monthly celebrations

Parent needs are evaluated by way of surveys. These surveys are administered several times throughout the year to ensure the needs of their families to include their children are met.

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: 004

School DBN: 09x004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent K. Resto	Principal		11/15/13
Maria I. Villegas	Assistant Principal		11/15/13
Angel Pina	Parent Coordinator		11/15/13
Regina Taylor	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x004 **School Name:** PS/MS 4

Cluster: _____ **Network:** 202

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

Part A: Needs Assessment Findings

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

Using the data collected by examining our home language surveys we are able to assess the various written translation and oral interpretation needs of our student population. In order to execute this process effectively, we identify a pedagogue to aid the parents in completing the forms appropriately. Once this information is collected, the process of updating the ATS system can commence. As the current information is placed into the system, we can accurately assess the ways in which we must communicate with our parents. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine interpretation needs as well as areas of interest for parent workshops. In alignment with this process, we identify school personnel to translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information. The Parent Coordinator also seeks to provide additional translations through identified resources in a timely manner so that all pertinent documents are distributed to parents. In addition, the school's family worker supports the home-school connection via the translation of all pertinent documents to inform parents and the community at large. In this fashion, parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School Night as well as Curriculum Night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school's written translation and oral interpretation needs are that among our student population, Spanish is the most commonly spoken language within their households. Currently, we have 53 English Language Learners. Approximately 43 students on grades K-8 have been identified through the home language survey as Spanish speakers. Other languages identified by the home language survey are French, Hausa, Twi, Mandingo, Wolof, Yoruba and Fulani which comprise the second largest cohort of languages spoken. After assessing the language needs of our student population, the ELL Assistant Principal engages in an administrative conference with the Principal to discuss the action plan regarding effective parent communication. When reviewing the home language surveys, student identifications are made and discussions are also had with the ESL teachers in order to provide optimal communication efforts. The School Based Support Team, who in many instances provides an array of services to these students are also made aware of their communication needs. In addition, classroom teachers are provided with the home language survey information in order for them to effectively communicate with their parent population. When necessary, translators or translated materials are acquired in order for parents to receive specific information about their child's academic, social and behavioral progress. Further to this, during the administration of the Home Language Survey, the ELL Assistant Principal engages in conversations with parents to assess their ability to communicate in the English language. This information is then provided to the Parent Coordinator so that we can provide translators during specified parent workshops, conferences and community events.

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.

The written translation services our school will provide are based upon the percentage of students identified on the home language surveys as speakers of other languages. Our efforts in this regard are centered on parent communication. Meetings will be held to determine the needs of our parent population with regard to their receipt of school-based information. Within these conferences, we will identify parent volunteers as well as school staff to provide translations when necessary. However, the goal of these conferences is to obtain an accurate tally of parents requiring translation services. Although, parents indicate the second language, it is for the school to engage in this process to also determine their English proficiency. Once this information is gathered, we will determine the communication needs of our parent population and acquire the services necessary for translation. In-house school staff as well as parent volunteers will provide these services. The Parent Coordinator, the ELL Assistant Principal as well as the School Based Support Team will also facilitate this process. As a school, we provide for the timely provision of translated documents through the design of monthly instructional calendars. These calendars keep our teachers abreast of all documents for parent communication. Therefore documents can be accessed and translated in a timely fashion. In addition, in-house staff and parent volunteers will translate weekly notices. Further to this, identified staff members will translate flyers, letters, as well as any notices specific to educationally related events

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.

PS/MS 4 will utilize the organization, "Leadership" to provide oral translation services during designated parent workshops. On a daily basis, staff members assigned to the main office will provide oral translation services on an as needed basis. These services will aid the registration process as well as serve to properly communicate to teachers and staff specific to any issues concerning the family. Further to this, specific members will be identified in advance to provide translation services throughout the duration of community events as well as parent conferences.

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

School staff as well as parent volunteers will provide oral interpretation services. These persons will collaborate with the Principal, the ELL Assistant Principal as well as the School Based Support Team in order to provide coherent as well as comprehensive informational sessions. The oral translators will also engage in parent conferences in order to provide the families with specific instructional as well as academic information regarding their child's performance. In addition, these persons will also be made available in order to address the daily concerns of our parents. It is essential to provide these services in order to maintain an effective home-school partnership.

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>.

