



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FRANZ SIGEL
DBN (i.e. 01M001): 09X035
Principal: GRACIELA NAVARRO
Principal Email: GNAVARR@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: PETRINA PALAZZO

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
Graciela Navarro	*Principal or Designee	
Alicia Grace	*UFT Chapter Leader or Designee	
Iris Martinez	*PA/PTA President or Designated Co-President	
Macielle Donhue	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	
Debra Elliott	Member/ Teacher	
Maria Bello	Member/ Paraprofessional	
Desiree Machicote	Member/ Parent	
Kristina Tucker	Member/ Parent	
Rosa Jimenez	Member/ Parent	
Maria Bonilla	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 students in grades 3, 4 and 5 will show 5% increase in English Language Arts and Mathematics as evidenced by the New York State Assessment exams.

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.

Our school takes a data driven approach to improving student performance, using the CKLA and Ready Gen Unit assessments, My Math assessments, writing samples, and Benchmark DOE assessments in grades 3-5, classroom checks for understandings identify and address student strengths and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. The findings of the comprehensive needs assessments results show that the lowest third students in grades 3, 4 and 5 have difficulty with information and understanding, literary expression and responses and critical analysis in English Language Arts. In Mathematics the data shows that our students have difficulty with base ten operations, algebra, measurement and data, two step word problems, real world word problems using the four operations. This is especially evident in the fifth grade while the fourth grade has a better understanding of these concepts.

The progress report shows a score of 29.9 out of 60. This score indicates how much individual progress students improved on state tests in English and Mathematics between 2012 and 2013 compared to other students who started at the same level and weights the results of the 3rd grade tests. Performance over time shows a trend in increase for three years as the school progress report shows 34% in 2010, 61% in 2011 and 73% in 2012. For the 2012-2013 year there was a decrease from 73% to 60.4% due to the demands of new state exams. However, the school received an A in the progress report as it is compared to school peers. The 2011-2012 Quality Review score was 74% resulting in a proficient rating for the school. In student performance the school received a 21.1. out of 25 which resulted in an A. Performance assessments in English Language Arts and Mathematics show a decrease in all grades. For the 2013 school year the ELA scores were the following: Grade 3- 32%, Grade 4- 16.5%, Grade 5- 18.4% and all grades average of 21.2%. In Mathematics the scores were the following; Grade 3- 30.4%, Grade 4-29%.1 and Grade 5 -37.1%. This data clearly shows that the work ahead must be clearly targeted using item analysis and analysis of student work to meet the demands of the Common Core Learning Standards.

The school accountability report shows that our school is in “Good Standing” and we made adequate yearly progress in English, Math and Science for all students including, students with disabilities, English Language Learners and economically disadvantaged students. The progress report shows that 67% English Language Learners in grades 3, 4 and 5 made progress as evidenced by the ELA and Math State exam. NYSELAT results show that our English Language Learners show progress in listening and speaking but have difficulty with reading and writing. There are two teachers in our school who provide ESL services to our English Language Learners. Classroom teachers provide scaffolds during instruction to support ELL students.

The school received a B in School environment. School environment rating is based on attendance and the results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication and engagement.

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

(STRATEGIES LISTED BY NUMBER)

- 1. Effective instructional strategies such as thinking aloud, providing students with scaffolds and providing students with models. These strategies are effective for all students but in particular for English Language Learners and students with disabilities. ELL and students with disabilities need instructional strategies such as previewing, role playing, shared reading, songs and chants, story maps, graphic organizers. Scaffolding is particularly effective for English Language Learners and students with disabilities.
- 2. Presenting new material in small steps with student practice after each step- Research shows that our working memory is small. It can only handle a few bits of information at once. Therefore, effective teachers will present small amounts of new material and assist students as they practice. Once students have mastered the new material they can continue to add new material. The lessons must include demonstration, questioning and working examples.
- 3. Questioning and Discussion: Research has found that interactive discussions with open ended effective questions help students practice new information. Questions should be created to make student thinking visible and to measure student understanding of the lesson. Asking good questions and receiving immediate feedback helps students understand new material and prevents students from storing misinformation or misconceptions in long term memory.
- 4. Providing models and guided student practice- Research found that teacher modeling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support. Worked examples allow students to focus on the specific steps to solve the problem reduce the cognitive load on their working memory. This is a step by step demonstration on how to perform the task. Providing prompts and modeling the use of the prompt and then guiding students as they develop independence. During independent practice students can work on worked examples or partially worked examples and figure out how to finish them based on what they have learned. .
- 5. Checking for understanding- Research shows that frequently checking for understanding helps students learning material with fewer errors. Ask questions that help students summarize. Answer questions that cause students to elaborate on the material they have learned. The teacher can check which parts of the new material need to be re-taught. Having students explain their thought process can help identify gaps in understanding.
- 6. Daily independent practice that is monitored by the teacher- Research shows that in order for the learning to become automatic, a great amount of independent practice is needed for the learning to become automatic. When material is over learned, it can be recalled automatically and doesn't take up any space in the working memory. Independent practice provides students with additional review and elaboration they need to become fluent. Just as important is the monitoring of the independent work by the teacher to ensure that students are not making errors and developing misconceptions through their errors. Teachers must be cognizant to use independent practice to give immediate feedback to students and if they see trends of errors to re-teach the material. However, this restates the importance of preparing students for independent practice. Students must be engaged in work that they can access in independent practice not work that will produce an abundance of incorrect answers.
- 7. Weekly and monthly review- Research shows that students need extensive practice in order to develop well-connected network of ideas in their long term memory. The more one rehearses and reviews information, the stronger these interconnections become. Teachers must review the previous work every week and the work for the month once a month. Weekly quizzes or other checks for understanding result in better scores in monthly exams and this in yearly exams.

- 8. Direct instruction- Research has found that direct instruction that has a prescribed instructions, acquisition, retention and generalization is effective for some students with disabilities. Teachers have a very methodical system that creates a very structured and timed environment but consistent for student with disabilities such as autism.
- 9. Constructivist approach/Science and Mathematics – an emphasis on inquiry based problem solving. Using real world problems, technology, visual aids, manipulatives and collaborative learning. This approach is effective for all students but in particular for English Language Learners and students with disabilities.
- 10. Feeling connected to instruction so it is relevant to the student’s life. This is especially true for student subgroups that need instruction that is motivating and increases their understanding. Students must know how their work relates to the real world.

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

All strategies will be supported by all pedagogical staff in both mathematics and English language arts (ELA).

Key personnel: Classroom Teachers, Clusters during intervention periods, Consultants in reading and mathematics, Principal, Assistant Principals, Pedagogical Coach, Educational Assistants, F- Status teacher, Related Service Providers

Resources: ELA, Math, Science and Social Studies curriculum, Smartboard applications, teacher made materials for lessons, after and before school programs, Saturday Academy. Extended Day and Saturday Academy programs

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

Targeted Months: November 2013, January, March and May 2014

- Strategy 1, 2 ,4,6,8, 9, 10: Student progress will be shown in the strategies as evidenced by observations and student work.
- Strategy 1, 2 ,4,6,8, 9, 10: Teachers will demonstrate implementation of the strategies as evidenced by lesson plans, observations and student work.
- Strategy 3: Teachers will demonstrate progress in implementing at least two protocols for questioning and discussions as evidenced by teacher observations and support visits using the Danielson Framework.
- Strategy 5: Teachers will embed checks for understanding in their lessons as evidenced by documented system
- Strategy 7: Students will demonstrate progress as evidenced by student work, charts
- Strategy 7: Teachers will demonstrate implementation as evidenced by observations, classroom environment (charts, bulletin board work) and student work.

