



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JOSPEH O. LORETAN SCHOOL OF CREATIVE ARTS
DBN (i.e. 01M001): 12X102
Principal: TANYUA TREZEVANTTE
Principal Email: TTREZEVANTTE@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: MEGHAN KELLEY

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
Tanyua Trezevantte	*Principal or Designee	
Carolynn Owens	*UFT Chapter Leader or Designee	
Giselle Vasquez	*PA/PTA President or Designated Co-President	
Wilfredo Disla	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	
Suleika Irizarry	Member/ Parent	
Tanya Rivera	Member/ Parent	
Julio Montero	Member/ Parent	
Maria Guillen	Member/ Parent	
Carollynle Owens	Member/ Teacher	
Ernest Forrester Jr.	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, at least 30% of students will perform at a level 3 as measured by culminating unit tasks as well as NYS ELA Exam.

Comprehensive Needs Assessment

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

Based on the results of the New York English Language Arts Exam, 19.5% of the entire school population performed at or above grade level. In grade 4, 10.3% of the students performed at or above grade level. In grade 5, 9.2% of the students performed at or above grade level. In 2014, our goal is to compare each cohort to itself, and have at least 40% of each grade perform at or above grade level.

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

In order to attain this goal, we will use formative and summative assessments to help student make gains in English Language Arts.

1. All students will be given a reading (DRA) and Math baseline (Schoolnet).
2. Data Specialist will disaggregate the data and provide the school with class, grade and school results. The data from these results will be used to inform instruction.
3. Throughout the school year (September - June) students will be assessed formatively on targeted skills.
4. After students have completed both the Fall and Spring Benchmark assessment, the results of both tests will be compared in order to monitor students' progress by class, grade and school.
5. All teachers will use the data from formative and summative assessments to inform instruction. Teachers will also meet with the data specialist/coach periodically during planning periods to discuss trending areas of concern and provide professional development in the area of differentiation based on student data.

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

The following staff will work collaboratively to develop units of study aligned to the Common Core Learning Standards:

1. Teachers
2. Staff developer/Data Specialist
3. Teachers, Coach, and School Leader
4. Schoolnet
5. Teachers, Coach, and School leader

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

1. Teachers will monitor student progress and reassess utilizing running records and GoMath chapter test to evaluate progress based on baseline data.
2. Professional development will be provided periodically with a focus on identified needs
3. Teachers will meet bi-monthly to assess student work using the four-point scoring rubric and plan targeted skill lessons that support student development.
4. Although they will be examining all student data, the team will look more closely at ELL data with the assistance of the Resource Specialist from Fordham University RBE-RN.
5. Increased student achievement as evidenced by collected and analyzed data.

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

1. Fall 2013 and Spring 2014
2. Monthly data will be disseminated
3. This process will be continuous throughout the 2013-2014 academic school year
4. Fall 2013 and Spring 2014
5. Monthly data will be disseminated

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

Ongoing professional development (internal/external), team meeting and the use of Common Core Library via Engage NY

1. Developmental Reading Assessment and Schoolnet assessments will be utilized

2. Schoolnet reports and Excel spreadsheets
3. DRA, A-Z running records, GoMath assessments
4. Schoolnet Assessments and data reports exported via website
5. Professional meeting and training will be provided

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).

- We will provide materials and training in ELA to help parents work with their children to improve their reading and writing ability.
- Our Parent Coordinator will work as a liaison to foster a home-school partnership to ensure that parents can effectively support and monitor their child's progress by participation in academic workshops and at times providing resources to facilitate this endeavor.
- We will provide assistance to parents in understanding City, State and Federal standards and assessments
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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. Some of these opportunities include: Common Core Standards, ARIS Access & Resources, and Test Taking Tips. Further workshops will be provided according to need and requests of parents.

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, at least 30% of students will perform at a level 3 or above in Math as measured by chapter assessments and NYS Math Test.

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.

Based on the results of the New York Mathematics Exam, 14% of the entire school population performed at or above grade level. In grade 4, 9.6% of the students performed at or above grade level. In grade 5, 4.4% of the students performed at or above grade level. In 2014, our goal is to compare each cohort to itself, and have at least 10% of each grade perform at or above grade level.

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

In order to attain this goal, we will use formative and summative assessments to help student make gains in Mathematics.

1. All students will be given a math baseline (Go Math!), then Data Specialist will disaggregate the data and provide the school with class, grade and school results. The data from these results will be used to inform instruction as discussed in weekly team meetings regarding differentiation strategies.
2. Throughout the school year (September - June) students will be assessed formatively on targeted skills. Students will also complete unit tasks in Mathematics design by Go Math! The data from these tasks will be disaggregated, providing teachers with current information regarding the progress of students. This data will be used to inform daily instructional practices.
3. After students have completed both the Fall and Spring Benchmark assessment, the results of both tests will be compared in order to monitor students' progress by class, grade and school. All teachers will use the data from formative and summative assessments to inform instruction. Teachers will also meet with the data specialist/coach periodically during planning periods to discuss trending areas of concern and provide professional development regarding how to best use data to inform their instructional approach.