As a school, we will adhere to the regulations outlined in Section VII of Chancellor's Regulations A-663 regarding parental notification requirements by identifying members of our school community to provide written as well as oral translations. As we engage in instructional conferences as well as school-wide parent meetings we will ensure that we assess the communication needs in order to disseminate clear and concise information. As we contact the parents with regard to these meetings, we will identify the translation needs and distribute letters to parents in accordance. We will also use our budgetary allocations to provide additional services when necessary.

In accordance with the mandate, our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

In addition, our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are addressed and provided the allotted time to discuss and address any and all concerns with administration.

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: PS/MS 4	DBN: 09x004
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: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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:

The Title III funds will be used for an after school program. The after-school instructional program will service the ELL population on grades 3, 4 and 5 within the '12-'13 school year. This targeted ELL program will begin in January of 2013 and end in June of 2013, with an approximate duration of 22 weeks. It will run twice per week (Wednesdays and Thursdays from 3:30-4:45pm) in order to provide our students with access to supplemental ELA and ESL instruction. This instruction will be derived from weekly assessments in ELA , which indicate skills in need of improvement. These instructional sessions will be conducted by two content area teachers and one ESL teacher. The content area teachers will provide direct instruction while the ESL instructor rotates between each small group, providing small group support to our ELLs throughout each instructional session. We will strategically target these students so that they may improve their English language proficiency through literature based instruction. Through the use of varied teaching strategies we will address comprehension, vocabulary, fluency, speaking, and listening. We aim to improve student performance in terms of incremental progress. It is evident that while our students are strengthening their literacy skills, English proficiency has proved difficult to attain. As a result, students will delve into interest based literature by reading for information and discussion. These students will demonstrate mastery by answering text-specific questions, and constructing meaning by engaging in literature circles. These sessions will focus on reading for comprehension and the discussion of varying concepts in literature. In addition, each child will read texts according to their interest level. These text selections will motivate our students to engage in the analysis of story elements, story lines, and vocabulary. As students encounter these texts, they will be continually assessed to determine the appropriate level for instruction. The materials that will be utilized throughout the duration of this program will be literature that cover various concepts of interest across grades 3-5. These resources will prepare our students to engage in literacy roles to ensure comprehension such as vocabulary enricher, illustrator, summarizer, literary luminary, connector, and discussion director. Additionally, teachers will prepare lessons, while utilizing these texts as well as the literature circle roles to address the differentiated needs of their learners. ??????????

Part C: Professional Development

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

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

Begin description here: Professional development will target the ESL and content area teachers involved in the after school program. Monthly sessions will be conducted by the ELL AP to discuss the implementation of common core standards, the design of lesson plans that focus on content as well as

Part C: Professional Development

skill based instruction, student ability levels, resources as well as the instructional pacing involved in the facilitation of literature circles. These sessions will be conducted on the First Monday of each Month from January 2013 until June 2013 from 2:20-3:45pm. Further to this, these teachers will be invited to join the curriculum team 1-2 times per week in order to develop assessments based on content instruction and the common core standards, to design UBD templates, and curriculum plans around performance tasks and CCS standards. These sessions will be held on Mondays and Tuesdays of each week from 2:30-4:30pm. In conjunction with the focus on the Common Core Standards, the ESL staff as well as content area teachers will engage in discussions around professional texts, articles and student resources centered on instructional practices for ELL instruction. ESL methodologies will also be studied in order for these strategies to be infused within content area instruction so as to support our ELLs throughout the instructional day as well as in our supplemental program. Additionally, the curriculum team will support these teachers in the development of curriculum plans in order to provide for focused as well as comprehensive instruction. These teachers will meet beginning January 2013 until June of 2013.

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: Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine areas of interest for parent workshops. In alignment with this process, school personnel will translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information that will serve to impact higher achievement. The Parent Coordinator will provide additional translations through identified resources in a timely manner so that all pertinent information is relayed to parents. Parents will be notified specifically, through the use of outreach calls, flyers, and letters. In this fashion, parents will be invited to attend NYSESLAT workshops that will serve to inform them of the components of the exam as well as the academic preparation involved. Further to this, workshops that focus on common core standards, student ability levels, and testing strategies and will be held on a monthly basis, beginning March of 2013 until May 2013. On the first Thursday of each month, a brunch as well as a luncheon will be held with parents. These brunches and luncheons will serve as an open forum to discuss academic concerns of parents. Additionally, bi-weekly sessions will be held on Wednesdays and Thursdays in order to conduct workshops focused on instruction and student achievement. These workshops will inform parents of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. These workshops will be facilitated by teachers, the ELL AP and the Parent Coordinator in an effort to provide parents with a holistic view of instruction as well as academic expectations.

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		