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

- By September 2013, 1st thru 5th grade students will have a diagnostic assessment in English Language Arts based on an I can read book to determine their current reading baseline.
- By September 2013 1 thru 5th grade students will have a diagnostic assessment in Mathematics to determine their current math baseline.
- By September 2013 all students in grades K-5 will have a baseline writing assessment to determine their current writing skills.
- All K-5 grade students will be assessed with the selected MOSL exam in ELA(K-4), Math(3rd) or Science(4th) in October 2013 and May 2014

- All K-2 students will be assessed in ELA with Core Knowledge Assessments at the end of each unit to analyze the progress for each student and modify instruction as needed. .
- All 3-5 students will be assessed in ELA with Ready Gen and school made assessments at the end of each unit to modify the progress for each student and modify instruction as needed. .
- By January 2014 students in grades K-5 will show growth in their writing skills(traits) as evidenced by the second quarter writing piece.
- By March 2014 students in grades K-5 will show growth in their writing skills(traits) as evidenced by the third quarter writing piece.
- By May 2014 students in grades K-5 will show growth in their writing skills(traits) as evidenced by the end of year writing piece.
- Monthly analysis of ELA and Math performance tasks for each unit in grades 3-5 will be used to analyze and modify instruction.
- On-going Formative assessments/checks for understanding in all subjects
- On-going Conference sheets
- Daily Lesson plans

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

1. Fair Student Funding is primarily used to fund teacher salaries, TL RS IEP Para and IDEA RS IEP Para funds pay for Educational Assistants in special education classes. Title I monies are used to support Guidance counselor who services mandated and at-risk students. Title I monies pay for the Pedagogical Coach, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title I monies are used to support extended day programs before and after school.. Title III monies are used to support extended day programs before and after school as well as professional development for teachers and parents. All of these resources support the work that is needed to accomplish the goal. Title III Immigrant DL/TBE and Title III LEP monies fund after school programs for ELL students, materials and professional development for teachers.

Strategies to Increase Parental Involvement

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

- Parent Curriculum Night to inform parents about the curriculum and school policies
- Monthly Calendar with information on school activities
- Formally Report academic progress to parents in November, January and March via report cards
- Weekly or Monthly Academic Progress reports to parents
- Parent Workshops on Curriculum, Assessments, Common Core Learning Standards, Strategies for English Language Learners and students with disabilities
- Provide parents with information and access to ARIS link to use resources to help their children
- 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;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent 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.
- 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;
- 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 DOE initiatives and allow parents to provide suggestions;

- Translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;
- 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June of 2014, 75% (students) of K – 5 students will show progress by moving from 5 to 8 points above in the MOSL reading/writing assessment from their October MOSL baseline.

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.

All students in grades K-5 were assessed using the Measures of Student Learning Assessment. In grades K,1 and 2 students were required to listen to an informational texts and ask and answer questions about the text as well as use the information to write an informational text in which students supply information about the text they write about.

In grades 3 students were asked to write an opinion piece that must include the following characteristics:

- Introduction that tells the topic and your opinion.
- Reasons that explain your opinion.
- Use information from the texts to support your reasons.
- Discuss your reasons and explanations in a clear order. Use linking words to connect your ideas.
- Write a conclusion that connects or summarizes your opinion and reasons.
- Use complete sentences. Check for correct punctuation

In grade 4 and 5 students were asked to write an opinion essay with the following:

- State an opinion on the topic and keep that opinion through the entire essay.
- Use relevant examples or pieces of information from the texts.
- Use information that supports the overall opinion and has some vocabulary from the texts.
- Show that you understand details from the texts.

- Write an introduction that shows that this is an opinion essay and tries to get readers to care about your topic and/or opinion.
- Write a conclusion that connects to your opinion.
- Use paragraphs to group supporting ideas and relevant evidence from the texts.
- Organize each section clearly
- Order your reasons clearly and keep that order throughout the entire essay.
- Use words and phrases to link your opinion with reasons throughout the entire essay.
- Use accurate spelling and grammar.

The analysis of their work shows that students need to make progress in these areas.

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

STRATEGIES LISTED BY NUMBER

All strategies will be supported in both mathematics and English language arts (ELA).

- 1. Effective instructional strategies such as thinking aloud, providing students with scaffolds and providing students with models and specific writing techniques to introduce, a topic, include details that support the topic from the text, develop the body of the writing, use of transitional words to tie ideas and techniques for concluding an informational topic. These strategies are effective for all students but in particular for English Language Learners and students with disabilities. ELL and students with disabilities need practices such as previewing, role playing, shared reading, simple semantic verbs, songs and chants, story maps,, graphic organizers. Scaffolding is particularly effective for English language learners and students with disabilities.
- 2. Present new material in small steps and allow students to practice after each step. Research shows that our working memory is small. It can only handle a few bits of information at a time. Therefore, teachers will present small amounts of new material and assist students as they practice. Once students master the new concept they can continue to add more new material. The lessons will also include teachers modeling or demonstrating, questioning and discussion techniques, and worked examples.
- 3. Provide models and guided student practice - Research found that teacher modeling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support. Worked examples allow students to focus on the specific steps to solve the problem reduce the cognitive load on their working memory. This is a step by step demonstration on how to perform the task. Providing prompts and modeling the use of the prompt and then guiding students as they develop independence. During independent practice students can work on worked examples or partially worked examples and figure out how to finish them based on what they have learned. Asking good questions and receiving immediate feedback helps students understand new material and prevents students from storing misinformation or misconceptions in long term memory.
- 4. Check for understanding - Research shows that frequently checking for understanding helps students learn concepts with fewer errors as well as with clarification of misconceptions. Teachers will ask questions to help students summarize and determine the gist of what they read. In return, students will answer questions with elaboration on the content they learned. Having students explain their thought process can help identify gaps in understanding. Furthermore, teachers will closely monitor and identify which parts of the new material need to be re-taught or extended.
- 5. Monitored daily independent practice - Research shows that in order for the learning to become automatic, adequate amount of independent practice is needed for students to develop fluency and automaticity. When material is learned, it can be recalled automatically and occupies very little space in the working memory. Daily independent practice provides students with time for practice, review and elaboration they need to become fluent. Just as important is the

monitoring of the independent work by the teacher to ensure that students are not making errors and developing misconceptions through their errors. Teachers must be cognizant to use independent practice to give immediate feedback to students and if they see trends of errors to re-teach the material. However, this restates the importance of preparing students for independent practice. Students must be engaged in work that they can access in independent practice not work that will produce an abundance of incorrect answers.

- 6. Daily writing practice with constructive feedback - Students write daily to improve their writing skills. Teachers review/ analyze students' writing and offer specific and targeted feedback for improving their writing.
- 7. Direct and explicit instruction - Research has found that direct and explicit instruction that has a prescribed instructions, acquisition, retention, and generalization is effective for some students with disabilities. Teachers have a very methodical system that creates a very structured and timed environment that is primarily consistent for student with disabilities such as autism.

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

Key personnel: Classroom Teachers, Clusters during intervention periods, Consultants in reading and mathematics, Principal, Assistant Principals, Pedagogical Coach, Educational Assistants, F- Status teacher, Related Service Providers

Resources: ELA, Mathematics, Science, and Social Studies curricula, Smartboard applications, teacher-created materials for lessons, before and after school programs, Extended Day, and Saturday Academy

Teachers in grades K, 1, and 2 utilize the Core Knowledge Language Arts (CKLA) program and teachers in grades 3, 4, and 5 utilize the Ready Gen program.

- The Skills Strand teaches the mechanics of both reading and writing. It provides students with strategies on how to decode and encode the written English language. Students who are on primary level, use approaches such as making “pictures of sounds” to write letters and translate those “pictures” back into sounds and blend the sounds to make words. In addition, teachers provide opportunities for students to learn the structure of the English language such as parts of speech and grammar to support students' writing abilities.
- Text based questions are also incorporated in the daily skills lessons, allowing students to discuss and answer both literal and inferential comprehension questions based on stories read to enhance their comprehension levels.
- Students are introduced to a systematic writing process (plan, draft, edit and published) as they practice writing fictional narrative stories, descriptive narrative pieces, persuasive writing, and informational/ expository writing.
- The writing is introduced in stages. These stages teach students the most common or least ambiguous spelling for a sound (primarily in grades K-2, the basic code spelling). Then, students learned spelling alternatives for those sounds that could be spelled several different ways. These strategies provide students with foundational skills that are pre-requisites in mastering strong writing skills. The goal is for students to gain confidence and automaticity with on grade level reading and writing materials as evidenced of assessments, student work and teacher observations.

The Listening and Learning Strand lessons of the Core Knowledge Language Arts program, builds on the students' listening comprehension abilities by introducing read-alouds based on different genres such as fiction and informational texts. All topics are aligned to the CCLS. The Listening and Learning component allows students to build cumulative knowledge and acquired vocabulary about specific topics both within and across grade levels. Teachers use the read-alouds to build students' listening and reading comprehension as well as oral language skills. As a result, students obtain adequate content knowledge, which is incorporated into their writing.

