



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 32X, THE BELMONT SCHOOL

DBN (i.e. 01M001): 10X032

Principal: ADALIA ROSAMILIA

Principal Email: AROSAMI@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: BEN WAXMAN

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
Adalia Rosamilia	*Principal or Designee	
Gerard Power	*UFT Chapter Leader or Designee	
Iris Elmore	*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	
Denise Polonio	Member/ Parent	
Pam Sellers	Member/ Parent	
Keisha Polonio	Member/ Parent	
Sjatinia Santiago	Member/ Parent	
Jessica Caba	Member/ UFT	
Helene Sorkin	Member/ UFT	
Lisa Barbieri	Member/ CSA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2014, there will be a 3% increase in student performance demonstrated on the New York State English Language Arts Assessment by deepening the work around the CCLS and engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically in literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion.

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.

- Transition to thematic/integrated CCLS Literacy Units, consisting of social studies and science integration, and instructional shifts required to move towards City Instructional Expectations and goals. Need for teams to analyze student work/data, develop curriculum/units around literacy and content areas, and engage in the process of Inquiry around required instructional shifts during the 2013-2014 school year.
- The School Progress Report for the 2012-2013 school year reflected an A in student performance however only received 20.8 out of 25, an increase from 2011-2012. Given the rigor of the state examinations, CCLS and required instructional shifts in planning and teaching, there is a need to focus on student performance. Despite the A in student performance on the Progress Report for 2012-2013 only 23.4% of students are performing at or above grade-level in the English Language Arts. This needs to be significantly increased over time.

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

- The Common Core aligned Literacy units incorporate rigorous tasks/activities resulting in deeper student conversations, thinking, and work. The student work will then be assessed to plan for future instruction.
- Teacher teams have 5 common preparation periods a week. 1 of the 5 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas.
- With support of the core instructional team, teacher teams will collaboratively generate units built on sequence and rigor, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the “process” and what students are thinking will drive reflection and conversations.
- Texts/resources purchased (class/grade sets) to support units.
- Instructional coaches, administrators, and chosen team members will participate in Network and city sponsored professional development designed to support the creating of tasks aligned with the Common Core Standards.
- Instructional coaches, administrators, and lead teachers will plan for professional development with grade-level teacher teams supporting the acquisition of skills and knowledge related to creating and implementing the described tasks and assessments.
- Ongoing visits and collaboration with the Network Instructional CCLS Coach will facilitate and guide school-wide next steps and provide multiple resources depending on needs. (For example, protocols for looking at student work, text complexity, scaffolding tasks, differentiation, depth of knowledge resources, etc.)
- Instructional coaches and administrators will support teachers on implementing the aligned units/tasks with their class by modeling, co-teaching, observing, and providing the teacher with feedback.

- Teacher team meetings, PLC's, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of these tasks. In addition, the CCLS planning team has 4-6 hours per week after-school to continue and deepen the work.
- Administrators, partners and facilitators of the work, will allow for quality control in the creation and implementation of units/tasks. Administration will monitor and reflect on instructional shifts and provide feedback/support.
- Learning activities for PLC's and Calendar Days also Include: Instructional Shifts (What does it look and sound like?), Text Complexity, Creating Rigorous Tasks/Activities, Questioning, Scaffolding Student Tasks/Learning, Differentiated Opportunities/Tools for Students, Engaging students in deep discussion.

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

1. Students
2. Parents
3. Classroom Teachers
4. Instructional Coaches
5. Planning Team (Lead Teachers)
6. Data Specialist (School & Network)
7. Network CCLS Lead
8. Administrators

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

1. Assessment Baselines, Midlines, Endline Data
2. Literacy Unit BATs (Benchmark Assessment Tasks) and CATs (Culminating Assessment Tasks)
3. TC Quick Assessment Data
4. City Interim Assessments
5. Predictive's and In-House Simulations
6. AIS Program Data

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

1. September 2013-June 2014

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

1. Strategic school scheduling
2. Team planning, professional development, and meetings
3. Time
4. Labsites, inter-visitations, instructional coach modeling/co-teaching
5. Texts/resources to support units
6. Technology

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).

- Providing materials and training (monthly workshops) to help parents work with their children to improve their achievement level, e.g., literacy, student goals, assessment data, technology. Conduct parent workshops with topics that may include but not limited to: CCLS, Go Math, 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.
- Providing online tasks/activities through iReady and school website for students and parents.
- Increased number of at-home projects which are integrated into new units. Parent letter and clear criteria are provided. On-going celebrations engage parents, students, and grade-level teams.

- New school generated report card (translated) reflects grade-level CCLS standards. The report card and progress reports more rigorous and better aligned.
- 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. (Monthly)
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Communication means and methods vary per teacher and student.
- 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. Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- 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 (by grade-level) and school website designed to keep parents informed about school activities and student progress. Monthly parent calendar also distributed.
- Providing school planners/notebooks for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 3% increase in student performance demonstrated on the New York State Mathematics Assessment by engaging in mathematical study which requires fluency, application, and conceptual understanding. Special attention will be given to the 6 Instructional Shifts in mathematics (Focus, Coherence, Fluency, Deep Understanding, Application, Intensity)

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.
<ul style="list-style-type: none"> • Transition using the new Go Math program and need for continuous instructional shifts in mathematics. Need for teams to analyze student work/data, develop/revise curriculum/units, and engage in the process of Inquiry around the required instructional shifts in mathematics during the 2013-2014 school year. There was a need to restructure the components of the Go Math program and mathematics block in order to better provide a more student-centered environment, differentiate, and meet the needs of all students.

- The School Progress Report for the 2012-2013 school year reflected an A in student performance however only received 20.8 out of 25, an increase from 2011-2012. Given the rigor of the state examinations, CCLS and required instructional shifts in planning and teaching, there is a need to focus on student performance. Despite the A in student performance on the Progress Report for 2012-2013 only 24% of students are performing at or above grade-level in mathematics. This needs to be significantly increased over time.

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

- Go Math units will incorporate rigorous tasks/activities resulting in deeper student conversations, thinking, and work. Every lesson will have three variations of scaffolded, differentiated instruction demonstrated as Tier1, Tier 2, and Tier 3. The student work will then be assessed to plan for current and future instruction.
- Teacher teams have 5 common preparation periods a week. 1 of the 5 allows teachers to meet for 3 consecutive periods. Teams will also have Thursday 50-minute team meetings and professional development. Teachers meet regularly to review student work, data, and plan, revise units/daily plans, and share ideas.
- Instructional coaches, administrators, and chosen team members, participate in Network and city sponsored professional development (including Network support and PD visits) designed to support the Go Math curriculum and actual mathematics instruction.
- The importance of the “process” and what students are thinking will drive reflection and conversations.
- Instructional coaches, administrators, and planning team members will plan for professional development with grade-level teacher teams supporting the acquisition of skills and knowledge related to revising, creating, and implementing the Go Math program.
- Instructional coaches and administrators will support teachers on implementing the program and instructional mathematical shifts with their class by modeling, co-teaching, observing, and providing the teacher with feedback. Special attention will be given to student’s Deep Understanding and Application of concepts and skills.
- Teacher Team meetings, PLC’s, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of the program and instructional shifts. In addition, planning team has 4- 6 hours per week after-school to continue and deepen the work. Administration will monitor and reflect on instructional shifts.
- Learning Activities for PLC’s and Calendar Days also Include: Looking at student work (Assessments, H.O.T., Extended Response Questions), Instructional Shifts (What does it look and sound like?), Text Complexity, Creating Rigorous Tasks/Activities, Questioning, Scaffolding Student Tasks/Learning, Differentiated Opportunities/Tools for Students, Engaging students in deep discussion.

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

1. Students
2. Parents
3. Classroom Teachers
4. Instructional Coaches
5. Planning Team (Lead Teachers)
6. Data Specialist (School & Network)
7. Network CCLS Lead
8. Administrators

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

1. Assessment Baselines, Midlines to Endline Data
2. Go Math Progress Checks and Chapter Assessments

3. Assessment of H.O.T problems and Extended Response Questions
4. City Interim Assessments
5. Predictive's and In-House Simulations
6. AIS Program Data

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

5. September 2013-June 2014

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

1. Strategic school scheduling
2. Team planning, professional development, and meetings
3. Time
4. Labsites, inter-visitations, instructional coach modeling/co-teaching

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).

- Providing materials and training (monthly workshops) to help parents work with their children to improve their achievement level, e.g., literacy, student goals, assessment data, technology. Conduct parent workshops with topics that may include but not limited to: CCLS, Go Math, 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.
- Providing online tasks/activities through iReady and school website for students and parents.
- Increased number of at-home projects which are integrated into new units. Parent letter and clear criteria are provided. On-going celebrations engage parents, students, and grade-level teams.
- New school generated report card (translated) reflects grade-level CCLS standards. The report card and progress reports more rigorous and better aligned.
- 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. (Monthly)
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Communication means and methods vary per teacher and student.
- 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. Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- 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 (by grade-level) and school website designed to keep parents informed about school activities and student progress. Monthly parent calendar also distributed.