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

The following staff will work collaboratively to enhance unit lessons from the Go Math! curriculum utilizing the guidance provided by the NYCDOE website, along with the resources on the Common Core Library.

1. Teachers and Data Specialist
2. Coach and Teachers
3. Teachers, Coach, and School leaders

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

1. Data Specialist will assist teachers in analyzing student results to inform and evaluate progress.
2. Data Specialist and Teachers will utilize the GoMath rubric to identify areas of need for groups of students
3. Professional development will be provided periodically with a focus on identified needs resulting from benchmark assessments.

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

1. This process will be continuous throughout the 2013-2014 academic school year
2. Monthly
3. Fall 2013 and Spring 2014

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

- Ongoing professional development (internal/external), team meeting and the use of Common Core Library via Engage NY
1. GoMath assessments will be utilized
 2. Schoolnet reports and Excel spreadsheets
 3. 4. Schoolnet Assessments and data reports exported via website

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).

- We will provide training to help parents work with their children to improve their achievement level.
- Our Parent Coordinator will work as a liaison to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- We will provide assistance to parents in understanding City, State and Federal standards and assessments. Some of these opportunities include: Common Core Standards, ARIS Access & Resources, and Test Taking Tips. Further workshops will be provided according to need and requests of parents.
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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. Some of these opportunities include: Common Core Standards, ARIS Access & Resources, and Test Taking Tips. Further workshops will be provided according to need and requests of parents.

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all teachers will engage in professional development that will strength the common language and understanding of what quality teaching looks like by deepening their comprehension of Charlotte Danielson's Framework for Teaching as measured by an increase in HEDI levels within 5 competencies. .

Comprehensive Needs Assessment

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

In response to the NYC Instructional Expectations for 2013-2014 and in order to meet the rigorous demand of the Common Core Learning Standards and the new system

of teacher evaluation and development teachers will engage in various professional development needed to integrate new higher 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

Strategies and activities that encompass the needs of all teachers will include, but are not limited to:

1. Building teacher development skills by providing constructive feedback utilizing the rubrics provided for each domain of the Charlotte Danielson Framework for Effective Teaching
2. Providing that feedback in a timely manner and deeper understanding of the Danielson Competencies in a series of professional development workshops.
3. Teachers will create individual professional development plans with delineated steps for progress and movement to the next level within the continuum through the ARIS Learn module.

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

The following staff will be supported in utilizing ARIS Learn to self-assess and develop a differentiated, customized learning plan to support their own professional growth on the Danielson continuum:

1. Teachers, Coach and School Leader
2. School Leader
3. Teachers and Coach

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

1. Danielson Rubric to provide tangible feedback
2. Utilize Citywide guideline for MOTP
3. Teachers will track progress on the Advance system toward individual goals.

Timeline for implementation and completion including start and end dates

1. This process will be continuous throughout the 2013-2014 academic school year.
2. This process will be continuous throughout the 2013-2014 academic school year
3. Following formal/informal evaluations

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

1. The use of Danielson Rubric
2. The use of Danielson Rubric
3. Suggested timeline for citywide expectations

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).

- We will provide materials and training to help parents to better understand what the expectation is for each teacher and how it will improve overall student and school using the performance utilizing Danielson's rubric during professional development
- Our Parent Coordinator will work as a liaison to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress during this ongoing process
- We will provide assistance to parents in understanding City, State and Federal standards and assessments as is related to the new teacher effectiveness criteria
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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;

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

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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.

By June 2014 all teachers will meet weekly to design lesson plans aligned to CCLS and curriculum resources in order to stimulate students' thinking as evidenced by classroom observations..

Comprehensive Needs Assessment

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

In response to the NYC Instructional Expectations for 2013-2014 and in order to meet the rigorous demand of the Common Core Learning Standards and the new system of teacher evaluation and development teachers will engage in designing coherent instruction to integrate new higher 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

With the guidance of the staff developer and school building leader:

1. Grade teams will work together to create literacy tasks and refine assessments for units of study, which target specific strategies/skills taught.
2. Additionally, with each task and assessment an item analysis will be created to monitor student growth.
3. Teach team will analyze data.

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

1. Teachers and Coach
2. Data Specialist/Coach
3. Teachers and Data Specialist

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

The targets to evaluate the progress, effectiveness and impact of curriculum planning team and its impact on student progress will be measured based on:

1. Use of standards to ensure CCLS alignment
2. Implementation of units of study as evident by administrative observations and student work
3. Student progress based on the analysis of data from chapter/unit tests, teacher-made tests, and periodic assessments

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

1. Every 6-8 weeks
2. Bi-weekly
3. Monthly

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

1. Teachers meet during inquiry time during the school day as well as during scheduled common planning time to work on tasks.
2. Use of rubrics and teacher created database to track progress
3. Teacher observational data

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).

- We will provide materials and training to help parents to better understand what the expectation is for each teacher and how it will improve overall student and school using the performance utilizing Danielson's rubric during professional development
- Our Parent Coordinator will work as a liaison to foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress during this ongoing process
- We will provide assistance to parents in understanding City, State and Federal standards and assessments as is related to the new teacher effectiveness criteria
- We will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- We will provide 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;

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 #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.