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

Targeted Months: November 2013, January, March and May 2014

- Strategy 1, 2, 3, 4, 5, 6, and 7 : Students' progress will be evident in the strategies as evidenced by classroom observations, formative and formal assessments, and analyses of students' work.
- Strategy 1, 2, 3, 4, 5, 6, and 7 : Teachers will demonstrate effective implementation of the strategies as evidenced by lesson plans, classroom observations, and students' work.
- Strategy 4: Teachers will embed checks for understanding in their daily lessons as evidenced by documented teacher evaluation system

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

- In September 2013 all students in grades K-5 will have a baseline writing assessment to determine their current writing skills.
- By October 2013, 1st thru 5th grade students will have MOSL administered to grades K-5
- During November and December MOSL scores will be distributed, writing pieces will be analyzed to inform instruction.
- All K-2 students will be assessed in ELA with Core Knowledge Assessments at the end of each unit to analyze the progress for each student and modify instruction as needed. .
- All 3-5 students will be assessed in ELA with Ready Gen(writing performance task) and school made assessments at the end of each unit to modify the progress for each student and modify instruction as needed. .
- By January 2014 students in grades K-5 will show growth in their writing skills(trait) as evidenced by the second quarter writing piece.
- By March 2014 students in grades K-5 will show growth in their writing skills(trait) as evidenced by the third quarter writing piece.
- By May 2014 students in grades K-5 will show growth in their writing skills(trait) as evidenced by the end of year writing piece.
- By May 2014 students in grade K-5 will have the post (MOSL) Measures of Student Learning Assessment administered to determine progress from September 2013 to May 2014.
- On-going Formative assessments/checks for understanding in all subjects
- On-going Conference sheets
- Daily Lesson plans

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

1. Fair Student Funding is primarily used to fund teacher salaries, TL RS IEP Para and IDEA RS IEP Para funds pay for Educational Assistant in special education classes. Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title I monies are used to support extended day programs before and after school.. Title III monies are used to support extended day programs before and after school as well as professional development for teachers and parents. All of these resources support the work that is needed to accomplish the goal. Title III Immigrant DL/TBE and Title III LEP monies fund after school programs for ELL students, materials and professional development for teachers.

Strategies to Increase Parental Involvement

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

- Parent Curriculum Night to inform parents about the curriculum and school policies
- Monthly Calendar with information on school activities and events
- Formal Reports on students' academic progress to parents in November, January, and March via report cards
- Parent Workshops on Curriculum, Assessments, Common Core Learning Standards, Strategies for English Language Learners and students with disabilities
- Provide parents with information and access to ARIS Parent Link where they can view and use resources to support their children

- 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
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association, and Title I
- Parent Committee which includes providing technical support and ongoing professional development, especially in developing academic and 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 culture and environment are welcoming and inviting to all parents. She will also 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 so that they can help their children at home
- The parent coordinator will also:
 - Provide opportunities to help parents understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, the Annual
 - School Report Card, the Progress Report, the Quality Review Report, and the Learning Environment Survey Report
 - 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
 - Host events to support parents in asserting leadership in education for their children, parents/guardians, grandparents and foster parents
 - Encourage more parents to become trained school volunteers
 - Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and students’ progress
 - Provide formatted school planners/ folders for regular written communication between teachers and parents/guardians to the extent practicable in the languages understood by parents
 - Arrange interpretation services for languages not already available from NYCDOE

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
An environment with effective questioning and discussions create opportunities for students to practice and sharpen a number of skills, including but not limited to, having the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence. By June 2014, 80% of our instructional teachers will strengthen their practice in Danielson’s Framework, Component 3b, questioning and discussion as evidenced by observation ratings made from October 2013 to June 2014. As a result, by June 2014 75% of our students would have engaged in effective questioning and discussion techniques.

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.
For students to become successful in common core learning standards, engaging students in discussion deepens their learning and motivation by propelling

them to develop their own views. A good environment for interaction is the first step in encouraging students to listen, talk, and learn through discussions.

In general, research shows that instruction involving questioning is more effective than instruction without questioning. Questioning is one of the nine research-based strategies presented in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock 2001).

Hence, our school participated in the Danielson Pilot program last year and based on multiple observations, the data indicated that teachers were developing in the area of questioning and discussion. Classroom observations also demonstrated that students lack the protocols to talk to each other and engage in meaningful/accountable discourse. Therefore, our instructional focus for the 2013-2014 school year is questioning and discussion techniques.

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

- Teachers will ask questions during instruction to encourage student to discuss their opinions/claims. By moving away from closed-ended questions we avoid one word replies, providing limited engagement and dialogue between students and teacher or students and students. This method allows teachers to better understand students' rational as they respond and cite relevant evidence from text. By posing these types of questions students are required to think and demonstrate understanding of the concepts/content being taught. In addition, this technique helps teachers with the planning process and allows them to purposefully prepare questions prior to instructional sessions.
- Using a class participation rubric as a tool that explicitly represents the performance expectation for discussion, is a way we can facilitate more effective classroom discussion. In addition, this rubric has clear and explicit criteria that allow students the opportunity to both participate in and eventually facilitate the academic.
- Teacher will routinely use follow up questions as a goal to redirect and probe for more specific information and lengthier answers. Other classroom discussion and questioning techniques include adequate wait time, no hands up, inquiry questioning, add on responses, etc. These practices will consequently keep teachers focused on relevant elements of students' responses. Redirection and probing will be linked to students' achievement when they are explicitly focused on such things as clarity, accuracy, and reasonableness of each other's responses.

➤ We realized that in order to achieve high effective classroom discussions, students are required to think and work at all levels of the Depth of Knowledge (DOK) rubric. Our teachers will be incorporating DOK into their classroom discussions, questioning techniques and assessments. DOK will be used to promote students' cognitive and metacognitive abilities. Hence, teachers will interpret and assign questions at the different levels of DOK.

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

Key personnel: Classroom Teachers, Clusters during intervention periods, Consultants in mathematics, Principal, Assistant Principals, Pedagogical Coach, Educational Assistants, F- Status teacher, Related Service Providers, ESL providers.

Resources:

- A framework to assist teachers as they work with their students on questioning and discussion,
- Class participation rubric that allows teachers to assess students questioning and discussion development
- Self-assessment checklist that allows students to self-assess their own questioning and discussion skills.

These resources will be implemented across curriculum, before and after school programs, and Saturday Academy.

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

- Student progress will be shown in the strategies as evidenced by observations and student work
- Teachers will demonstrate implementation of the strategies as evidenced by lesson plans, observations and student work
- Classroom participation rubric will show the extent or lack of student participation
- Documented feedback will show the quality of feedback teachers provided to students
- Lesson plans will demonstrate the quality of questions being asked to probe and redirect student

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

Timeline spans from September 2013 to June 2014

- In September 2013 all teachers in K-5 implemented questioning and discussion strategies learned in the 2012-2013 school year.
- In November 2013, all teachers in K-5 reflected on their questioning and discussion techniques in order to make a self assessment to build a repertoire of techniques
- In December all teachers will be provided with a class participation checklist and rubric that will be modified to fit their classrooms.
- In January teachers will have the opportunity to participate in a six (6) sessions content workshop on hands on questioning and discussion strategies.
- Ongoing professional development will be offered around close reading techniques in all disciplines and its alignment to questioning and discussion strategies to promote students' comprehension.
- By April 2014, students in grades K-5 will have grade level effective and engaging discussions as evidenced by participation rubrics and checklists.
- By May 2014, students will demonstrate the ability to lead/facilitate class discussions while teachers assess students' progress.

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

6. Fair Student Funding is primarily used to fund teacher salaries, TL RS IEP Para and IDEA RS IEP Para funds pay for Educational Assistant in special education classes. Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title I monies are used to support extended day programs before and after school. Title III monies are used to support extended day programs before and after school as well as professional development for teachers and parents. All of these resources support the work that is needed to accomplish the goal. Title III Immigrant DL/TBE and Title III LEP monies fund after school programs for ELL students, materials and professional development for teachers.

Strategies to Increase Parental Involvement

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

- Parent Curriculum Night to inform parents about the curriculum and school policies
- Monthly Calendar with information on school activities
- Formally Report academic progress to parents in November, January and March via report cards
- Parent Workshops on Curriculum, Assessments, Common Core Learning Standards, Strategies for English Language Learners and students with disabilities
- Provide parents with information and access to ARIS link to use resources to help their children
- 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;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent 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.