- Providing school planners/notebooks for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and Resource Alignment

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

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

X SWP

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the school community will effectuate full implementation of the teacher effectiveness evaluation system utilizing the Danielson's *Framework for Teaching*. 85% of teachers/staff will show growth and movement across the Danielson Framework in all competencies. Special emphasis will be placed on Domain 3 (Questioning, Engagement, and 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.

In accordance with State Law and the City-Wide Instructional Expectations there is a need to implement and move the initiative forward and improve teacher effectiveness by clearly communicating expectations, outlined by a clear set of criteria (Danielson), and improving instructional quality through providing ongoing feedback, while closely monitoring teacher practice and growth. Although the School Progress Report for the 2012-2013 school year demonstrates gains in student progress in both the English language Arts and Mathematics (42.4 out of 60; ELA: 71.5%; Math: 72%), including moving the lowest third (ELA: 80%; Math 84%); it also reflects multiple data points for the need for improving teacher practice using a clear set of criteria:

- Continuing to improve student progress in both ELA and Math
- Closing the Achievement Gap (5.2 out of 17) with special attention to student performance in both the English Language Arts and Mathematics with students with special needs (self-contained and ICT students)
- Student performance for all students in the English Language Arts and Mathematics (ELA 23.4% proficient, Math 24% proficient)

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

- Closely monitoring students performing at and above grade-level (level 3 and level 4 students) in order to provide quality classroom instruction, programs, and enrichment activities in order to sustain or exceed performance and progress.
- Teacher knowledge of student subgroups, including students in multiple subgroups, organizing formative/classroom assessments accordingly while being able to discuss and provide evidence regarding: How are my ELL's progressing compared to the rest of my class? Student's with IEP's? Male Latinos and Male Black/African Americans?
- Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels. Programs are introduced or adjusted accordingly.
- Student goals are developed based on current data sources in each content area (reading, writing, mathematics, social studies, and science). Each student has long and short-term goals with set benchmarks along the way. Skills students need to focus on in order to meet content area goals are communicated via feedback,

verbally and in writing. Teachers monitor student progress closely and adjust programs, interventions, units, and lessons accordingly.

- Administrators will conduct informal and formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback. Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals.
- Each teacher will meet with administration to identify individual teacher goals aligned to student, grade-level, and school goals. Use of Danielson Framework/Rubrics for staff self-assessment and goal setting/monitoring. Each teacher will meet with administration to identify teacher specific goals for the 2012-2013 school year reviewed three times per year.
- Each teacher will engage in conversations around their practice and learning assessing their effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
- As an ongoing form of assessing teacher effectiveness, Teacher Team will meet weekly (every Thursday for 50-minutes) providing opportunities for reflection and feedback. Ongoing professional development of the Danielson *Framework for Teaching* will continue throughout the year.
- Emphasis on reader's workshop, specifically guided reading and small group instruction, and deepening students comprehension skills while increasing reading levels. Our Core Inquiry Team and Grade-Level Inquiry Teams focus on incorporating Common Core aligned tasks into reader's workshop. Targeting all students in need of support for making progress.

Focus Guiding Questions:

- How are we engaging our students? How rigorous are the tasks we are asking them to do?
- What expectations do we have for instruction?
- How do we differentiate our tasks?
 - How do we build on students learning through read alouds, guided reading, shared reading, independent reading, and conferences?
 - How do we use each component to strengthen student's knowledge and reading levels?

How do we begin with one task...slowly build on that task...and gradually build on sophistication and text complexity?

Teacher teams will collaboratively revise units built on sequence, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the "process" and what students are thinking will drive reflection and conversations.

- How do I support student's ability to access mathematical concepts in a meaningful and rigorous way?
- How do I provide opportunities for students to apply math concepts across content areas and in real-world situation?
- Instructional coaches will engage in professional conversations and professional development supported by the Network's Teacher Center initiative, Network Lab-Site Schools, Teacher's College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction.
- Instructional coaches and administrators will engage in network professional development opportunities focusing on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
- The Principal will participate in the Network Study Group, which will focus Danielson work in Network schools. Engage in cycles of Teacher Effectiveness walks with teams to norm rubrics/work and provide feedback to individual teachers and school as a whole.
- Classroom teachers attend Teacher's College, grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC's and Teacher Team meetings.
- Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus.

- Instructional Coaches, Lead Teachers, and administrators will build on teacher practice observed in classrooms, and engage in reflective conversations during PLC's, Teacher Team meetings, Calendar Days, Learning Walks, and peer feedback sessions.
- Teacher teams have 4 common preparation periods a week. 1 of the 4 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas. The Thursday 50-minute period will also be used for professional development.

Scheduled Calendar Days allow teachers to:

- Use/examine the Danielson Framework
- Align activities to the Quality Review Rubric
- Look at student work.
- Revise units, including assessments, depending on recent data.
- Discuss and revise student and grade-level goals.
- Develop thematic units aligned to Common Core Learning Standards.
- Instructional Shifts (ELA and Math Instruction)

Calendar Days are scheduled in cycles for each grade level. This does not interfere or take time away from regularly scheduled PLC, common planning, or Teacher Team meetings.

- In mathematics, the units of study will continue to align to Common Core Learning Standards. The instructional team and teacher teams will continue to deepen the work in mathematics using the Go Math program. Students will be engaged in rigorous tasks that require them to build and explore the reasoning behind their mathematical thinking and process in order to arrive at a solution. The tasks will focus on domain areas that reflect the greatest needs according to grade-level data and goals. Teacher observations and feedback, aligned to the Danielson Framework, will improve teacher practice.

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

1. Students
2. Parents
3. Classroom Teachers
4. Instructional Coaches
5. Planning Team (Lead Teachers)
6. Data Specialist (School & Network)
7. Network CCLS Lead
8. Administrators

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

1. Informal Observations (Movement across rubric correlated to teacher goals, school goals, and data)
2. Formal Observations (Movement across rubric correlated to teacher goals, school goals, and data)
3. Teacher/Staff Artifacts & Summaries
4. Assessment Baselines, Midlines to Endline Data
5. City Interim Assessments
6. Predictive's and In-House Simulations
7. AIS Program Data

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

1. September 2013-June 2014

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

1. Professional learning around the Danielson Framework and Instructional Shifts (Use of Thursday 50-minute team meetings/professional development)
2. City and Network professional development for teachers, release/support of school staff
3. Strategic school scheduling
4. Team planning, professional development, and meetings

- 5. Time
- 6. Labsites, inter-visitations, instructional coach modeling/co-teaching

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).

- 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
- 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
- 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

Budget and Resource Alignment

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

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

SWP

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

6.

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>iReady: CCLS integrated program of assessment and data-driven instruction . The program teaches and assess all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language, Speaking, and Listening Standards are also integrated throughout.</p> <p>Guided Reading/Strategy Groups: Use of appropriate leveled texts, teacher created guiding questions and activities, encourages student analyzing and conversations around text. Provided in addition to classroom instruction, small group, targets student’s needs.</p> <p>Foundations: Increases phonological/phonemic awareness, phonics and spelling, focuses on sequence skills, print knowledge, alphabet awareness, phonological, phonemic awareness, decoding, fluency, vocabulary, and spelling. Critical thinking, speaking, and listening skills are also addressed through text activities. (Small group instruction)</p> <p>Sounds in Motion: Targets early literacy improving skills in: listening, phonemic awareness, articulation, and discrimination of speech sounds, auditory processing, and vocabulary development through movement. (Small group instruction)</p> <p>Avenues: Used to address all four</p>	<p>Parts of the iReady program will be used during the school day, extended day Tuesdays and Wednesdays.</p> <p>Included in description.</p>	<p>AIS programs are provided during the school day for the exception of iReady which is provided both during the school day and during extended day.</p>

modalities (speaking, listening, reading and writing). This program uses culturally relevant materials, relates to all content areas, and integrates thematic units of study. It emphasizes a multi-sensory approach through songs, stories, poems, rhymes as well as photographs. The program also develops vocabulary, grammar, comprehension while incorporating critical thinking skills. Big books, audio cd's and leveled texts also support students learning. Teachers can take an individual or cooperative learning approach. (Small group instruction)

Imagine Learning: Imagine Learning is a technology-based program, which is individualized to meet the needs of students according to English Proficiency and student reading levels. Components of Imagine Learning include: vocabulary development, listening comprehension, songs and chants, phonemic awareness, letter recognition, as well as fluency and comprehension. The program also individualizes learning within groups of students while encouraging students to practice reading and speaking out loud. (Targets ELL's, technology based, 1:1 program that targets student's needs, including small group component)