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

1.

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

6.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading skills with a focus on reading comprehension, fluency, vocabulary, phonics, sight words, writing activities, and games Program materials include: <i>Targeted Reading Intervention Program, Crosswalk Coach, Finishline, NYReady</i>	Push-In AIS Small group instruction 1:1	During the school day Extended day Saturday Academy
Mathematics	Targeted Mathematics Intervention Program: math skills with a focus on problem solving, vocabulary, use of manipulatives, and games Program materials include: <i>Targeted Reading Intervention Program, Crosswalk Coach, Finishline, NYReady</i>	Push-In AIS Small group instruction 1:1	During the school day Extended day Saturday Academy
Science	Classroom labs, skill-based instruction, problem-solving strategies Program materials include”	Small group instruction	During the school day
Social Studies	Reading skills with a focus on reading comprehension, fluency, vocabulary, and writing activities	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention, peer-mediation, conflict resolution	Small group instruction 1:1 Social and Emotional supports are provided confidentially.	During the school day

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

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity • We will provide continuous professional development and support to increase skills in methods on how to teach students with disabilities and ELLs • Support and train teachers in utilizing ARIS Learn to create a customized learning plan to facilitate in their own professional growth

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • We will provide various opportunities (internally and externally) to improve teacher content knowledge and build capacity • We will provide continuous professional development and support to increase skills in methods on how to teach students with disabilities and ELLs • Support and train teachers in utilizing ARIS Learn to create a customized learning plan to facilitate in their own professional growth

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • We assist with access materials and services for students in temporary housing • We will provide anti-bullying workshops/presentations

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.).
NA

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.
MOSL committee which includes teachers, staff developer, and school building leader work collaboratively to make decisions regarding the use and selection of appropriate assessment measures and the professional development provided regarding the use of assessment results to improve instruction. Additionally, Teachers meet collaboratively during common planning to develop and modify interim and unit assessments.

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)**

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- 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;
- participate in and request training offered by the school or district in order to learn more about strategies that will assist in my child's learning whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 102
School Name Joseph O. Loretan		

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 Tanyua Trezevantte	Assistant Principal type here
Coach Carollynley Owens	Coach type here
ESL Teacher Victor Rodriguez	Guidance Counselor type here
Teacher/Subject Area Ms. Morales, Bilingual Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Gladys Garcia
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	119	Total number of ELLs	18	ELLs as share of total student population (%)	15.13%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	2	0	0	4	0	0	0	0	0	6
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	11	0	4	0	0	0	12
Total	3	0	0	15	0	4	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional: 2

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 Spanish						6								6
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	6	0	6						

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)						4								4

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)						4								4
Advanced (A)						10								10
Total	0	0	0	0	0	18	0	0	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	13	5	0	0	18
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	10	4	2	1	0	1	0	0	18
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1	1	6	5	2	1	18
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)	0	0	1	5				
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.

Literacy skills were assessed using the Evaluacion del Desarrollo de la Lectura 2 (EDL2) in the Bilingual class. Of the 6 students that were assessed, 5 students were not reading on grade level. We also used the Developmental Reading Assessment 2 (DRA2) in the Bilingual class. The data revealed that all of the 6 students were reading below grade level. The data reveals that there is a need for explicit instruction in understanding concepts, vocabulary development, academic language and reading comprehension strategies in Native Language Arts as well as in ESL and ELA.

Literacy skills in our Freestanding ESL classes were assessed using the Developmental Reading Assessment 2 (DRA2). The data reveals that of the 12 students assessed, 9 students were not reading on grade level. This data reveals that students need to receive explicit instruction in understanding concepts, vocabulary development, academic language and reading comprehension strategies.

Students in both programs will be invited to participate in our Saturday Academy, along with AIS for extra support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal that most of the students in the ESL and Bilingual programs remained at the same proficiency level. The NYSESLAT data patterns across proficiency levels for students in the ESL program reveals that the majority of the students remained at the Advanced level.
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](#))

2013 NYSESLAT combined modality set analysis has not been released by SED as of the writing of this LAP.

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?

On the NYS Math content area exam, the majority of the students in the ESL and Bilingual programs fell within the Level 1 range. The scores imply that students in both programs need to receive rigorous instruction in comprehending principles, concepts and vocabulary in the content areas. The NYS Science content area exam data revealed that students in the ESL program performed slightly higher than those in the Bilingual program. Most students in both programs fell within the Level 3 range.

The school leadership provides time for the teachers to analyze ELL Periodic Assessment data. The data will drive and differentiate instruction in preparation for the ELA and NYSESLAT. The administration as well as teachers collaborate and implement research based strategies to use within small group instruction. This year we will continue to focus on reading and writing.

During the 2012-2013 academic year, we compared Fall and Spring ELL Periodic Assessments results. Subsequently, we utilized the data to predict growth within NYSESLAT proficiency levels. Native language is used to clarify concepts, build background knowledge

and extend comprehension. It will also be used to focus target areas.

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](#).)

At CS102, struggling ELLs are serviced with a step by step intervention approach.