- 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;
- 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; 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;
- 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

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**
 - 1.
- 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**
 - 6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Guided Reading</p> <p>Departmentalized instruction</p> <p>Targeted Reading Instruction</p>	<ul style="list-style-type: none"> • Push in, small group Push in, large group for mini lesson and small group for guided instruction <p>Grades 3-5 participate in Departmentalized instruction. One teacher for ELA and Social Studies and one teacher for Mathematics and Science</p> <p>Small groups</p>	<ul style="list-style-type: none"> • Guided Reading is provided three days a week during the day for 45 minutes allowing for 2 to 3 groups to be seen. (pending size of class) • During the school day 8:20-10:15 (Math/Science or ELA/Social Studies) 10:15-11:30 or 12:30 (Math/Science or ELA/Social Studies) • Saturday Academy
Mathematics	<p>Questioning and Discussion strategies Modeling</p> <p>Departmentalized instruction</p> <p>Targeted Mathematics Instruction</p>	<p>Grades 3-5 participate in Departmentalized instruction. One teacher for ELA and Social Studies and one teacher for Mathematics and Science</p> <p>Small Group instruction</p>	<ul style="list-style-type: none"> • During the school day 8:20-10:15 (Math/Science or ELA/Social Studies) 10:15-11:30 or 12:30 (Math/Science or ELA/Social Studies) • Saturday Academy
Science	<p>Departmentalized instruction</p>	<p>Grades 3-5 participate in Departmentalized instruction. One teacher for ELA and Social Studies and one teacher for Mathematics and Science</p>	<ul style="list-style-type: none"> • During the school day 8:20-10:15 (Math/Science or ELA/Social Studies) 10:15-11:30 or 12:30 (Math/Science or ELA/Social Studies)
Social Studies	<p>Departmentalized instruction</p>	<p>Grades 3-5 participate in Departmentalized instruction. One teacher for ELA and Social Studies and one teacher for Mathematics and Science</p>	<ul style="list-style-type: none"> • During the school day 8:20-10:15 (Math/Science or ELA/Social Studies) 10:15-11:30 or 12:30 (Math/Science or ELA/Social Studies)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Social Worker • Guidance Counselor 	<p>Pull out, one to one</p> <p>Include at-risk students in load</p>	<p>Twice a week for 30 minutes</p> <p>Once a week</p>

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

- A. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.

Recruitment, Retention & Assignments

RECRUITMENT

- Network reach out to human resources and available staff
- Resources provided by the NYCDOE such as Open Market, New Teacher Finder, Excess Hiring System are canvassed to identify potential candidates

RETENTION/ASSIGNMENTS

- Professional development, critical feedback, clear expectations are maintained and all staff held accountable
- School goals are presented at the opening conference
- Data trends are analyzed and shared with staff
- School Leadership Team identifies needs of school, creates parent policies, sponsors school wide events and fundraisers
- Pedagogues are placed in positions that align to their license area

Support

- Pedagogical coach to support teachers in the teaching of comprehension through guided reading
- Mathematics consultant meets with teacher teams once a week during common planning to support the teacher created math curriculum units, understanding of the common core state standards, assessment, performance task
- Monthly Faculty/Grade Conferences provide staff opportunities to learn in vertical groups, grade/specialty areas
- Monthly Faculty/Grade Conferences foci include NYSED/NYCDOE initiatives, aligning data trends to common core, citywide expectations
- Weekly Common Planning is an opportunity for teacher teams to create curriculum units aligned to common core state standards, plan for curriculum units, analyze data trends by class, grade, school wide
- Chancellor's Conference Days are geared towards the Teacher Effectiveness Pilot program, Math and Literacy CCSS Units
- Off Site professional development opportunities geared towards sub populations and targeted areas of need are available to staff
- Teacher Team Planning as part of the 37.5 minutes and approved SBO is dedicated towards teacher teams planning for the extended time block of time
- Content sessions provided after school on observed needs
- Customized professional development provided for special education teachers

High Quality and Ongoing Professional Development

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

- Literacy consultant to support teachers in the teaching of comprehension through guided reading
- Mathematics consultant meets with teacher teams once a week during common planning to support the teacher created math curriculum units, understanding of the common core state standards, assessment, performance task
- Monthly Faculty/Grade Conferences provide staff opportunities to learn in vertical groups, grade/specialty areas
- Monthly Faculty/Grade Conferences foci include NYSED/NYCDOE initiatives, aligning data trends to common core, citywide expectations
- Weekly Common Planning is an opportunity for teacher teams to create curriculum units aligned to common core state standards, plan for curriculum units, analyze data trends by class, grade, school wide
- Chancellor's Conference Days are geared towards the Teacher Effectiveness Pilot program, Math and Literacy CCSS Units
- Off Site professional development opportunities geared towards sub populations and targeted areas of need are available to staff
- Teacher Team Planning as part of the 37.5 minutes and approved SBO is dedicated towards teacher teams planning for the extended time block of time

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.).

Consolidated funds for students in temporary housing are used to provide basic materials , uniforms and books if necessary as well as metro-cards for students and parents.

Fair Student Funding is primarily used to fund teacher salaries, TL RS IEP Para and IDEA RS IEP Para funds pay for Educational Assistant in special education classes. Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title I monies are used to support extended day programs before and after school.. Title III monies are used to support extended day programs before and after school as well as professional development for teachers and parents. All of these resources support the work that is needed to accomplish the goal. Title III Immigrant DL/TBE and Title III LEP monies fund after school programs for ELL students, materials and professional development for teachers.

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.).

- Open House for preschool and day care centers
- Visits by students from the daycare centers with their students and teachers to the school
- Workshops for pre-school parents
- Elementary School Guides given to incoming pre-school parents

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.

Measures of Student Learning Committee to analyze local and state measures and select the MOSL assessments for the school. Report at the beginning of the year the MOSL assessments chosen and rationale for these choices.

Participation in Teacher Effectiveness Pilot Program afford teachers and administration the opportunity to deeply analyze student engagement and assessments(formative, summative)

Providing on-going professional development in understanding the assessments used to evaluate strategies and activities.

Provide time for teachers to meet once a week to work on Unit Planning and assessments

Provide time and remuneration for teachers to meet after school to plan and evaluate assessments

Meet with teachers during grade or faculty conferences to discuss the use of academic assessments to evaluate the strategies and activities.

Provide webinars on assessments to be implemented and their use to evaluate instructional strategies.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

P.S. 35X 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;

P.S. 35X 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

P.S.35X will 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;

P.S.35X will 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;

P.S.35X will 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;

P.S.35X will 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 with 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;
- 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.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____

DATE

;
•

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

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 035
School Name Franz Siegel		

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 Graciela Navarro	Assistant Principal Aidimaris Soler
Coach Dr. Jewellyn Holder	Coach
ESL Teacher Artemisa Pichardo	Guidance Counselor Annie Venterina
Teacher/Subject Area	Parent Desiree Machicote
Teacher/Subject Area Leslie Nin/ESL	Parent Coordinator Eileen Clemente
Related Service Provider Angela Ajasin	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	674	Total number of ELLs	164	ELLs as share of total student population (%)	24.33%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained		1	1		1	1								4
Push-In	5	4	4	3	3	3								22
Total	5	5	5	3	4	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	152	ELL Students with Disabilities	44
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	152		33	11		10	1		1	164
Total	152	0	33	11	0	10	1	0	1	164

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	30	41	24	17	10	14								136
Chinese														0
Russian														0
Bengali	1					1								2
Urdu														0
Arabic		1	1	1		1								4
Haitian														0
French	1		1	1		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	6	2	1	2	4								18
TOTAL	35	48	28	20	12	21	0	0	0	0	0	0	0	164

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)	16	12	6	4	4	7								49

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	10	7	6	5	6								35
Advanced (A)	18	26	15	10	3	8								80
Total	35	48	28	20	12	21	0	0	0	0	0	0	0	164

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	5	3	1		9
4	10	1			11
5	5	4			9
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		2		2				9
4	5	1	5	1	1				13
5	6	3	2		2				13
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									0
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.

The following literacy programs and school-based assessments are used to assess early literacy skills of ELLs.

Core Knowledge is used for all students (ELLs included) in grades Kindergarten, Grade 1, and Grade 2. As a diagnostic assessment, students are administered a placement test in foundational skills. This assessment is the foundation for the developmental progression for literacy skills in the areas of phonics, fluency, comprehension, and early writing skills.

In grades 1 to 5, English language learners as well as general education students complete a writing baseline assessment on a topic provided by the teacher. These written baselines are analyzed by teachers with a common core aligned rubric that is utilized throughout the school year. The Ready Gen program is used for students in grades 3, 4, and 5. Teachers conduct close reading of texts, skill analysis, and team talk to determine students' readability.