SuccessMaker: A balanced, integrated approach to reading, a strong instructional focus on developing phonological awareness, phonics, reading fluency, vocabulary and comprehension skills through a lesson-based format that allows students to practice and apply these skills. (Technology based, 1:1 program, including small group component)

Sound Reading: Each level of the reading process is broken down into

	<p>smaller steps. Students practice single and multi-syllable word reading and fluency combined with small steps sentences, story reading, and activities. (Targets students with IEP's, technology based, 1:1 program)</p> <ul style="list-style-type: none"> • Hop, Skip, Jump (K-2): Develops listening skills, phonemic awareness, fluency, comprehension • Boost (3-5): Develops word reading, phonics, fluency, comprehension <p>READ 180: A technology based program that delivers effective reading, writing and vocabulary instruction to struggling readers by differentiating instruction according to each individual student's level and needs. <i>Read 180</i> has a rich and engaging curriculum and includes a variety of resources for differentiated instruction. In addition to the technology component, students engage in both independent and small group learning activities. The individual activities include an independent reading and listening center experience which targets student's needs. (Technology based, 1:1 program, including small group component)</p> <p>Zip Zoom: A program that beginning ELL's with special needs also use. It is also a technology based program which introduces letters to sounds by touching the keys. Zip Zoom also teaches words, word families, vocabulary, read alouds and poems/songs.</p>		
<p>Mathematics</p>	<p>iReady: CCLS integrated program of assessment and data-driven instruction . The program teaches and assesses all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language,</p>	<p>Included in description.</p>	<p>AIS programs are provided during the school day for the exception of iReady which is provided both during the school day and during extended day.</p>

	<p>Speaking, and Listening Standards are also integrated throughout.</p> <p>Math Steps: Reinforces a strong foundation of mathematical skills and scaffolds students learning. Focus on place value, basic operations, computational skills, and word problems, number and numeration, understanding various concepts, scaffolding of more complex concepts</p> <p>Nuefeld Math: This program is designed for whole group, small group, and 1:1 instruction. The program also consists of tutorials based on student's assessment data. There is animation and interactive participation for the students to get an accurate description of what different mathematical concepts are. Support for parents and teachers are available online in a worksheet format as well as a review sheet of the conceptual material and practice sheets.</p> <p>SuccessMaker: A presentation of problems and consistent areas for answer input let learners focus on how to do math, while developing basic skills and more complex problems depending on student's responses on ongoing assessments. Fun characters and reinforcements keep students engaged and motivated. (Technology based, 1:1 program, including small group component)</p> <p>Guided Math/Strategy Groups: Provided in addition to classroom instruction, small group, targets student's needs.</p>		
Science	Measuring Up: NYS Learning Standards (Science, Level), Includes assessments and test practice.	Guided small group instruction on specific grade-level science standards during the school day.	AIS programs are provided during the school day.
Social Studies	Measuring Up: NYS Learning Standards (Social Studies), Includes assessments and test practice.	Guided small group instruction on specific grade-level social studies standards during the school day.	AIS programs are provided during the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling provided to at-risk students during the school day. Depending on students' needs, services may include conflict resolution, the use of strategic games, team/community building, self-esteem activities, technology use/integration</p>	<p>1:1 and small group, depending on student(s) need(s)</p>	<p>AIS programs are provided during the school day.</p>
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**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.
<ul style="list-style-type: none"> • A focus on teacher growth and support attracts highly qualified teachers through the numerous learning opportunities, collaborative planning, and strong teamwork and development, which provides a nurturing adult learning environment. Instructional coaches, administrators, and lead teachers will engage in professional conversations and professional development supported by the Network's Teacher Center initiative, LCI, Teacher's College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction. • Rigorous team interview and hiring process, including demo lesson. • Strategic placement of teachers/staff including the development of strong teams.

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).
<ul style="list-style-type: none"> • Classroom teachers attend Teacher's College, grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC's and Teacher Team meetings. • Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community. • Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus. • Teachers engage in the collaborative curriculum development, implementation, and analyze student work reflecting the Common Core aligned tasks/units. The Common Core aligned tasks incorporates more rigorous student work. The student work is assessed to plan for future instruction. • In addition to support from administrators and instructional coaches, both IEP Teacher and Mentor support non-tenured teachers. Weekly meetings, visits, and feedback which is then discussed at weekly cabinet meetings. • Teacher teams have 5 common preparation periods a week. 1 of the 5 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas. • Teacher teams will collaboratively generate units built on sequence and rigor, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the "process" and what students are thinking will drive reflection and conversations. • Instructional coaches, administrators, and chosen Lead Teachers, from both teams, will participate in Network and city sponsored professional development designed to support the creating of tasks aligned with the Common Core Standards. • Instructional coaches, administrators, and Lead Teachers will plan for professional development with grade-level Teacher

Teams supporting the acquisition of skills and knowledge related to creating and implementing the described tasks and assessments.

- Ongoing visits and collaboration with the Network Instructional CCLS Coach will facilitate and guide school-wide next steps and provide multiple resources depending on needs. (For example, protocols for looking at student work, depth of knowledge resources, sample task bundles.)
- Teacher Team meetings, PLC's, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of these tasks. In addition, the CCLS planning team has 4 hours per week after-school to continue and deepen the work.

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.).

Extended Day Violence Prevention funds are used to support enrichment programs for students such as visual arts, drumming, karate, arts & crafts, dance, step, and technology. Academic programs supported by this funding focus on the bottom third of the school community most in need of additional support in math and ELA.

Funding also supports the goals of the school community by providing numerous resources, specifically class sets of texts that support units of study and student learning. This also includes building upon classroom libraries. Funding has also supported online and Smart Board programs/resources.

Time for teams, teachers, and administrators is also a valuable asset to support the development and revision of rigorous units of study in all content areas.

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.).

- Communication with community pre-school programs
- Student/class pre-school visits (Spring) for incoming fall kindergarten students
- June parent orientation meeting for new incoming kindergarten families (Summer supports, school information, curriculum, School Packet)
- Three day summer program for kindergarten students in August (Parents meet the teachers and students get accustomed to the school, classroom, teacher, and students).

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.

Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also proven valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit. The following is a summary regarding assessment within the school community:

- State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT)
- NYC Interim Assessment Data 3-5, including ELL Interim Assessment
- AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- In-House Baseline, Midline, Endline Data K-5 (Reading, Writing, Math, Social Studies, Science)
- TC Quick Assessment Data K-5
- CCLS Student Goals Tracking Sheet K-5
- Unit Assessments (Criteria/Rubrics)
 - Literacy (Pre, BAT's, CAT's)
 - Writing (6+1 Traits Continuum)
 - Math (Pre/Post, Progress Checks, H.O.T/Extended Response)
 - Social Studies (Pre/Post, Progress Checks)
 - Science (Pre/Post, Progress Checks)

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**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 10	Borough Bronx	School Number 032
School Name Belmont School		

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

Principal Adalia Rosamilia	Assistant Principal Rhonda Stigliano
Coach Jessica Caba	Coach Danielle Colangelo
ESL Teacher Chestine Rosado	Guidance Counselor Martha Estevez
Teacher/Subject Area Eleana DeLuna/1st Bilingual	Parent Iris Elmore
Teacher/Subject Area Ms. Melo/ K Bilingual	Parent Coordinator Emma Santana
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other Marie Flanagan

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	806	Total number of ELLs	123	ELLs as share of total student population (%)	15.26%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): spanish
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%)	1	1	1											3
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained						1								1
Pull-out	1	1	1	2	1	1								7
Total	2	2	2	2	1	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	95	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	28	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)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	56	0	2							56
Dual Language										0
ESL	39	0	15	28		10				67
Total	95	0	17	28	0	10	0	0	0	123

Number of ELLs who have an alternate placement paraprofessional: 8

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
Spanish	21	19	16											56
SELECT ONE														0
SELECT ONE														0
TOTAL	21	19	16	0	56									

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	9	2	14	10	15								61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	11	10	3	15	12	16	0	0	0	0	0	0	0	67

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	3	3	3	5									22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	16	5	5	7	8									41
Advanced (A)	33	12	9	1	5									60
Total	57	20	17	11	18	0	0	0	0	0	0	0	0	123

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	3			11
4	10	3			13
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		3				1		11
4	9	1	4	2					16
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1	10		1	2	16
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

Various Assessment tools are used to assess the literacy skills of our ELLs. Some of the assessments used are Lab R, ELL Assessment Kit (Rigby), El Sol, Eclas 2, TC Quick Assessments, ELL Periodic Assessment, Independent Reading Levels, teacher conference notes and observation, technology-based program assessments, and protocols for looking at student work. These assessments identify students needs, strengths, and next steps, which allow teachers and grade-level teams to plan accordingly.

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

After examining multiple sources of data, trends and instructional plans, the following is concluded.