In Tier 1, we use the following assessments to analyze student data DRA2, ELA, Math and NYSESLAT.

Teachers plan and implement core instruction in the classroom. Teachers differentiate instruction based on student's academic performance levels. In addition, teachers draw on multiple sources of information by using the student's background, information about the learner, his or her classroom experiences, and his and her home community context.

In Tiers 2 and 3, students who continue to struggle academically in the classroom require further intervention. These students will receive strategic and intensive levels of instruction through differentiated instruction in smaller group size and or one on one instruction. If a student demonstrates persistent difficulties, student data and classroom instructional data will be provided to the

School Implementation Team (SIT) for further analysis.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers thoughtfully plan lessons throughout the content area to include numerous opportunities to listen and speak, have purposeful reading and writing activities, and provide learning experiences to develop cognitive thinking.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL programs by monitoring our NYSESLAT results, progress reports and AYP gains.

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](#).)
CS102x has an enrollment of 119 students, in grade 5, of which English Language Learners (ELLs) comprise 18 students or 15.13% of the student population. There is currently one certified Bilingual teacher and one certified English as a Second Language (ESL) teacher.

At enrollment, the Pupil Accounting Secretary will contact the certified pedagogue, to conduct the initial screening procedure at registration of all newly admitted students to the New York City Public School system.

The certified pedagogue will administer the Home Language Identification Survey (HLIS) and conduct an informal interview in both English and in the native language with parent and child if the home language is Spanish. The Translation Unit will be contacted via phone for other native language assistance. Following the interview and analyzing the information provided in the HLIS, the student's home language (OTLE code) is assigned by the certified pedagogue. The OTLE code is then entered in the designated Automate the Schools (ATS) Home Language screen by the school secretary. If the HLIS indicates that a language other than English is spoken in the child's home, the child is administered The Language Assessment Battery Revised (LAB-R) by the certified ESL teacher. If the home language is Spanish, and the student scores below the proficiency level on the LAB-R, then the Spanish Language Assessment Battery (LAB) will be administered by a certified licensed native speaking pedagogue. This exam will be used to determine language dominance and assist the school with instructional planning in providing the student with ESL or Bilingual services. This process will be completed within 10 school days of the child's entry into a New York City public school as per NYS regulation.

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.
Entitlement letters are sent home by the certified pedagogue to parents with students in English or in their native language notifying them of their child's LAB-R score. Additionally telephone calls are made. In the letters, parents are invited to a parent orientation conducted by the certified pedagogue. This orientation is offered during the school day. Parents view the ELL Parent Orientation DVD provided by the Office of English Language Learners that explains the three program choices available: Transitional Bilingual, Dual Language, and Freestanding ESL in their native language. Additional information and clarification is provided in Spanish or the Interpretation Unit is contacted for other languages. Additionally, translated versions of the Parent Survey, Program

Selection Forms and ELL Parent Brochures are provided to the parents. After viewing the DVD, parents are asked to complete the Parent Survey and Program Selection Forms. They are asked to select the ELL Program in order of preference. If a parent is unable to attend the orientation, they will be contacted via phone and schedule an individual ELL Parent Orientation meeting. Parent Surveys, Program Selection Forms and ELL Parent Brochures are provided to the parents in their native language. This is to ensure that parents are informed of ELL programs and have the opportunity to choose a program and complete the parent survey form. These orientations are conducted within 10 school days of the student's initial enrollment.

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](#)].)

Once the LAB-R has been hand scored, entitlement letters are sent home to the parent with the student. Also, telephone calls are made to the parents informing them of the date and time that the parent orientation will be held. The parents are also informed that if a program selection form is not submitted, the default program for their child will be the TBE program. Parent Survey and Program Selection Forms are distributed and collected at the end of the parent orientation. Copies are made of the entitlement letters, Parent Survey and Program Selection Forms. They are placed in the ELL Parent Binder and secured in the certified pedagogue's classroom. Original entitlement letters, Program Selection and Parent Survey forms are placed in the student's cumulative file.

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.

During the parent orientation, the certified pedagogue provides the HLIS, the LAB-R, and Spanish LAB scores to aid the parent in choosing the best ELL program to fit the needs of the student. Program Selection forms are reviewed carefully. If a parent chooses the TBE or ESL program, we honor the parent's preferred program choice and place the student immediately in the preferred program with a full schedule. Placement letters are sent home in the native language indicating the program the student has been placed. Parent's choice is indicated in the designated EPLC screen in ATS regardless if the ELL program is not offered at our school. This is done within 10 days of enrollment. If a parent chooses a program that is not currently available at our school, we schedule a meeting with the parent and inform the parent that their choice is not available. We provide the parents with the following options:

keep the student enrolled at our school in an ESL or TBE program. If the parent chooses this option we immediately place the child in the program and begin to service him.

transfer their child to a different school where the parent's choice is available.

If the parent chooses the transfer option, the school must contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. Students will be temporarily placed in an ESL program as he/she awaits the transfer. As soon as the program has been determined a placement letter will be sent home to the parent. All communication pertaining to a student's placement in an ESL or Bilingual program is communicated in the parent's native language either through the Interpretation Unit or in Spanish by the certified pedagogue. All native language letters including placement letters are downloaded from the NYCDOE website in the required language.