The results of the baseline assessments indicate that ELL students are deficient in understanding vocabulary and concepts in reading. This information resulted in providing instruction in developing academic vocabulary daily in Morning Program and all subject areas. Teachers infused the use of visuals on computers, smartboards, and iPads.

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

The 2013-2014 LAB-R data reveals that fewer incoming students who have a home language other than English, as indicated on the HLIS, are identified as ELL students. The LAB-R results range primarily across the beginning and advance levels with a slight shift in dominance at the beginning level towards the advance level. For example, in the school year 2012-2013, of the 50 tested students, 39 were entitled with 35 students scoring at the beginning level and five at the advance level. In this school year, 2013-2014, of the 47 students tested, 37 students were entitled to receive ESL services. Twenty-two students scored at the beginning level and 15 students scored at the advance level. The number of students who test out vary in minute numbers such as 10 and six.

NYSESLAT data for 2012-2013 reveals that the majority of our students fall into the advanced level. There are 44 students in grades K-5 at the beginning level, 36 students at the intermediate level, and 75 students at the advanced level. Although the state did not produce a NYSESLAT modality report for the 2013 results, the RLAT report shows that students across all grade levels at P.S. 35X perform better on the listening and speaking components of the NYSESLAT or LAB-R across all proficiency levels. The NYSESLAT scores show that in all grades the writing score is higher than the reading scores for the majority of students. Patterns reveal that instructional focus should be on reading and writing that includes a specific focus on building academic and content vocabulary. Professional development with a focus on vocabulary development has previously been provided to all teachers. Teachers continue to apply strategies to scaffold vocabulary for ELL students.

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](#))

New York State did not provide the NYSESLAT modality report for 2013.

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?

The ELL periodic assessment was not selected during the selection window in June for administration in 2013-2014.

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](#).)

The NYSESLAT, LAB-R, and Spanish LAB data are the main sources that guide instruction for ELLs within the Response to Intervention (RtI) Framework for grades K-5. According to students' individual levels or scores, teachers provide support in small groups in all subject areas. Differentiated instruction is implemented to meet students' diverse needs. In addition, teachers collaborate

with ESL teachers who either push-in or pull-out to maintain consistency in the scaffold provided for ELL students. As we utilize the RtI framework, students move through tiers 1, 2, and 3 through ongoing assessments. More intensive academic support is provided to students in Tier 3.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers differentiate instruction in all subject areas. Resources in students' native language, when available, are provided to support the transition from native to second language. In addition, technology is consistently used throughout instruction to assist in the transference of native language to secondary language and connect the secondary language to native language. Teachers also include language proficiency standards in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. Teachers promote peer tutoring/support in the classrooms. Students with English language proficiency are generally peered with students with similar native languages. During instructional sessions, these peers work together to bridge the language barrier to promote understanding of content/ instruction.

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

At this time there is no dual language program according to parental selections.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Teachers use the components of the Core Knowledge remediation guides to address ELLs' performance levels. Performance tasks are created to evaluate the success of the program and students' progression. In addition, teachers implement strategies as suggested from the Scoffolded Strategies Handbook from the Ready Gen program. Based on students' assessment results, adjustments are made to the program and/or other resources are utilized.

Adjustments include differentiated instruction - chunking the texts into smaller parts for daily reads and rereads, incorporating visuals to support vocabulary development, and one-to-one instruction on computers and iPads.

Progress by all students is a valid indication that the program is beneficial to the intruction of ELLs.

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 school follows the process indicated by the ELL Policy Brief Identification and Placement. The process includes:
- * Administration of the Home Language Identification Survey (HLIS)
 - * Conducting an interview with a parent/guardian in English or in the family's native language
 - * Administration of Language Assessment Battery Revised (LAB-R)
 - * Appropriate program placements according to parent selections and/or school's available programs (i.e., Bilingual Education, free-standing ESL, Dual Language, or General Education classrooms with push-in ESL services).

The Home Language Identification Survey (HLIS) and a face-to-face interview are conducted during the registration of new incoming students. Interviews are conducted by a licensed pedagogue as designated by the principal. The HLIS is completed by

the The parent or guardian of each new entrant completes the HLIS at the time of the student's initial enrollment in a NYC public school. The HLIS is provided in the preferred language of the parent or guardian.

The following licensed pedagogical staff members are assigned to assist and conduct face-to-face interviews with parents:

Ms. Nathy Nixon - F-Status - State Certified CB Teacher - Fluent in English and French

Dr. Jewellyn Holder - Pedagogical Coach - state certified CB teacher/ school building leader - Fluent in English

Ms. Angela Ajasin - SETTS/ESL Service Provider - State Certified Bilingual/Special Education Teacher - Fluent in English and Spanish

Ms. Atemisa Pichardo - ESL Service Provider - State Certified Bilingual/ESL Teacher - Fluent in English and Spanish

The outcome of each interview determines each new entrant's eligibility for being assessed with the LAB-R. If three or more responses for questions 1 through 8 on the HLIS indicate that a language other than English is spoken at home or that the student understands/ reads/ writes in a language other than English, then the student is administered the LAB-R assessment within 10 days of his/her enrollment. English language proficiency is determined by the LAB-R assessment. All new entrants are screened to determine which pupils are possibly gifted or have a possible handicapped condition and/or possibly are LEP students. Placement in the appropriate instructional program takes place after the administration of the Language Assessment Battery-Revised (LAB-R). In addition, students who speak Spanish at home and score below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. These students are officially identified as English language learners (ELLs). For example, kindergarten students who score 26 or below and have a home language of Spanish will be tested with the Spanish LAB. The students in this similar situation but have a language other than Spanish, will not be tested with the Spanish LAB. Nonetheless, they will be placed in the appropriate ELL program. Students are placed in the appropriate class/program based on the manually calculated raw scores and the IEP regulations. The actual LAB-R scores will confirm the students' ELL status.

LAB-R assessments are administered by the following pedagogical staff members:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/school building leader

Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

Spanish LAB assessments are administered to students whose home language is Spanish and do not reach proficiency level on the LAB-R. The following pedagogical staff members administer the Spanish LAB:

Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

Parents of all students who are administered the LAB-R assessment are notified in writing of the assessment results and class/ program placement. Students who score at or above proficiency level on the LAB-R are identified as English proficient (EP) and are placed in general education programs. Contrastly, students who score below designated proficiency leveles are identified as ELLs and are placed in tentatve bilingual education or self-contained ESL programs. Students remain in assigned programs until the parent orientation and the program selection processes are completed. Parents of students identified as ELLs are notified of their child's identification and LAB-R score. Parents of students identified as English proficient are sent a written notice that states that the student is not eligible to ESL services.

Parents of students identified as ELLs are sent a written notice with a scheduled appointment to attend a parent orientation to learn of the programs offered for students identified as English language learners. The parent coordinator, Eileen Clemente, calls the parents who are unavailable to attend and arranges alternate times to attend the session (individual or group). The entire process is completed within the mandated 10 days of each student's enrollment.

Orientation meetings are held several times during the year as new ELL students are registered. Each orientation meeting is conducted by one or two of the following staff members:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/ school building leader
Eileen Clemente: Parent Coordinator - Fluent in English and Spanish
Artemisa Pichardo: NYS certified Bilingual/ ESL teacher
Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher

The parent orientation provides information about the three programs offered to ELLs - transitional bilingual (TBE), dual language, and English as a second language (ESL). Parents are first provided with an overview of the session and then watch the video to learn of the three choices. The parent brochure "A Guide for Parents of English Language Learners" is also explained and distributed. Parents are given the opportunity to ask questions. Parents then complete the 'Parent Survey' and 'Program Selection Form'. Parents' choices are honored whenever possible. If a program choice is not currently available, parents are given to option to transfer to another school that has the program of their choice. Nonetheless, parents often choose to remain at our school and enroll their child in a program that is currently offered. Parents who choose not to complete the program selection form are informed that if the form is not returned, the child will be placed a transitional bilingual program or one of our available programs.

Parents are also informed of the annual assessment for ELLs - the NYSESLAT. Parents are assured that each year they will be informed of their child's NYSESLAT results and their continued eligibility status. Parents of English language learners (ELLs) are notified of their child's final and official placement in a transitional bilingual or freestanding ESL program within 10 days of enrollment.

After each orientation and program selection process, data is entered into ATS under the ELPC command. This data indicates whether each student was identified as an ELL, an orientation was offered, parent choice, and program placement. ELPC fields are completed within 20 days of each student's enrollment.