In grades k-5, 60 students were given the Lab-R. 52 of these students tested are in kindergarten and scored Proficient and Advanced. We have non-English speakers in K, 1 and 2 (K: 2 students, 1: 2 students, 2: 1 student) and a few Beginners.

The general trend on the NYSESLAT is more students are scoring at the Intermediate and Advanced level in grades K-5. In grades K-5 students tend to score higher in Listening and Speaking than in Reading and Writing.

In grades K-5, 7 students moved up a level from Beginning to Intermediate, 9 students went from Intermediate to Advanced, 6 Students went from Beginning to Advanced level.

In grades 3-5 students continue to need support in developing reading and writing skills.

Next steps to assist students with the reading and writing sections of the NYSESLAT are:

- To understand what the question is asking and to make connections to a picture
- Develop conventions, fluency, and a voice in writing
- Re-read and self-monitor for meaning
- Make inferences
- Put items in sequence
- Use correct sentence structure/sentence verb agreement
- Analyze a picture
- Use a graphic organizer: Provide text evidence to back up thinking
- * Use the 6+1 traits in writing
- * Draw concluding orally after reading
- Use appropriate grammar and punctuation

Grade 3 ELA

ELL Student Strengths

- Making predictions, drawing conclusions, making inferences about events and characters
- Summarize main idea and supporting details
- Identifying conclusions that summarize main idea
- Evaluate the content by identifying important and unimportant details.
- Using graphic organizers to record significant details.
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories.

ELL Student Needs & Next Steps

- Reading and understanding written directions.
- While listening to a selection, identifying the elements of character, plot and setting.
- To understand author's message or intent.
- Determining the meaning of unfamiliar words/strategies by using context clues and other resources.
- Evaluate the content by identifying whether events, activities, characters and settings are realistic.

ELL Next Steps & Supports

- 50-minute program (10:1, Teacher-Student Ratio)
- After-school Program (January-May)

- Saturday Program (January-May)
- Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention).
- Ongoing formative assessments, including daily conferencing and feedback
- Use of children’s literature, mentor texts, and touchstone texts
- Testing Fundamentals Program: Test sophistication integrated into reading and writing workshops.
- Use of technology-based programs, for example, Imagine Learning.
- Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- ELL students with IEP’s receive 30-minutes a day of Sound Reading Solutions.

Note: All interventions, programs, and services are tracked for student’s strengths, needs, and progress.

Grade 4 ELA

ELL Student Strengths

- Locating information in a text and providing evidence to solve problems.
- Use specific evidence from text to identify main idea and themes.
- Describe characters, their actions and their motivations related to a sequence of events.
- Recognize the difference between fact and opinion.
- Use of graphic organizers to record significant details about character and events in stories.
- Use of note taking skills and strategies.

ELL Student Needs & Next Steps

- Making predictions, drawing conclusions, and making inferences about events and characters in stories/passages.
- Identifying main idea and supporting details in informational texts.
- Evaluating content by identifying the author’s purpose.
- Organization and elaboration of ideas orally and in writing.
- Writing conventions and mechanics.

ELL Next Steps & Supports

- 50-minute program (10:1, Teacher-Student Ratio)
- After-school Program (January-May)
- Saturday Program (January-May)
- Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention)
- Ongoing formative assessments, including daily conferencing
- Use of children’s literature, mentor texts, and touchstone texts
- Testing Fundamentals Program: Test sophistication integrated into reading and writing workshops.
- Use of technology-based programs, for example, Imagine Learning, READ 180
- Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- ELL students with IEP’s receive 30-minutes a day of Sound Reading Solutions.

Note: All interventions, programs, and services are tracked for student’s strengths, needs, and progress.

Grade 5 ELA

ELL Student Strengths

- Use of note taking skills and strategies.
- Define characteristics of different genres.
- Identifying literary elements such as setting, plot, and characters of different genres.
- Recognize the difference between fact and opinion.
- Describe characters, their actions and their motivations related to a sequence of events.
- Use of graphic organizers to record significant details from informational text.

ELL Student Needs & Next Steps

- Determining meaning of unknown words by using context clues, other resources/strategies.
- Identifying author’s purpose.
- Read to collect and interpret data, facts and ideas from multiple sources of text.
- Determining important vs. unimportant details.
- Identify and use metaphors and similes’
- Identify information that is implied rather than directly stated.

- Read and understand written directions.

ELL Next Steps & Supports

- 50-minute program (10:1, Teacher-Student Ratio)
- After-school Program (January-May)
- Saturday Program (January-May)
- Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention)
- Ongoing formative assessments, including daily conferencing
- Use of children’s literature, mentor texts, and touchstone texts
- Testing Fundamentals Program: Test sophistication integrated into reading and writing workshops.
- Use of technology-based programs, for example, Imagine Learning, READ 180
- Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- ELL students with IEP’s receive 30-minutes a day of Sound Reading Solutions.

Note: All interventions, programs, and services are tracked for student’s strengths, needs, and progress.

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](#))

RMNR Report is not available.

4. For each program, answer the following:

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

Use of the ELL Periodic Assessment by School Leaders & Teachers

School leaders, including administration, coaches, and lead teachers, plan for Professional Learning Communities, Calendar Days, and common planning periods to allow time for teachers to analyze data and plan for instruction. The ELL Periodic Assessment data is analyzed by each teacher team, grades 3 through 5, and then compared to other sources of summative and formative assessment data. During teacher team meetings strategies and effective teaching strategies are discussed and shared for ELL students. Teachers identify student’s strengths, needs, and next steps in addition to making decisions about what is taught to the class as a whole and what can be taught in small groups. The data is used to plan for future units of study, small group instruction, and conferences. This data also guides decisions made for the 50-minute extended day, after-school programs, Saturday programs, and testing sophistication units. Teacher’s consistently monitor the progress of their ELL students through the use of specific criteria, rubrics, conferencing, and other sources of formative and summative data.

ELL Periodic Assessment

Common Student Needs

- To understand the question and connect to the picture
- Develop a voice in writing
- Re-read for meaning
- Make inferences
- Put items in sequence
- Use correct sentence structure/sentence verb agreement
- Analyze a picture
- Use a graphic organizer
- Use appropriate grammar and punctuation

Developing Student’s Native Language

All bilingual and ESL teachers are fluent Spanish speakers, readers, and writers. In all Bilingual classrooms, students receive science and social studies instruction in their Native Language. Students in Bilingual classes engage in reading and writing in NLA and ELA. Students receive small group instruction in math, reading, and writing depending on their needs. Classroom environments consist of English and Spanish libraries, resources, labels, charts, word walls in all content areas, and student work displayed.

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](#).)

Our school engages in four steps to help our ELLs become successful students. The first step is universal screeners that are used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. The Data gathered gives us indication that a student is at risk in a specific domain. The next step is strong core TIER 1 instruction which is delivered to all students in the general education classroom by qualified educators. The Data collected will help focus on areas of need to guide lesson planning. Step three is Intensive Tailored Instruction which provides support for ELLs who are not showing sufficient progress in skills. The last step is Progress Monitoring to inform how at-risk students are responding to instruction. The Data collected will be used to make educational decisions about changes in goals, instruction and services for the student. All of the Data collected during this process will also be used to focus on strategies, plan future units and next steps.

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

Students second language development is considered when scaffolding lessons, building on students prior knowledge and focusing on students needs in the four modalities in order to give all students the opportunity to engage in challenging tasks. During the school day students engage in classroom tasks and computer based programs (I- Ready/ Imagine Learning) to help develop and acquire new vocabulary and skills.

7. For dual language programs, answer the following:

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

N/A

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

Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals for ELLs. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also proven valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit. The following is a summary regarding assessment within the school community:

- NYSESLAT Exam Data
- State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT comparison)
- NYC Interim Assessment Data 3-5, including ELL Interim Assessment
- AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- In-House Baseline, Midline, Endline Data K-5 (Reading, Writing, Math, Social Studies, Science)
- TC Quick Assessment Data K-5
- CCLS Student Goals Tracking Sheet K-5
- Unit Assessments (Criteria/Rubrics)
 - o Literacy (Pre, BAT's Benchmark Assessment Tasks, CAT's Culminating Assessment Tasks)
 - o Writing (6+1 Traits Continuum)
 - o Math (Pre/Post, Progress Checks, H.O.T/Extended Response)
 - o Social Studies (Pre/Post, Progress Checks)
 - o Science (Pre/Post, Progress Checks)

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](#).)
The PS 32 school community takes a series of steps to accurately identify students that fall into the ELL sub-group. We identify our ELL's through:
 - Administer the Home Language Survey to parents during registration, to first time admits, by the ESL teacher Elisabete Melo-Fernandes. Rhonda Stigliano, assistant principal, also assists in this process. The HLIS is given in the parents preferred language.
 - Conduct formal interviews, both student and parent, to determine the language spoken in the home.
 - If a language other than English is spoken in the home, the Language Assessment Battery (LAB-R) is administered within the first ten days of initial enrollment.
 - The Spanish LAB is administered to students who score less than proficient on the LAB-R and speak Spanish in the home.