CS102x ensures that all communication with the parent is kept on file in the ELL Parent Binder along with copies of the placement letter. The original placement letter is placed in the student's cumulative file.

When a transfer student is admitted into our school, we immediately verify the student's exam history as well as the Bilingual Student Information Survey (BESIS) program participation in ATS so that the student can continue in the appropriate ELL program.

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

All ELLs in our school will be given the NYSESLAT annually in accordance with state guidelines. NYSESLAT parent information letters are sent home with students notifying parents of the upcoming exam. A certified pedagogue runs the RLER-LAT NYSESLAT Eligibility Report in the Automate the Schools (ATS) computer system to ensure all ELLs are administered the NYSESLAT. English Language Learner (ELL) student lists are provided to the certified ESL teacher, to administer the speaking portion of the NYSESLAT within the designated testing time frame given by the New York State Education Department. Our school principal, along with the certified pedagogue determine the dates for the listening, reading and writing modalities given within the NY state testing time frame. A testing schedule is created where all ELL students are accounted for and tested within

grade bans. Students with an Individual Education Plan (IEP) are provided with testing accommodations specified in their IEP. In addition, a NYSESLAT testing procedure workshop is given to teachers and all personnel involved in the administration of the NYSESLAT. A checklist is created to closely monitor that all ELL students are tested within all NYSESLAT modalities. Those students who were absent during the initial testing dates are scheduled to make up the exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
Parent program choice has favored the ESL or Bilingual programs over the past years. According to parent surveys reviewed in the 2011-2012 academic year, parental choice tended to favor the ESL program. There were 8 new enrollments. Parental choice for two of the students was TBE, four were placed in the free standing ESL program, one parent preferred a Dual Language program in Bengali. These students were placed in the free standing ESL program since the preferred program was not available and there were not enough students for a Bengali Dual Language program. The parent was provided information on transferring the students to another school that provided the Bengali program. However, during the 2012-2013 academic year, there were 12 newly admitted ELL students. Seven were placed in Spanish TBE program and 5 were placed in the free standing ESL program. The TBE program was mostly favored by the parents of students who were new to the country or by parents who wished for their child to maintain their native language. This academic year 2013-2014, we currently have no new students enrolled.

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])?

Our current Freestanding ESL Program consists of one ESL Push-In model for our general education and self-contained special education classes. This year, we have included our Bilingual class in the Free Standing ESL Push- In model. We also have a Pull Out model for the Integrated Collaborative Teaching class.

Students are grouped heterogeneously and homogeneously according to proficiency levels.

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)?

All Bilingual and English as a Second Language programs will be effective by maintaining consistency in content area learning with a focus on literacy and language development. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated Native Language Arts (NLA), English as a Second Language (ESL), and English Language Arts (ELA) Common Core Learning Standards and the core curriculum. The mandated language instruction for both Native Language Arts and English as a Second Language will comply with Part 154 of the Commissioner's Regulations (CR Part 154).

Students in both programs will participate in small group instruction in an effort to provide opportunities for explicit skills instruction for certain tasks and to differentiate instruction. Students will participate regularly in instructional tasks that guide the production of language both in verbal and written form. Students will demonstrate their learning through measurable product development, demonstrations, and exhibits. Students will also use technology to enhance the core curriculum and be provided with opportunities for individual practice.

The goals of the ESL program are to provide explicit instruction in English using ESL strategies and methodologies. There will be common planning periods for the ESL and classroom teachers in order to maximize English language acquisition. Students will receive the New York State mandated ESL/ELA allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 minutes of ESL for advanced levels along with 180 minutes of ELA.

The Transitional Bilingual Program uses the Workshop Model in Native Language (NL) with intensive support in English with ESL/ELA time allotments. We provide whole class instruction as well as small group differentiated instruction. NYSESLAT data is used to determine language allocation program models for the Bilingual class. Students will receive the New York State mandated ESL allotted instruction time based on student proficiency, 360 minutes for beginners and intermediate, and 180 minutes of ESL for advanced levels along with 180 minutes of ELA. Content area instruction will alternate between English and Spanish as per CR Part 154 mandated time allotment. There will be common planning periods for the ESL and classroom teacher in order to maximize English language acquisition.

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.

Our Freestanding ESL Program:

Our certified ESL teacher will use ESL strategies that will be incorporated/integrated in the content areas. Small group instruction is differentiated through literature to target the different levels of language proficiency. Content area materials used are: Houghton Mifflin Harcourt social studies textbooks, Harcourt textbooks in science, Go Math, NY Ready and Expeditionary Learning. Content area instruction will be scaffolded and modeled to make the input more comprehensible via visual aids, realia, manipulatives, and other materials using Total Physical Response. The ESL teacher also takes into account students' learning styles and multiple intelligences to differentiate in the classroom. Native language support will be provided through use of

glossaries as well as students having a peer buddy system. Additionally, students are not discouraged from communicating in their native language with peers who speak the same language.