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 completion of the HLIS, parents are given an explanation of the assessment process. There are rare occasions that if time permits, parents view the video on the day of enrollment. The parent coordinator is available for follow up visits, questions, and concerns.

Within 10 school days from the date of admittance, students are tested with the LAB-R. The tests are hand scored to arrange for parent orientations and assigning students to the appropriate programs/classes. Entitlement letters are generated and given to students to take home. The letters include students' LAB-R scores and the date for the orientation. The parent coordinator makes follow up telephone calls to parents who fail to attend the orientation and/or return the program survey form.

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

The following pedagogical staff is responsible for distributing entitlement letters and ascertaining that the Parent Survey and Program Selection forms are returned:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/ school building leader
Artemisa Pichardo: NYS certified Bilingual/ ESL teacher
Angela Ajasin: NYS certified Bilingual/ESL and Special Education teacher
Eileen Clemente: Parent Coordinator

Entitlement letters which include an orientation date, are distributed to parents within two days following the administration and manual scoring of the LAB-R. Letters are given directly to students in their homework folders. During the parent orientation, parents sometimes choose to take home the program selection form. They are given no more than two days to return the completed form. The parent coordinator and classroom teachers assist in reminding parents to complete and return the Program Selection Form. In addition, the parent coordinator makes telephone calls to parents and like classroom teachers, remind parents during daily dismissals. Copies of all documents are kept in a binder and secured in a closet. Returned Program Selection Forms are also placed in a binder and secured in a closet.

A copy of each document is also placed in respective student's cumulative folder that is maintained the school's main office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Parents are informed of all program choices during the parent orientation. Based on parents' selections and the native languages, programs are offered to best meet parents' requests. For example, if the majority of parents request a transitional bilingual program (TBE) and there are 15 or more students of the same language, then a TBE program is offered to parents. Otherwise, parents are given the option to transfer to another school that offers the TBE program.

Placement letters are distributed to parents within two days following the parent orientation. Letters are given directly to each student. Like all other documents, copies of placement letters are filed in a binder and stored in a locked closet.

Students who continue to receive ESL services receive a continued entitlement letter that is to be given to parents.

A copy of each document is also placed in respective student's cumulative folder that is maintained the school's main office.

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 following pedagogical staff are responsible for administering the NYSESLAT assessments:

Dr. Jewellyn Holder: Pedagogical NYS certified common branch teacher/ school building leader

Ms. Artemisa Pichardo: NYS certified Bilingual/ ESL teacher

Ms. Angela Ajasin: NYS certified Bilingual/ESL and Special Education Teacher

Ms. Leslie Nin: NYS certified ESL Classroom Teacher

Ms. Maritza Romero: NYS certified ESL/Special Education Teacher

Ms. Marilyn Rincon: NYS certified ESL classroom teacher

The ATS reports use to determine NYSESLAT eligibility are the RLER and the RLAT.

In September 2013, NYSESLAT scores are reviewed to identify students who are eligible to take the 2014 NYSESLAT. As new students are enrolled, they are administered the LAB-R according to the results of the informal oral interview. Students who score below proficiency levels on the LAB-R are placed on the NYSESLAT eligibility list. Transfer students' records are checked on ATS to determine if students are eligible for the 2014 NYSESLAT. We complete a testing schedule that is aligned to the mandated NYSESLAT administration window. NYSESLAT test administrators are trained with the test administration guidelines and non-negotiables. Individual students are tested in a separate location on the speaking subtest. Separate location signifies a location other than the students' classrooms. Speaking scores are generated on each student's speaking score sheet. These sheets are stored in the secure closet until the students' grids are available for transferring the data. The next window is for the listening and reading sections. Kindergarten, first, and second grade students complete all work in the test book. Test administrators transfer answer choices to their answer documents after each administration. Students in grades 3, 4, and 5 complete enter their answers to their answer documents during the test administration session. The listening and reading subtests are administered to students in small groups and in a separate location. The final window is for the writing section which is also administered in small groups and in a separate location. Students complete their individual answer documents similar to the listening and reading documents.

Class rosters (ROCL) are generated and names of ELL students are highlighted to signify that the student will be taking the NYSESLAT. Four separate copies are made, one for each tested component - speaking, writing, listening, and reading. As each child completes the component, the test administrator writes the date next to the child's name to indicate tested. Students' absences are also noted on the roster.

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. 

English as a second language (ESL) has been the majority for parent choices in the past few years.

The current programs in our school align with the choice of the majority of our parents. Most parents, especially those of Spanish Speaking background choose Free Standing ESL. This trend is common in parents of new immigrants coming from Dominican Republic and Africa. Parents, where the language cannot be accommodated, are given the option to seek seats in nearby schools that have the program that meets their language needs or selected choice. Nonetheless, most parents choose to have their child or children remain in attendance our school and receive ESL services. Since the 2011/2012 school year, transitional bilingual (TBE) and Dual Language (DL) programs have been the least selected choices made by parents. More than 90% of parents choose English as a second language (ESL). This school year, 2013-2014, ESL programs are offered in three classes with push-in and pull-out models in classes with students who were identified as ELLs. There is no TBE program this year due to the limited request from parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a) Classes in grades 3, 4, and 5 are departmentalized unlike the classes in kindergarten, first grade, and second grade. ESL teachers push-in and pull-out to provide ESL services. Pull-out is often done with groups of students performing at the beginning level on the proficiency scale. There are two self contained ESL classes, one in second grade and one in first grade.

b) Classes in all grades are heterogeneous (mixed proficiency levels). Academic levels and learning styles vary and are considered as teachers differentiate instruction and assign students in groups for guided instruction or independent activities.

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)?

The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, Bilingual teachers, and teachers with ELL students meet in the beginning of the year to identify students and differentiate instruction according to proficiency levels. The proficiency levels (beginning, intermediate, and advanced) of the students determine the amount of instructional minutes they receive. As students make progress on the future NYSESLAT, the time will be adjusted accordingly.

Teachers of ELL students in ESL self-contained classes provide the mandated number of instructional minutes according to students' proficiency levels. Advanced, intermediate, and beginning students are serviced within their respective classrooms with multiple instructional models - whole group, small group, and one-to-one. Beginning students receive extra support from a push-in or pull-out ESL service provider.

ELL students in other classrooms receive push-in and/pull-out services from an ESL provider. The ESL service providers meet to review the LAB-R, NYSESLAT, and Spanish LAB data and group students according to grade and levels of proficiency. They create a schedule for adequately servicing students with support from the classroom teachers. ESL service providers push-in during literacy and mathematics instructional periods and work with students in small groups. For students with no or very little understanding of English, ESL providers pull them out and go to different location where they can focus and build their early literacy skills. Connections are made to the content being taught in the particular subject area.

Regardless of where each student is placed, students receive services according to their proficiency levels. Beginning and intermediate levels permit 360 instructional minutes and advance levels permit 180 instructional minutes.

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.

Students in the ESL Self-Contained classes follow the same curriculum as the monolingual classes but with support with ESL strategies in all content areas. Instruction in all content areas is delivered in English while implementing ESL strategies and methodologies such as scaffolding, mirroring, contextualization, role-playing, modeling, text representation, visual representation, schema building, and metacognitive development within the Core Knowledge and Ready Gen literacy programs. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL certified classroom teacher plans with other classroom teachers and adapts instruction using ESL methodologies. The ESL push-in teachers collaborate with classroom teachers on students' academic needs and current units of study. There are some pull-out sessions for students performing at the beginning level on the proficiency scale. Furthermore, the ESL certified teacher assists the classroom teacher in small group instruction with the English language learners. In this setting, she reteaches the lesson with ESL support in the students' native language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
At this time, ELLs with Spanish as their native language are evaluated with the Spanish LAB assessment within the first 10 days of registration/entry into NYC public schools. There is no initial native language assessment for ELLs with a native language other than Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by classroom teachers and ESL service providers. ELLs engage in discussion, listening and learning, and group activities. Teachers conduct one-to-one conferences to assess students' growth and mastery of each modality. At the end of the school year, all ELL students complete the NYSESLAT that provides a holistic view of each students' language acquisition 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).