These steps are conducted by the certified ESL Teacher, Bilingual Pedagogues, and an assistant principal oversees the process to ensure its accuracy.

Our school sends the ELL entitlement letter to parents informing them of their child's entitlement to ELL services and the parents right to choose one of the three programs offered in NYC schools. Parents of entitled students also receive invitation letters to attend the parent orientation session in order to present valuable information and all three programs available for ELLs.

English Language Learners are assessed both formally and informally throughout the school year. A variety of assessments are used depending on the students grade-level. Progress is also monitored using the New York State English as a Second Language Achievement Test (NYSESLAT). The data is analyzed and interpreted in order to group students according to their needs and/or levels. Ongoing assessment also allows us to plan accordingly and teach to students needs while building on their interests and strengths.

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.
After the initial assessments are complete, a Parent Orientation is held for parents of new admits whose home language is other than English. A description of the three programs available for English Language Learners are discussed and a video is shown which describes each program in more detail. The video is viewed in the parent's dominate language. Parents are provided with Program Selection Information including: Parent Surveys and Program Selection Forms to assist parents in making a choice of which program would best meet the needs of their child. The ESL teacher, Bilingual Pedagogues, and Parent Coordinator are available to answer any questions and/or concerns. Parents also have weekly ESL classes and information sessions (including workshops regarding student programs and curriculum) made available to them. This is another tool to ensure ongoing communication with our families of ELLs. In the event a program/class requires a change based on numbers/data, parents are notified and called in for a meeting.
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](#)].)
Parents complete the necessary information during the Parent Orientation. If a parent cannot attend the meeting, they are given the opportunity to have a one-to-one meeting with the ESL Teacher, Bilingual Pedagogue, and/or Parent Coordinator. Once a program has been selected to best meet the needs of a child, the parent receives a placement letter stating the program their child is enrolled in.
Parents also receive a placement letter that specifies the program their child will be enrolled in for the 2013-2014 school year. Entitlement letters for current ELLs and non entitlement letters for students who scored proficient on the NYSESLAT are also provided to parents. A copy of the letter(s) is filed for school records, in addition to the copy provided to the parent. ATS reports are also used to determine NYSESLAT eligibility (RLER, RLAT).
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.

Parents are informed of data gathered on each student. Parents choice, coupled with program availability determines program placement for ELLs. If parents native language is spanish the ESL teacher is able to communicate with them. If there is a need for translation in other languages other staff members would be used. We have staff members that speak several languages such as Albanian and Italian. If a parents home language is not spoken by any staff member in the school we have translation resources that we use in order to ensure parents understand the procedures that are followed to identify and place their child in the appropriate program. Entitlement letters are always distributed in the beginning of the school year which are kept on file in an assistant principal's office and compliance binder.

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.

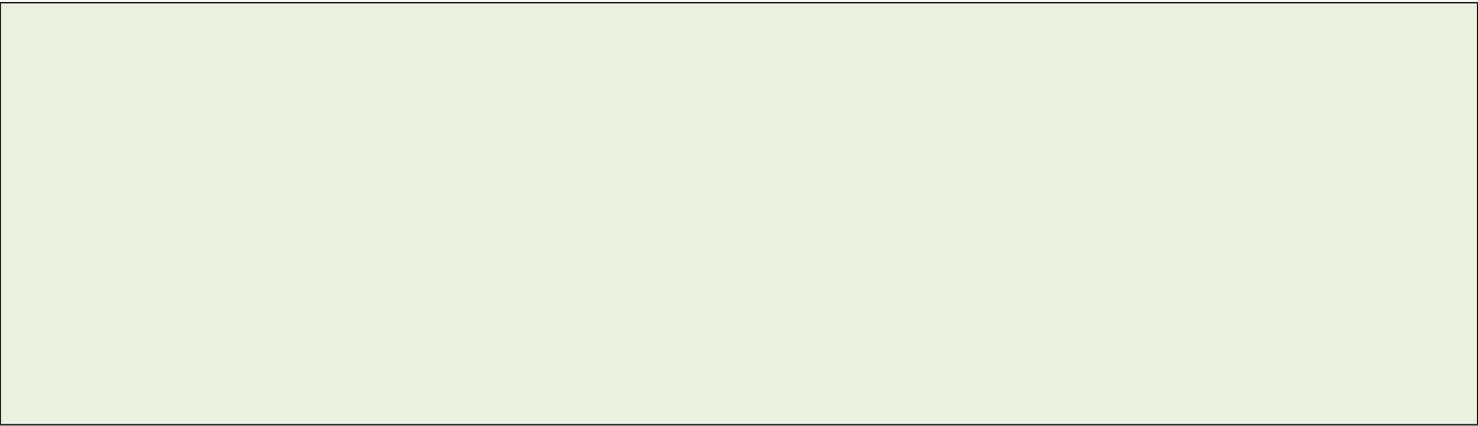
The NYSESLAT is given within the designated time frame. The ATS reports RLAT and RLER are printed to identify all ELLs eligiable for the NYSESLAT exam currently in our school. The same procedures and school environment that are in place for the ELA are also followed during the administration of the NYSESLAT. Some of these procedures include setting aside designated areas for testing and proctors, no school announcements during testing, placing quiet signs around the building, hall monitores to ensure quiet in the building. Students also receive mandated test accomodations as per IEPs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After analyzing trends from the Parent Survey's and Parent Selection Forms for the past three years the following has been determined. Program choices that parents have requested differ in grades K-3 than in grades 4-5. In grades K-3 the trend is a Transitional Bilingual Education (TBE). In grades 4-5 the trend is Freestanding English as a Second Language (ESL). This is shown in the chart below, which provides information from past several years.

Year		Total Entitled	Bilingual	ESL
2013-2014	K-3	95	56	39
2011-2012	K-3	72	31	41
2010-2011	K-3	96	52	44
2009-2010	K-3	130	72	58
2008-2009	K-3	101	67	34
2007-2008	K-3	78	48	30
2006-2007	K-3	97	55	42
2013-2014	4-5	28	0	28
2011-2012	4-5	28	0	28
2010-2011	4-5	49	0	49
2009-2010	4-5	58	29	29
2008-2009	4-5	50	23	27
2007-2008	4-5	28	0	28
2006-2007	4-5	32	0	32

The program models offered at PS 32, Transitional Bilingual Education and English as a Second Language, are aligned with parent requests. In grades three to five parents request the ESL program for their children.



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](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?

We have ELL students in Transitional Bilingual Classes. Students receive instruction in Native Language Arts as well as ESL.

Transitional Bilingual Programs

Level	Beginning	Intermediate	Advanced
Grades K – 5	360 minutes ESL 225 minutes NLA	360 minutes ESL 225 minutes NLA	180 minutes ESL 225 minutes NLA

Kindergarten 60/40 model
60% (native language) and
40% (English)

Grades 1-2 Level, 50/50 model
50% (native language)
and 50% (English)

Grades 3-5 25/75 model
25% (native language)
and 75% (English)

All of our classes, including bilingual classes, are taught by certified bilingual teachers. Our bilingual students are grouped by grade level. All teachers participate in a balanced literacy program including oral language development, reading and writing workshop and word study in NLA and ELA. Students will also engage in a computer based program called I- Ready that targets reading and math. In the reading component the program helps students develop comprehension, letter fluency, phonics. In math the focus is on number sentences, word problems, number identification which is common core aligned skill based lessons. Small group instruction (SGI) provided by the classroom teacher is strategic and flexible. SGI is driven by ongoing assessment data, targets student's needs, and includes various ESL strategies. Our bilingual classes develop the Spanish language through Native Language Arts instruction. Our mathematics program is Go Math and we use Math Steps as a supplement resource in every classroom. Classrooms contain these resources in both English and Spanish. All bilingual classes also receive science and social studies instruction in their Native Language (Spanish). Certified bilingual teachers provide Academic Intervention Services (AIS) with supplementary instruction three times per week from September to June to academically at-risk students. This intervention may vary depending on students needs and progress. PS 32 is a School Wide Program school, all students, including our ELLs, benefit from Title 1 services. Saturday Academy, 50-minute extended-day, and after-school programs also provide additional support. We also use our Title III funding for extra resources for the ELLs. Students selected for AIS are based on a variety of data sources. Some of the data sources include: student work, standardized exams (LAB R, NYSESLAT, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, Predictive and ITA Assessments, and teacher conference notes. Students are matched to programs based on their needs. The language of instruction and resources also vary depending on the students being serviced. The service providers are proficient in both languages.

Free Standing ESL:

We also offer a free standing ESL pull-out program. The pull-out ESL program is taught by certified ESL teacher. These students receive ESL services until they receive a level of "Proficiency" on the NYSESLAT examination in order to meet the requirements as per CR Part 154. Advanced ELL students receive 180 minutes per week. Beginner and Intermediate ELL students receive 360 minutes per week.