Our TBE Program:

Content area instruction in social studies and science is provided in English and in Spanish. Students use Houghton Mifflin Harcourt social studies textbooks and Harcourt textbooks in science. Go Math is taught in Spanish followed with content vocabulary development in English. In addition, Expeditionary Learning along with NY Ready is used as our ELA component which encompasses reading, writing, and vocabulary development. Native language arts instruction is taught daily using Tesoros by McGraw-Hill. ESL content area instruction will be scaffolded and modeled to make the input more comprehensible via visual aids, realia, manipulatives, and other materials with Total Physical Response.

The ESL teacher in both program models will provide explicit skills instruction in a small group setting. This is provided through our focused ESL instruction through content area vocabulary. Both ELLs and Special Education ELLs will be heterogeneously and homogeneously grouped to provide an array of differentiated tasks that will reflect levels of language proficiency and /or activity.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Examen de Lectura en Español (ELE), Evaluación de Lectura 2 (ELD2), as well as reading and writing student conference notes are used to evaluate students in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At the beginning of the school year, teachers meet to analyze NYSESLAT results which helps us to monitor our student's growth in the four modalities. We use data from weekly conferences, Periodic Assessments, DRA2, performance tasks, Schoolnet, formal and informal observations, formal assessments as well as student portfolios to evaluate students in all four modalities of English language acquisition. Daily lessons activities include but are not limited to: oral presentations, describing, explaining, story and text retellings, dictation from oral instruction, summaries and recaps of written materials, paired reading, response triads and response journals..
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).

The ESL teacher along with the classroom teacher discusses and plans collaboratively to meet the need of individual students and/or groups utilizing the RtI model. Currently there are no SIFE students enrolled at our school. Differentiation for SIFE

students

will consist of small group instruction, which includes explicit instruction in an age appropriate manner of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with the use of high interest materials. Additionally, various strategies will be utilized to include, but not limited to activating prior knowledge, providing a print rich environment, hands-on learning so students are physically involved, checking periodically for understanding, use of teacher created materials and assessments, visuals and graphic organizers, as well as building the native language content and literacy instruction in order to develop English proficiency.

ELLs in the United States less than three years (newcomers) will be provided differentiated instruction (Tier 1) using the following

strategies:

- Simplified sentence structure
- Give step-by-step directions
- Use of visual and concrete supports
- Picture books and picture dictionaries
- Provide scaffolds and Total Physical Response
- Hands-on activities
- Develop background knowledge
- Use of pattern/predictable books

- Books with pictures cues that correspond to text
- Peer-buddy of the same native language

ELLs receiving services 4 to 6 years will be provided differentiated instruction (Tier 1) using the following strategies:

- Providing a print rich environment
- The introduction of new concepts via essential academic vocabulary using vocabulary journals, word webs, and word walls.
- Providing multiple opportunities for peer-to-peer interactions as they learn content and develop the use of academic language in speaking, listening, reading and writing.
- Using a variety of activities and tasks to check for understanding when completing reading/writing journals, quick-

writes,

during guided reading, and think-alouds.

will

Long-Term ELLs receiving services in excess of six (6) years and have not responded to specific Tier 1 instructional strategies

need more intense support. Tier 2 interventions to include small-groups and/or one-on-one tutoring interventions may take place with an AIS teacher as a push-in model. These sessions will vary depending on the intervention plan. The duration of the Tier 2 intervention may also vary depending on the skill being mastered. Differentiated strategies for Long Term ELLs will consist of small group instruction with explicit lessons in reading comprehension strategies, modeling, graphic organizers, think alouds to model comprehension strategies, and daily read alouds.

SIFE, ELLs receiving services 4-6 years, and long term ELLs are invited to participate in an extended day program, Academic Intervention Services (AIS) and the Saturday ELL Excellence Academy. These programs are also open to all ELL subgroups.

Former ELLs will receive two years of transitional support by the ESL teacher. This will consist of small group differentiated instruction. They will also receive all ELL testing accommodations which include extended time, word for word glossaries and translated editions for the content area exams. Former ELLs are invited to participate in our extended day program as well as our Saturday Academy.

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

All Special Education students at C.S. 102 are exposed to the same rigorous academic programs and are given both grade level and functional level instruction.

The instructional strategies and grade-level materials used by teachers of ELL-SWD are aligned to the Common Core Standards and provide access to academic content areas and accelerate English language development via the Expeditionary Learning program which exposes students to various domains through reading, writing, listening and speaking. Each domain encompasses content area topics to include science, social studies and the arts. The domains allow for accountable talk and academic language development. Expeditionary Learning is an explicit skills based program, which teaches the English language skills. Additionally, during small group instruction teachers utilize the current program to accelerate the reading development of struggling students such as our ELL-SWDs.

Students are afforded several opportunities to utilize classroom libraries, which are leveled and organized by various genres. They are exposed to grade appropriate literature, which are used as mentoring text. Science and Social Studies research based curriculum programs by Harcourt and Go Math have an embedded ESL/ELL component and differentiation strategies to support ELL-SWDs.

Instructional strategies will include visual aids, realia, manipulatives, Total Physical Response. Teachers also take into account students' learning styles and multiple intelligences to differentiate in the classroom and small group instruction.