Instruction is differentiated for all students. ELLs perform at varied academic levels. Students are generally grouped accordingly.

a. At this time there are no SIFE students at P.S. 35X. In the event a SIFE student is admitted during the school year, arrangements will be made for the student to receive instruction in an ESL class most suitable to his/her current academic level of performance. The student will be placed in the grade according to the placement and registration guidelines; but instruction at a lower academic level will be provided to scaffold the student's learning.

b. ELLs who have been in our school less than three years are performing at different academic levels. ELLs performing at the beginning level receive small group guided instruction daily. Instruction is geared towards early literacy development. Students at the intermediate level also receive small group guided instruction in literacy development but at a more advanced level.

c. ELLs receiving service 4 to 6 years work in differentiated groups according to individual ability levels. Many of these students work with English proficient students. Progress monitoring is conducted for long-term ELLs for recommendation to be mainstreamed.

d. Like ELLs receiving 4 to 6 years of service, progress monitoring is conducted for long-term ELLs to provide support necessary until proficiency level on the NYSESLAT is attained.

Former ELLs continue to receive academic support for an additional two years from the year they attained a proficiency level on the NYSESLAT. Like all current ELL students, former ELLs continue to receive two additional years of test accommodations - extended time - time and a half - on classroom, city, and state assessments. Therefore, students who were proficient on the NYSESLAT in 2012 and 2013, receive this test accommodation in this school year - 2013-2014.

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?

ELL-SWDs in the ESL Self-Contained classes follow the same but modified curriculum as the monolingual classes. They receive additional support with ESL strategies in all content areas from either a push-in ESL service provider or from the assigned SPED/ESL/bilingual teacher. Instruction in all content areas is delivered in English while implementing ESL strategies and methodologies such as scaffolding, mirroring, contextualization, role-playing, modeling, text representation, visual representation, schema building, and metacognitive development within the Core Knowledge and Ready Gen literacy programs. As needed, translations/ connections are made in the students' respective native languages. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL certified classroom teacher plans with other classroom teachers and adapts instruction using ESL methodologies. The ESL push-in teachers collaborate with classroom teachers on students' academic needs and current units of study. There are some pull-out sessions for students performing at the beginning and intermediate levels on the proficiency scale. Furthermore, the ESL certified teacher pushes in to assist the classroom teacher in small group instruction with the ELL-SWDs. In this setting, she reteaches the lesson with ESL support in English/the students' native language.

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?

Students are placed in flexible instructional groups according to their IEP's. Classroom teachers modify their instructional practices to accommodate the diverse needs of ELL-SWDs. In most classes, a paraprofessional supports the classroom teacher and the push-in ESL service provider during whole group, small group, and independent instruction/ activities.

Flexible programming allows ELL-SWDs to be placed in ICT classes. Adhering to the 40/60 ratio, ELL-SWDs are placed in this least restrictive setting to have the opportunity to work with students of varied learning groups and styles.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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.
- Academic intervention is provided for ELLs in ELA, mathematics, and science. Intervention is done in English and generally Spanish which supports the majority of our ELL population. When necessary, another teacher fluent in native languages such as French or one of the African languages, will provide translation services.
- ELLs at the beginning levels receive ELA instruction in an ESL class in a lower grade .
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers modify the current programs and differentiate instruction to meet the diverse needs of ELLs in both content and language development. The programs include ESL methodologies and strategies to involve the learner. There are hands-on materials, visuals, and technology is utilized through the use of laptops, computers, and iPads.
11. What new programs or improvements will be considered for the upcoming school year?
- The upcoming school year may require more certified bilingual/ ESL teachers. Our ELL population continues to increase and in order to adequately service ELLs within the mandated guidelines, more certified bilingual/ ESL teachers will be required. With more teachers, we will open at least one self-contained ESL class in each grade from Kindergarten to fifth.
12. What programs/services for ELLs will be discontinued and why?
- At this time we are not contemplating any discontinuance of any programs/ services for ELLs at P.S. 35X.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Like general education/ English proficient students, ELLs have equal access to all school programs. Morning Program is available to provide enrichment in academic vocabulary. Students engage in learning activities in all content areas with a strong emphasis on developing students' vocabulary that extends to real life. ELLs also attend Saturday academy partake in the Arts programs such as dance, music, robotics, and technology.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional strategies used to support ELLs include the use of iPads and laptops for reading. Students listen to audio books while tracking the print on the screen. As they listen and watch, they learn how to articulate the sounds of letters and words while seeing what the letters and words look like. The iPads are also used for handwriting practice where students use their fingers to trace letters and then eventually transferring the writing to their individual notebooks. Peer support is another strategy that teachers implement in the classroom. ELLs are paired with another student who provides language support during whole and small group instruction.
- The Go Math program offers ELL students individualized support in mathematics - digitally and in Spanish. Teachers assign tasks according to students' individual needs. Teachers also have access to the program in lower grades and utilize the activities to bridge students' understanding of mathematical concepts. Students can also access the program at home.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Teachers provide native language support as interpreters to ELLs in the ESL programs. Translation and interpretation services are also requested when there is not staff member who speaks a particular native language.
- Teachers also promote peer support in the ESL programs. Students of similar native languages are peered according to English language proficiency levels to provide native language support. For example, ELLs have English proficient buddies who support them during whole group and small group instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources correspond to ELLs' ages and grade levels. The guidelines for ELL services and resources are followed to support the language development of ELLs.

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.

As a future plan, beginning summer 2014, newly enrolled ELLs will be invited to a summer instructional program that is serviced by state certified bilingual/ESL teachers.

18. What language electives are offered to ELLs?

P.S. 35X Elementary School does not offer language electives.

19. For schools with dual language programs:

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

At this time there is no dual language program at P.S. 35X.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The ELL Achievement Coach will assist in providing future professional development for our pedagogical staff.
 2. All teachers - general education, ESL, and special education - participate in all professional development sessions that are done by either by school, grade, or specific content areas. The Common core Learning Standards are the basis for all sessions and this includes our instructional focus of Questioning and Discussion Techniques that engages students in discussion to promote language development.
 3. ELLs are included in our departmentalized structure in grades three, four, and five. Students transition between classes according to the subject. Students also engage in selecting majors, such as dance, music, robotics, and technology to prepare them for future electives in future grades and college.
 4. As per Jose P. the plan for the minimum 7.5 hours of ELL training for all staff and 10 hours for special education teachers will be developed under the guidance of our ELL Achievement Coach.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are actively involved in our school. There is frequent communication with our Parent Coordinator, Eileen Clemente, who organizes workshops and training sessions for ELL parents in community building and language development. Parents also receive guidance in effective ways to help their child/children at home with homework and test preparation skills. If necessary, translation services are offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services is generated.
 2. Our principal and parent coordinator collaboratively manage the partnership with other agencies and Community Based Organizations to provide workshops and services to ELL parents. Cornell University Nutrition and Health Classes have engaged parents in choosing proper nutritional foods and support healthy eating habits. If necessary, translation services are offered by a licensed pedagogue, the parent coordinator, principal, assistant principal, or a request to translation services is generated.
 3. Parents have parent association meetings where they discuss concerns and ways to make improvements in the school to meet the academic, social, and emotional needs of students. The parent coordinator assists in the planning and preparation of meetings. Surveys/voting sessions are conducted and analyzed.
 4. Parental involvement activities are designed according to needs of the parents. Fundraising events such as the holiday food drive and the coat drive are designed to support parents in need of food or coats for the winter. The bake sale involves all parents during which they engage in culture and community development.

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: Franz Siegel

School DBN: 09X035

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Graciela Navarro	Principal		1/2/14
Aidimaris Soler	Assistant Principal		1/2/14
Eileen Clemente	Parent Coordinator		1/2/14
Artemisa Pichardo	ESL Teacher		1/2/14
Desiree Machicote	Parent		1/2/14
Angela Ajasin	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		
Dr. Jewellyn Holder	Coach		1/2/14
	Coach		
Annie Venterina	Guidance Counselor		1/2/14
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X035 School Name: Franz Siegel - P.S. 35X

Cluster: 06 Network: 606

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.

The data is collected from the Home Language Identification Survey (HILS) forms for new students in NYC Public Schools., the Home Language ATS school data summary report and the ATS Home Language Report for currently enrolled students. The major source used to make decisions about the primary language for written translations is the adult preferred language that is indicated on the ATS report.

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.

On staff, we have two secretaries, one parent coordinator, one guidance counselor, one assistant principal, as well as a principal who are all bilingual - fluent in English and Spanish. There are 47 teachers, 10 of whom are bilingual - fluent in both English and Spanish. Written translations and oral interpretations into Spanish are undertaken on a daily basis. The Home Language summary report shows the following languages have been identified:

Spanish 130 students, Bengali 2 students, Bambara 1 student, French 2 students, Fulani 1 student, Hausa 2 students, Maninka 4 students, Arabic 4 students, Afrikaans 1 student, Soninke 2 students, Twi 2 students and Wolof 4 students. The remaining 516 students are identified as proficient English speakers.