Imagine Learning was added to our school during the 2008-2009 school year and continues for the 2013 and 2014 school year. This is a computer-based program used in the ESL program. This program focuses on individual needs as well as vocabulary development and oral language in all content areas. Imagine Learning also helps students develop reading fluency and

comprehension.

Self- Contained ESL:

In the fifth grade we have a self - contained ESL classroom that is taught by certified ESL teacher. Instruction is delivered with ESL methodology and strategies aligned with Common Core. The students in this classroom also engage in Imagine Learning to develop in the four modalities.

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)?

	Beginning	Intermediate	Advanced
ESL Instruction for all ELL's as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA Instruction for all ELL's as required under CR Part 154		180 minutes per week	

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

One of the programs used in ESL is the computer based program Imagine Learning. Imagine Learning is built specifically to address Common Core State Standards. Students are introduced to a diverse array of critical content. The program features activities designed to help students broaden their foundational, language and speaking/ listening skills, while interacting with a variety of informational and literary texts. Students are exposed to literature and direct instruction in reading, speaking and listening skills. In this program students are exposed to and acquire new vocabulary that they will encounter in language arts, science, math, and social studies. There are also built in instructional supports and activities to assist students in developing language skills, reading fluency, and writing.

We emphasize language acquisition and will continue to build on programs such as Read 180, Zip Zoom, Imagine Learning and Readers Theatre. Other supports addressing literacy based skills and strategies are: drama, visual arts, Dreamyard, music, movement, instructional games that enhance phonemic awareness, phonetic instruction, vocabulary building, comprehension strategies and storytelling to help our bilingual students enhance vocabulary and comprehension. Read alouds and Accountable Talk are also used in all content areas to enhance instruction and assist in developing oral language. In addition, read alouds, shared reading, and guided reading provide a direct channel for synopsis, language, and academic vocabulary. Children's literature, criteria charts/checklists, and graphic organizers are also created for building background and prior knowledge, as well as language and academic vocabulary. There are also supports and additional resource for students. The 6+1 Traits of Writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, Conventions, and Presentation) are used to develop and assess student's writing. Criteria and rubrics developed for each trait supports and assists in tracking student progress and levels. SIOP strategies are also used through out all instruction. Some SIOP Strategies used are: using books on tape to develop oral language, listening center activities, scaffolding which includes verbal paraphrasing, explicit teaching and modeling, predicting, inferring and self-monitoring, cognitive strategies such as rereading, hilighting, note-taking, using graphic organizers and identifying key vocabulary to support students in the areas of reading, writing and speaking.

In our Transitional Bilingual Program instruction is delivered according to CRPart 154. Students engage in Oral language, reading and writing workshop in NLA and ELA. Students in our bilingual classes receive science and social studies in native language. There are supplemental resources available in Spanish and English to help students develop comprehension and make content meaningful. Students also have the opportunity to work on the computer based program I- Ready to develop the four modalities in all content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We begin to assess students as soon as they enter our school. When a child is entering the NYC school system for the first time the home language survey is completed. If it is determined that the child speaks another language besides English we begin assessment with an Interview and by administering the Lab-R. If the students home language is Spanish, the student will also be assessed with the Spanish LAB . During the school year student's progress will be monitored using the El Sol, running records, student work, portfolio review, and teacher observation.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
During the school year, the child is assessed in the four modalities (listening, speaking, reading, and writing) to track and monitor the students progress. Assessments determine programs, interventions, and instruction. The bilingual classes use the El Sol kit, running records (Spanish and/or English), student work, portfolio review, Teachers College Quick Assessment, Interim Assessments, Predictive Assessments, ITA Assessments, ELL Periodic Assessment teacher's conference notes, teacher observation, practice exams, ELE and NYSESLAT to monitor students progress.

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).

Students with Interrupted Formal Education (SIFE)

Currently there are no SIFE Students attending PS 32. If any are admitted, they will be welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed on an annual basis. AIS services in literacy and Mathematics would be provided. An orientation for the parents would also be provided.

Newcomers (0-3 years/Bilingual):

New arrivals to the country are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed. The RTI Team assists in this process. AIS services in literacy and mathematics are provided by Title I to support our new arrivals as well as our students who are considered long term ELL's. An orientation for parents of the newly registered Bilingual kindergarten students takes place in August each year. The parents and students come to the school to meet the teacher and have the opportunity to familiarize themselves with the building, the classroom, and the curriculum. The Principal and the Parent Coordinator, along with teachers, organize this very successful event.

For all new arrivals there is a focus on interventions that assist them in developing reading skills to prevent these children from becoming long-term ELLs.

Imagine Learning is used in the grades K-3 for beginning, intermediate and advanced ELLs. Imagine Learning is an interactive program used to strengthen literacy skills. Imagine Learning provides students with the skills to build listening and speaking skills, as well as vocabulary development. Imagine Learning also develops student's Native Language skills.

Sounds in Motion is a program also used for new comers that focuses on improving skills in listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing and vocabulary. The purpose of this program is to improve listening skills by introducing the concepts of whole body listening by completing activities that would focus on auditory perception and discrimination of consonants that are often misarticulated. Body movement is now incorporated into this program to assist children in perceiving and producing specific phoneme sounds.

Selected students also have the opportunity to work on an additional technology based program called Zip-Zoom. This program is used to develop language, literacy, and content knowledge to build on academic growth.

Foundations is a program that is also used to help students develop skills in reading. It is incorporated as a 30 minute daily lesson into the language arts classroom instruction. Foundations lessons focus on sequenced skills that include print knowledge, alphabet

awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during read alouds, shared and guided experiences, and independent activities.

Long-Term ELLs 4-6 years with the Extension of Services:

Students who are Long Term ELL's receive a variety of services to support their learning. Imagine Learning is used to develop fluency and comprehension, review and acquire new vocabulary in all content areas. AIS provides supplementary instruction three times per week during Extended Day or Extended Week Programs and these services are provided by a certified bilingual or ESL teacher. Student selection for these AIS groups is based on a variety of data sources. Some of the data sources include: standardized exams (LAB R, NYSESLAT, ELL predictives, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, Predictive and ITA Assessments, and teacher conference notes. The language of instruction varies according to the group being serviced by providers who are proficient in both languages.

Students also have the opportunity to engage in an individualistic computer program called Success Maker. Success Maker targets students specific needs to strengthen vocabulary and comprehension skills in all content areas.

Read 180 is used as an intervention for the long term ELLs. Read 180 is a pull-out program which enhances reading, writing and vocabulary instruction to struggling learners using technology. Read 180 has a rich and engaging curriculum and a variety of resources are used in order to differentiate instruction. Read 180 is used to support students whose area of weakness is Reading.

'Getting Ready for the NYSESLAT' is a program that is used to assist in incorporating and implementing strategies for ELLs on building English Language proficiency across all modalities: listening, speaking, reading and writing. This is aligned with the NYS ESL Standards. Students engage in activities in which they practice using strategies learned in the four modalities. Students read informational, literary, and functional passages to develop comprehension.

Former ELLs:

Continued transitional support for students reaching proficiency on the NYSESLAT is provided by a Bilingual F status and/or AIS Teacher/ESL Teacher during pull-out programs, before and/or after-school. Read 180 is also used to support Former ELLs. Read 180 is used as a pull- out program which enhances reading, writing, and vocabulary instruction. Read 180 has a rich and engaging curriculum and uses a variety of resources for differentiation of instruction. Students will also continue to receive testing accommodations when taking exams.

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?

During the school day students engage in a variety of instructional strategies across content areas, to develop both communicative and academic proficiency in English. Students engage in comprehension skills and strategies such as strategies for beginning language learners (using illustrations to interact with text, frame sentences, summary with illustrations), meta-cognitive strategies (think alouds, QAR- Question Answer Relationships, GIST- Generating Interaction between Schemata and Text, previewing text), cognitive strategies (coding text, mapping, graphic organizers and signal words, question- research-outline-write), socio-affective strategies (reciprocal teaching, request procedure, peer tutoring, think-pair-share, jigsaw, collaborative reading). Students also create their own word banks to develop social and academic language in all content areas. Each classroom also has a SMART board in which students cognitively engaged in interactive lessons.

Students also use grade level materials such as glossaries, Words their Way, Foundations, Avenues, Getting Ready for the NYSESLAT ESL/ELL, Read 180, Imagine Learning, Zip Zoom, Success Maker, Kaplan Advantage (ELA and Math), guided reading books (independent instructional levels) in English and Spanish and 6+1 Traits of Writing to help achieve personal and grade level goals.

During the school day students rotate in groups and centers to produce work exemplars and discussions that reflect high levels of student thinking, participation and ownership.

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?

Based on baseline and ongoing assessment data we identify students strengths, needs and next steps allowing us to create individual instructional plans that target students diverse needs by building on their strengths and interests.