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?

C.S. 102 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by providing a rotating cluster schedule to expose all students to art instruction, and physical education.

This flexibility in scheduling has been used to pair general education classes with special needs classes to receive physical education together each week. Technology is also integrated within our daily instructional time. Teachers provide differentiated instruction to meet the needs of individual students with the use of visuals, auditory and tactile approaches. The materials that are used in content areas are adapted and modified by the teachers to meet the accommodations that are specified in a student's IEP or 504 plan as well.

To ensure that ELL-SWDs receive all services, the IEP teacher reviews each IEP and compares that data to that of the Projected Register Report. Related Service Providers and ESL teachers are given the opportunity to review each IEP for students requiring mandated services. They then work with other service providers to create schedules to ensure students receive the mandated ESL instructional minutes. Teachers are then required to call the Interactive Voice Response (IVR) system record their first attend dates. Subsequently, service providers record progress in the Special Education Student Information System (SESIS).

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

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

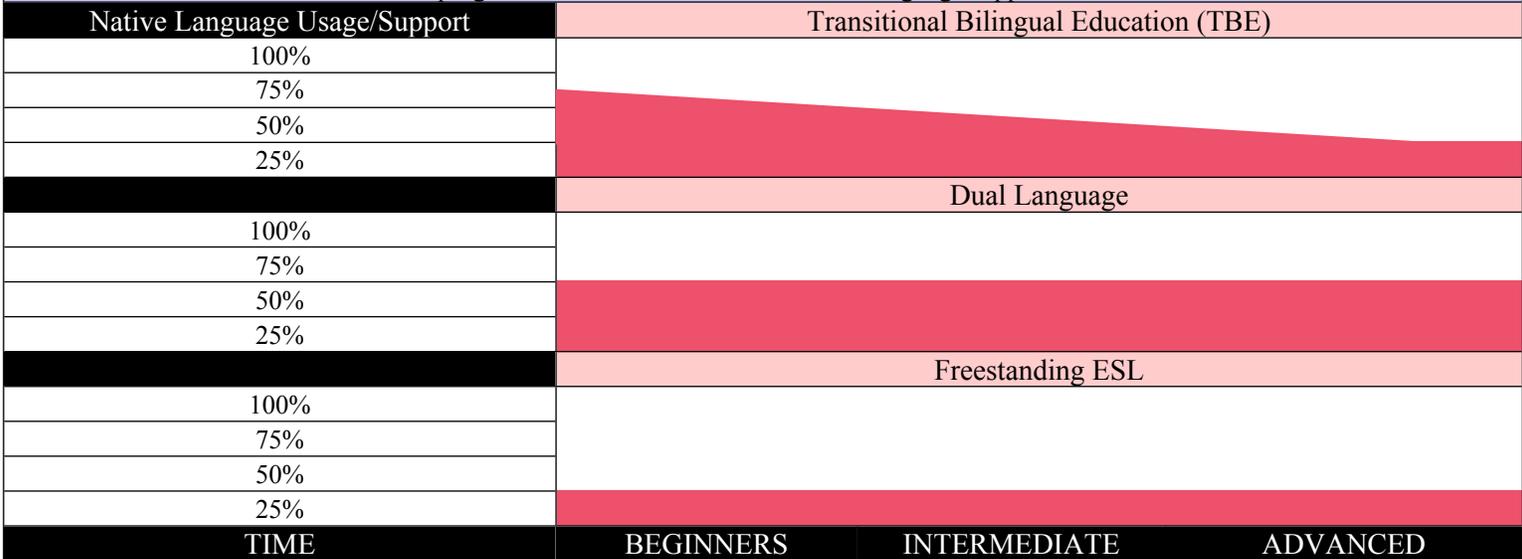
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

At risk ELLs in all subgroups as well as those on level 1 in literacy and math are given small structured group instruction in English through Academic Intervention Services. Consistent progress monitoring is done by a certified teacher. Students will be taught academic vocabulary through explicit teaching of words and word meanings. Comprehension strategies such as making predictions, monitoring understanding, asking questions, visualizing, and making connections to self and other texts will enable them to analyze challenging texts. Reading fluency will be developed through exposure to print, repeated oral readings and corrective feedback. They will also have opportunities to engage in structured academic talk.

ELLs struggling in mathematics will be given explicit instruction in basic math skills and concepts in English through Academic Intervention Services. Math manipulatives and games will promote learning, vocabulary and language. Academic language support in mathematics will be delivered through structured discussions allowing ELLs to explain their thinking and reasoning and to help solve math problems. At risk ELLs will also participate in an extended day program and be offered an opportunity to participate in the Saturday ELL Excellence Academy.

Targeted interventions for both Science and Social Studies will mirror those provided during the Literacy block, as prescribed by the new Common Core Learning Standards. Some interventions will include:

- Use of visual and concrete supports
- Hands-on activities.
- Developing background knowledge
- Peer-buddy of the same native language
- Providing a print rich environment

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

Based on the NYSESLAT Spring 2013 results, we noticed that more students attained proficiency. The following assessments DRA2 and ELL Periodic are reviewed for academic gains two to three times per year.