These findings are reported to the school community during professional development to teachers, paraprofessionals, and related service providers. In addition, parents are informed during Parent workshops and PTA meetings.

Part B: Strategies and Activities

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

The Parents Bill Of Rights and interpretation notice signs are clearly posted in the main office in English and Spanish - the major languages in our school. The other languages are available as requested by parents. Most of our written translation needs are met by DOE as centrally produced documents and student specific critical documents have been translated and are available online. School created documents (letters, flyers, notifications) are translated by many of our bilingual staff members. The school community is informed of the translation and interpretation available upon a student's registration in the school. During Parent Curriculum Night, the school's administration, the Parent Coordinator, and teachers survey and ascertain that translation needs of the school are satisfied. Furthermore, if the results indicate a need to employ outside translators the school will employ these based on parent needs.

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 interpretations are available for all parent meetings and workshops as needed. The school community is informed of the translation and interpretation available upon a student's registration in the school. If the results indicate a need to employ outside translators the school will employ these based on parents' needs. The phone translation services will also be used when necessary.

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

The translation services information is located at the front desk in the main office. Parents who need translation first identify the preferred language and then the school contacts the over-the-phone DOE translation services/office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Franz Sigel	DBN: 09X035
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 143
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: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: **RATIONALE:** The students who are in third, fourth and fifth grade must either take the ELA exam if they meet the criteria, the Math exam and the NYSESLAT exam. The majority of our ELL students at these grade levels only have a year or two in the New York City Public School system. In order for students to achieve success in these exams it is critical to provide additional instruction in these targeted areas. Due to the fact that P.S.35X has been a school in good standing we receive the basic money allocations and are not entitled to large sums of monies as Schools in Need of improvement. Therefore, Title III monies would allow us to provide these services for our ELL population.

The program will address ELL students in grades K-5 during after school programs. This program will specifically focus on English as a Second Language skills and strategies needed to move from one level to the next in English proficiency. Listening comprehension will be a focus in grades K-5. Stories will be read aloud to develop vocabulary and grammar and to expose students to samples of the English Language. In responding to Read Alouds students will work on their speaking skills and grammar rules as they learn the conventions of the English Language. Writing will be expected as part of their responses to Read Alouds and will bring all skills together.

In grades 3, 4 and 5 in addition to Read Alouds students will use the Treasures ELL books to read and access information based on their current proficiency level. These students will be expected to engage in speaking and writing responses of the texts they are reading. The teacher will support the students by scaffolding the content and the vocabulary necessary to access the content and make it comprehensible.

During Spring Break ELL students in grades 3, 4 and 5 will receive additional support in reading and mathematics. The focus will be on ELA (reading articles to cite texts as required in Common Core State Standards) and Mathematics problem solving.

SUBGROUPS AND GRADE LEVELS: The Title III allocations will be used to serve English Language Learners in grades K,1,2,3,4 and 5.

SCHEDULE AND DURATION:

Grade 3,4,5 (2 bilingual Certified Teachers)

After School Reading, Writing and Math Enrichment- Wednesday and Thursday 3:30p.m.-5:30p.m. - December 19, 2012 to April 25, 2013 The ELL students will be taught by three bilingual certified teachers in grades 4 and 5. The focus will be to address the Common Core Standards in reading, writing and mathematics using ESL strategies. Students will work on building their metacognition skills to access

Part B: Direct Instruction Supplemental Program Information

the content.

Grades K,1,2, 3 and 4 (4 Bilingual Certified Teachers) Note: Students in grades 3 and 4 will be together.

January 25, 2013 - May 3, 2013 (12 sessions) After School Reading and wrtiting enrichment program
Fridays 2:40p.m.-4:40p.m. Reading, Writing Enrichment program for English Language Learners

Spring Break Academy: March 24, 25, and 26 --9:30am-12:30pm Grades 3, 4 and 5 (3 Bilingual Certified Teachers)

LANGUAGE OF INSTRUCTION: English with Spanish summaries when needed or translated versions when needed.

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:

RATIONALE: The teacher is the most important variable in the classroom to help students make progress. In partiular for ELL's differentiated instruction is highly effective for them to understand the new language and grasp concepts. This year the school continues to deepening the learning of differentiated instruction for all students. Developing learning profiles for students and effective instructional strategies to address their needs will be paramount. This is a long but worthwhile process that will involve the use of data and ongoing weekly professional development as well as tracking student progress. As such Differentited Instruction along with Designing Coherent Instruction for ELL"s will be the year-long professional development topic.

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The DOE ARIS Learn website is an interactive online tool that teachers can use to get additonal professional development on Differentaited Instruction and effective instructional strategies for English Language Learners.

This year we are collaborating with PS88X and their SIOP professional development. Three of the ELL teachers with the highest population of ELL's will attend a three day(Nov/March/June)professional development on SIOP model given at PS88X.

All bilingual and monolingual teachers in the school will receive training throughout the year. The providers will be the Principal, Assistant Principals, Coaches, Network ELL staff, PD360 and DOE online

Part C: Professional Development

tool.

The teachers professional development period will be used once a month to address curriculum matters including addressing English Language Learners and meetign their needs.

K Teachers Monday from 9:50am-10:35am

1st Grade Teachers Fridays from 12:20am-1:05pm

2nd Grade Teachers Friddays 9:50am-10:35am

3rd Grade Teachers Thursdays 1:55pm-2:40pm

4th Grade Teachers Wednesdays 1:55pm-2:40pm

5th Grade Teachers Tuesdays 1:55pm-2:40pm

Clusters Thursdays 9:05am-9:50pm

Professional development in this area is provided by assistant principals at least once a month during weekly professional development periods once a month or as data is provided. Individual conferences with teachers may take place to assist in the process of outreach to parents.

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.

Providers: Principal, Assistant Principal and coach

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: ationale: Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim 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 all of our parents including ELL parents, informed by actively involving them in

Part D: Parental Engagement Activities

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. Parents will be notified of activities through newsletters, flyers and phone calls.

Our school will support parents and families of Title III students by:

TIMELINE : September 2012-June 2013

The following dates include workshops that have taken place on the items listed below and that will take place by June 2013.

September 18, 2012 Meet the Teacher Night

October - June Saturdays 9:30am-11:30

Topics

1. Understanding the curriculum - Each Saturday a different grade will be addressed. Expectations and curriculum will be explained and discussed with parents including parents of English Language Learners
2. Homework - Helpful hints to help your child with homework
3. Bookreports vs Reading logs
4. Roadmap for Parents to the Common Core State Standards
5. NYSESLAT - "What is that?"
6. Mathematics in the 21st Century
7. Citizenship
8. GED in English and Spanish

Providers: Principal, Assistant Principals, coach supported by Parent Coordinator. Outside organizations-LEAP

Workshops are held at 9:00am and 5:00p.m.

1. Scheduling 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 for ELL students and other initiatives of the Chancellor and allow parents to provide suggestions.
2. Provide opportunities for ELL 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; Instruction in the classroom.
3. Providing assistance to ELL parents in understanding City, State and Federal standards and

Part D: Parental Engagement Activities

assessments and in particular NYSESLAT exam;

4. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Note: All critical school documents are translated and interpretation is provided during meetings and events as needed. Translation devices are in the process of being purchased to facilitate smooth interpretation and use time efficiently.

Saturdays(January 2013 – May 2013 9:30am-12:30PM)

Providing classes in English as a Second Language, GED in Spanish and English and Technology for ELL parents

Providers: 1 ESL Classroom Teacher and 1 Technology teacher, LEAP Teacher for GED

Library is established and resources are available throughout the year. Parents are aware at parent workshops.

Establishing a ELL Parent Resource Center/Area or lending library; instructional materials for parents.

Provider: Parent Coordinator

October Learning Leaders workshop 2012 (Once a year) as needed when new ELL parents arrive

1. encouraging more ELL parents to become trained school volunteers;

Provider: Learning Leaders liasion, Parent Coordinator

Providers: All Teachers

November 2012, January 2013, March 2013, June 2013 –Formal progress reports or report cards

Minute Notebook- Quick write of what the child learned for the day written by the child in grades 1-5

Providing written and verbal progress reports that are periodically given to keep all parents including ELL

Part D: Parental Engagement Activities

parents informed of their children’s progress in the languages the parents can understand

?????

Part E: Budget

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

Allocation Amount: \$

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