Some of our ELL's receive mandated support services as stated on their IEP's. These mandated services may include class assignments to a monolingual class with ESL services; SETTS (push in/ pull out); Bilingual Speech Services; and/or Bilingual Guidance Services. Our teachers receive professional development in esl and special education. Teachers are also encouraged to speak to our Response to Intervention Team when they have concerns about students social and academic progress. Our Response to Intervention Team consists of multiple experts and staff members: administrators, related service providers, teachers, guidance, psychologist, parent coordinator, and instructional coaches. Parents are also included in this process. The Response to Intervention Team meets with classroom teachers to discuss students for whom they have academic, social and/or behavioral concerns. Strategies and programs are suggested and recommended. The classroom teacher then meets with the Response to Intervention Team again to re-assess Tier 1 skills and strategies used and services that have been attempted. Tier 2 is provided at this time. If strategies/programs did not work, others are suggested and further strategies/programs are provided. Students are re-assessed at this time and an at-risk service(s) may be provided. More strategies are also provided to the classroom teacher. Suggestions are given to parents in regards to how to work with their child at home. If a need persists, a formal CSE evaluation begins. The School Assessment Team (SAT) members evaluate the child, confer with the parent and may recommend that a student receives one or more of the mandated services on an Individualized Educational Plan (IEP).

Read 180 is also used as an intervention for ELLs with special needs. Read 180 is a pull-out program which enhances reading, writing, and vocabulary instruction for struggling readers. Read 180 has a rich and engaging curriculum and includes a variety of resources for differentiated instruction. Beginning ELLs with special needs also use a technology based program called Zip-Zoom which introduces letters to sounds by touching the keys, Zip Zoom also teaches words, word families, vocabulary, read alouds and poems/songs.

Some of our ELL students receive Academic Intervention Services, which are provided if needed. Teachers and supervisors examine a variety of data (formative and summative) and determine intervention programs and strategies which will support classroom instruction and academic growth. AIS may be provided during the school day and/or in an extended-day program by a certified Bilingual or ESL teacher. Some Bilingual students also receive Bilingual guidance services on a 1-1 basis or in a group from one of our non mandated guidance counselors.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and after-school program. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned. Student supports and tools are also provided in notebooks, folders, and at times taped to students desks. Students will also continue to engage in technology programs such as Read 180, Zip-Zoom, Success Maker and Imagine Learning.

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

We will continue to support our students to develop language and content knowledge by continuing to engage them in challenging tasks and programs such as Read 180, Zip Zoom, Imagine Learning. Students will continue to receive quality small group instruction, AIS, and other resources named to assist them in becoming fluent speakers, readers, and writers. ELL students will also have the opportunity to engage in an interactive program called Success Maker. The use of the Smart Board will also engage students in interactive learning, hands-on lessons and activities, and visual supports.

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

Our school is going to continue to develop units of study, daily lessons, and programs that meet the needs of our students. Our students will engage in an Enrichment Program that allows students to engage in project-based learning while incorporating students interests and strengths. Also new this school year is I-Ready, a technology based program that will be used by our ELLs.

Sound Reading, a technology-based program targeting mostly ELL students with IEP's. Students engage in the program for 20 minutes a day during an extended literacy block.

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

We do not have any programs that will be discontinued for this 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.

Our ELL students are afforded equal access to all school programs. Students are selected for the various programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school such as small group instruction, READ 180, Zip-Zoom, NYSESLAT practice and iReady, that will help students overcome obstacles and give them tools and strategies that they will need to become more successful. ELLs are also engaged in enrichment programs during and after-school such as: chorus, guitar, visual arts club, mural making, karate, drumming, swimming, basketball, soccer, math club, chess, technology club, and a grant funded 21st century learning program with a strong visual arts and academic support component.

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

ELL students also receive additional support by using classroom materials such as mentor texts, textbooks, English/Spanish/picture dictionaries, thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accessibility, Imagine Learning, READ 180, iReady, language/grammar development games, and books on tape in the listening center.

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

Native Language support is delivered according to CR-Part 154 requirements in conjunction with tools and strategies previously mentioned. Students also have access to Literature in their Native Language and glossaries.

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

ELL services and resources correspond to student's current levels, needs, age and grade-level. The RTI team meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed.

Our ELLs also receive supplemental resources that are grade and age appropriate to make content more comprehensible and meaningful.

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.

Newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation. In addition, the students are encouraged to attend the Early Kindergarten Program that takes place one week prior to the beginning of the school year. It allows students to attend school a couple of hours a day and meet the teacher and peers in a calm, friendly environment. New admits to other grades have the opportunity to come in with parents to meet the teacher and familiarize themselves with our school. Students are also given classroom buddies to help them adjust and become comfortable in our school. Parents and teachers talk and meet regularly, both formally and informally, depending on students needs. Parents request this time a few days in advance.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for both Bilingual and Monolingual teachers in regards to the Jose P mandates by the Certified ESL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, rigor, environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development in QTEL and shared information learned with the rest of the team.

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for 2013-2014 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Using ARIS
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards and Other Standards: ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our genre studies in reading and writing
- Looking at student work (writing) in ESL and ELA
- * Using the 6+1 traits of writing in ESL and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research
- * Using SESIS

All records of agenda's, sign-in sheets, reflections, and professional development tracking sheet reflects the above.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program this allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind Act. The Parent Coordinator, Coaches, Assistant Principals and outside consultants provide ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from standards, goal setting, expectations, technology, nutrition, Asthma, children's literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child's learning. An ESL Program for adults is also facilitated by our Parent Coordinator and ESL Teacher. The Bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes and is available to translate and explain calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. She is always available to translate during Parent Association meetings and planned workshops. She translates all newsletters and parent information into Spanish. In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. ARIS Parent Link is a program parents can use to look at their child's academic history and tasks are assigned by classroom teachers. Parents are then able to meet with their child's teacher three times a year to review progress, growth, and promotion criteria for their child. Meetings happen more regularly at the parent and teachers request.

E. Additional Information

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

Part VI: LAP Assurances

School Name: PS 32x, The Belmont School

School DBN: 10X032

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adalia Rosamilia	Principal		1/1/01
Rhonda Stigliano	Assistant Principal		1/1/01
Emma Santana	Parent Coordinator		1/1/01
Chestine Rosado	ESL Teacher		1/1/01
Iris Elmore	Parent		1/1/01
Elisabete Melo	Teacher/Subject Area		1/1/01
Eleana Deluna	Teacher/Subject Area		1/1/01
Jessica Caba	Coach		1/1/01
Danielle Colangelo	Coach		1/1/01
Martha Estevez	Guidance Counselor		1/1/01
Ben Waxman	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: 10X032 School Name: 32

Cluster: 53 Network: 534

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.

During registration, both parent and child are interviewed to determine the primary language spoken. Parents also complete the Home Language Survey and Emergency Blue Card that identifies parents preferred language of communication (written and oral). Resources such as the school brochure, family guides, parent Bill of Rights, school calendar, school vision and mission statements, discipline code, newsletters, school goals, and school surveys are provided in both English and Spanish. When other languages are determined, for example, French or Albanian there are designated staff members who translate (oral and written) and also use DOE translation services. The Parent Association, in collaboration with the Parent Coordinator also sends out an interest survey/questionnaire which identifies languages spoken within the community.

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

Based on survey data and family information documents, our findings indicate that the primary languages spoken are English and Spanish. Other languages spoken are: Afrikaans, Albanian, Arabic, Chinese, French, Macedonian, and Romanian. Most parents who speak these other languages also speak, read, and write English. We have three families that speak Afrikaans, six Albanian, two Arabic, two Chinese, 460 English, three French, one Macedonian, one Romanian, and 280 Spanish speaking families. Students home language is entered into the ATS system at the time of enrollment into a New York City school. The Home Language Report (RHLLA) can be accessed in ATS. The school community is informed on these translation and interpretation needs through student and family profile sheets completed each year, surveys, ARIS, and school memos.

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.

Our school provides the following translation services for limited English proficient parents/families whose primary language is Spanish: All notes, school letters and memos, calendars, newsletters, flyers/posters, announcements, educational supports, and instructional expectations are translated into Spanish daily/weekly. Also provided in both English and Spanish (translation) are Parent-Teacher Conferences and meetings, workshops, Parent Association meetings, School Leadership Team meetings, school and classroom celebrations. Other languages in need of translation are provided through the use of websites, phone system support, DOE and State Education websites and links. (Other resources also include: translation unit, over the phone translations and interpretation, oral interpretation services, <http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm> and written submission at schools.nyc.gov. are used for translation needs.) When a parent needs interpretation of documents or assistance, other than English or Spanish, our school provides this within one to two school days. On-going translation of Spanish is provided by the Parent Coordinator, three school social workers, bilingual teachers/paraprofessionals, and/or the ESL teacher.

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

Oral interpretation services at our school are provided in-house by a staff member (Parent Coordinator, guidance counselor, social worker, ESL teacher, bilingual teachers) who speaks the parents language. Languages spoken by our staff consist of English, Spanish, Albanian, Portugese, Arabic, and French. Outside resources are also used, such as the translation and interpretation unit and DOE website and links, when the parents primary language is not spoken by any staff member within our school community.

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

Our school fulfills Section VII of Chancellor's regulation by providing each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are given to parents in their primary language that we obtain from <http://schools.nycgov/rules-policies/ParentBillofRights/Parent+Bill+of+Rights+and+Responsibilities.htm>.

At our school's entrance parents find a language interpretation poster that specifies the availability of interpretation services. It also states Parent Coordinators and District Family Advocate's (DFA) contact information. This is also located in the main office.

The Parent Coordinator has a Language Access Kit which includes:

- multi-lingual welcome posters (to remind parents we can assist with interpretation services)
- language identification guides
- over the phone information guides
- guides to support school safety agents
- translation and interpretation services on written and over the phone services available
- parent language identification guide to assist visiting limited English proficient parents
- I speak cards distributed to limited English proficient parents in our school

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 32x	DBN: 10X032
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
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 checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: School day
Total # of ELLs to be served: 117 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 4 # of certified ESL/Bilingual teachers: 2 # 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:

Current Number of ELL's: 117 (K: 31, Gr 1: 19, Gr 2: 17, Gr 3: 15, Gr 4: 19, Gr 5: 16)

All students are receiving the required instructional minutes from certified ESL teachers during the school day. Based on an analysis of the 2012 NYSESLAT scores we see a need to provide additional supplementary work in reading, writing and listening. ESL teacher, classroom teachers, and The Core Inquiry Team of 10X032 has analyzed the ELL data determining school, grade-level, class, and individual student trends, strengths, and areas most in need. The data has impacted classroom small group instruction and conferences, ESL programs and instruction, AIS instruction, and extended day programs. Goals include providing students with supplemental guidance and implement strong student supports in order to increase both performance and progress rates.

The Imagine Learning program in kindergarten through grade 5 students as extension activities, which are used for additional small group instruction and center activity work. This is complimented/supported with additional small group instruction (guided reading with decoding, fluency, vocabulary focus, depending on data/student needs). Ms. Sfarra and Ms. Figueroa, former F status teachers who volunteer, work with targeted ELL's in small groups two days per week, depending on students' needs and/or requirements, to build on classroom instruction/curriculum. This is in addition to their ESL programs. These extension and small group activities allow for more targeted and individualized planning and instruction. They work on listening and oral English Language Development through the use of picture cards, text illustrations, and student work/illustrations. They also work with three groups of eight ELL students from the fourth and fifth grade using the NYSESLAT books and an ESL approach to the integrated curriculum. The instruction provided by the Title III funds; therefore, include supplemental services provided by certified teachers, certified bilingual and/or ESL certified teachers via a pull-out program during the school day. Schedules are as follows:

Free Standing ESL Instruction:

Beginning	Intermediate	Advanced
360 Minutes Per Week	360 Minutes Per Week	180 Minutes Per Week

ELA Instruction Required for ELL's: 180 Minutes Per Week

Transitional Bilingual Programs:

Grades K-5

Part B: Direct Instruction Supplemental Program Information

Beginning	Intermediate	Advanced
360 Minutes ESL	360 Minutes ESL	180 Minutes ESL
225 Minutes NLA	225 Minutes NLA	225 Minutes NLA

Beginning Intermediate Advanced

K: 60/40 Model (60% Native Language, 40% English)

1 & 2: 50/50 Model (50% Native Language, 50% English)

3, 4 & 5: 25/75 Model (25% Native Language, 75% English)

Additional Instruction:

Ms. Sfarra

- Grade Levels: K, 1 & 2
- 2 Days Per Week for 45-Minute Block

Ms. Figueroa

- Grade Levels: 1, 2, 4/5
- 2/3 Days Per Week for 45-Minute Block

The extended-day programs for ELL’s will begin in January. One program will develop student’s comprehension skills increasing their independent reading levels and an additional program will engage students using the Empire State NYSESLAT program strengthening student’s oral, social, and academic language. Another program is a combination of reading and mathematics to offer support in preparation of the state exams. The activities will be developed based on students’ need as determined by analyzing data including NYSESLAT, attendance and formative assessment data, for example, school-wide assessments, ELL Predictive Assessment, and Predictive Data. Student work also informs instruction and programs. Programs will be designed to help students achieve academic success aligned to Common Core State Standards and ESL Standards set for grade-levels and will support language development, reading, writing, and listening. Instruction will be provided in both the students Native Language and the English language. The extended-day program will run 2 days per week for an hour after-school from January through April. The other program occurs on Saturdays for a 3-hour block of time. This programs runs from February through April. If additional funding becomes available supplemental support programs will be developed.

The following supplies will be purchased to support Title III programs provided by other funding sources: paper, pencils, folders, markers, chart tablets. The Empire State NYSESLAT workbooks, listening center materials (texts on tape/CD), and instructional games are also purchased to support the programs. A Kaplan program is also used in collaboration IReady (Text and Technology based), a CCLS student program support. Imagine Learning and Achieve 3000 are also used. Students are strategically matched

Part B: Direct Instruction Supplemental Program Information

to programs based on strengths and needs.

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: PS 32 begins the school year with a professional development plan. This plan reflects school and network goals, and is aligned to NYCDOE Instructional Expectations. The overall goal is to improve teaching and learning, in both English and students Native Language. Professional development activities demonstrate the instructional programs being delivered under Title III. Professional Learning Communities are scheduled and consultants and school level coaches are assigned grade levels. Goals are publicized and expectations are communicated. Throughout the professional development plan ESL strategies are integrated thoroughly. There are English Language Learners in most of our monolingual classes. Jose P. training is provided for our monolingual teachers via tax levy funding. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will examine the expectations and quality of classroom instruction, classroom environments, differentiated instruction, academic rigor and assessment. Educators will have the opportunity to look at data, share ideas and materials and discuss the need for additional resources. The funding for this plan will be covered by tax levy and Title I but will, of course, include the bilingual and ESL teachers. Professional development on the programs used in the Title III efforts such as Imagine Learning will be provided on site at no cost to Title III. Opportunities for Professional Development offsite provided by Network experts/consultants, will be presented to the staff in addition to the onsite workshops. Professional development will be provided by our literacy and math coaches, and by our technology AUSSIE consultant through participation in workshops, in other venues and through turnkey sessions presented by bilingual/ESL staff members and consultants. The emphasis in this instance and in the technology piece is oral and listening English language development and making meaning from the words used.

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for both Bilingual and Monolingual teachers in regards

Part C: Professional Development

to the Jose P mandates by the Certified ESL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, rigor, environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development through the Network and DOE and shared information learned with the rest of the team.

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for Programs Provided for 2012-2013:

Empire State NYSESLAT

listening center materials (texts on tape/CD), and

Instructional games

Kaplan program is also used in collaboration IReady (Text and Technology based), a

CCLS student program support.

Imagine Learning

Achieve 3000

Professional Development to Support Programs Include:

Analyzing NYSESLAT data as well as ELL Interim Assessment Data

Analyzing student work and data, planning for instruction based on data

Developing small group and individual instructional plans based on data

Common Core Learning Standards and Other Standards: ESL, ELA and NLA

Developing oral language and vocabulary

SIOP Model

Text Complexity

Part C: Professional Development

Creating integrated thematic Common Core units (Deepening tasks, assessments, instructional practice).

Examining and revising the curriculum calendars and units of study, based on Program data, includes looking at how to differentiate instruction for ELL's

Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas

Looking at student work (writing) in ESL and ELA

Using the 6+1 traits of writing in ESL and ELA

Participate in Learning Walks and Labsites

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: Our community focuses on parent development and enriching parent engagement in all content areas. Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program this allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind Act. The Parent Coordinator, Coaches, Assistant Principals and outside consultants provide ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from standards, goal setting, expectations, technology, nutrition, Asthma, children's literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child's learning. An ESL Program for adults is also facilitated by our Parent Coordinator and ESL Teacher. The Bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes and is available to translate and explain calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. She is always available to translate during Parent Association meetings and planned workshops. She translates all newsletters and parent information into Spanish. In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. ARIS Parent Link is a program parents can use to look at their child's academic history and tasks are assigned by classroom teachers on ACUITY. Parents are then able to meet with their child's

Part D: Parental Engagement Activities

teacher three times a year to review progress, growth, and promotion criteria for their child. Meetings happen more regularly at the parent and teachers request. Activities are appropriate for parents of ELL's and we secure the appropriate translation and interpretation services for our families. Funds are also used for Translation Services throughout the school year.

Part E: Budget

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

Allocation Amount: \$0

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		