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

Due to the phase out of the school this academic year, we will not have any new programs or improvements.

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

For 2014-2015, academic year, CS 102x will be phased out.

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

At CS 102x, all ELL students are afforded equal access to all school programs. ELL students participate in gym, music, school trips, monthly award assemblies, holiday shows, and extra curricular activities. ELLs will participate in our Extended Day program.

All ELL students are invited to participate in our Saturday Academies. The goal of the Saturday ELL Academy is to provide instructional opportunities for ELL students, who are at risk; who have the potential of becoming long-term ELLs; or did not score proficiency on the NYSESLAT.

The goal of the Saturday Success Academy is to provide extracurricular support in Reading, Writing, and Math.

Letters are sent home inviting parents to apply to either program; however the certified pedagogue and the Parent Coordinator work collaboratively to ensure that ELL students apply to the most appropriate program.

We are no longer eligible for supplemental services (SES).

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

Language and literacy development support is delivered through the use of our literacy program Expeditionary Learning. The instructional materials utilized in the content area are: social studies textbooks by Houghton-Mifflin, Harcourt science and content area libraries. Support materials such as dictionaries, glossaries and native language glossaries are provided in all programs. Technology has also been incorporated into every classroom. In addition, the language support material utilized in our ESL

program is: Getting Ready for the NYSESLAT by Attanassio & Associates.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Teachers provide opportunities for students to use their native languages when applicable in the classroom. Bilingual classes use Tesoros, a native language arts comprehensive program to supplement native language instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required support services at CS 102, including resources, are age and grade level appropriate. All ELLs are afforded classroom resources that are provided to the non-ELL classrooms within their grade level. The ESL teacher and teachers of ELLs provide age appropriate resources to differentiate within student proficiency levels .
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.
Before the beginning of the school year, there were no programs in place to assist newly enrolled ELLs. However, we currently have in place an Extended Day program and Saturday ELL Academy in which all Newcomers are invited.
18. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to questions here:

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.

The professional development plan at CS 102 will help to provide sensitivity training and knowledge of ESL methodologies, and explore new quality teaching approaches that are aligned to the Common Core Learning Standards to staff members in order to create a positive environment for our ELL population.

This is our second year receiving technical assistance from the New York City Regional Bilingual Education Resource Network (NYC RBE-RN) Fordham University. The NYC RBE-RN specialist will provide weekly professional development in an effort to assist our

teachers in providing researched based instructional strategies to support our English Language Learners. Topics that will be offered are inclusive but not limited to the following; NYSESLAT data analysis, Using NYSESLAT and state ELA findings to determine sub-skill focus , Instructional strategies aligned to the CCLS, as well as Co-teaching and planning.

Staff will be supported by school leaders and guidance counselor by collaborating with school stakeholders by advocating for programs and services that positively impact student success. They will also develop prevention and intervention services in the areas of personal, social-emotional development, and academic advancement, which are aligned with school counseling ethical standards and school leadership standards for education.

The Parent Coordinator will receive training in the Student Enrollment Management System (SEMS) to ensure all student data is entered in a timely manner and are applying to middle school that offer the appropriate ELL program.

Teachers must be provided with high-quality, sustained staff development in academic language scaffolding strategies. Specialized personnel will train teachers in ESL strategies, methodologies, and first and second language acquisition. We will provide the 7.5 hours of ELL training as per Jose P. for all common branch teachers, administrators and the Parent Coordinator. Special Education teachers will receive the mandated 10 hours of ELL training.

Attendance record (signature page) will be maintained in the designated ELL Compliance Binder secured by the certified Bilingual teacher. Teachers are also encouraged to attend workshops given by the Office of English Language Learners.

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?

CS 102 understands that communication with parents is essential to promote the home-school connection. It is our belief that the school and the home must work together to support the student if the goal of positive student achievement is to be realized. Our program provides parents a variety of opportunities to participate in informational meetings, hands on workshops, and other activities to gain knowledge and skills as they strive toward this goal.

The Parent Coordinator will provide content area workshops for parents that will strengthen that home-school partnership. We participate in outreach services and events with our community councilman. This year we are also working with external resources such as Bronx Independent Living Services, Catholic Charities and the United Federation of Teachers union to provide workshops and training for parents at no cost to the school. ELL parents are invited to participate in all workshops, where we will provide translation services.

The School Leadership Team (SLT) in collaboration with the Parent Coordinator and the Parent Teacher Association (PTA) develop a parent needs survey, which identifies appropriate workshop topics.

This year's workshop titles selected by the parents include, but are not limited to:

- ELL Parent Orientation Meetings (As needed)
- Bullying in School
- Middle School Choice
- Fire Prevention
- Common Core Instructional Shifts
- Common Core ELA and Math Informational Sessions

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x102 School Name: Joseph O. Loretan

Cluster: 6 Network: 613

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.

Based on the Home Language Identification Surveys, the blue emergency contact cards at initial registration, as well as the ATS Home Language Report (RHLA) we found a need for communication to parents to be disseminated in languages other than English. Many parents need someone to interpret for them in several situations, specifically when parents are meeting with their child's teacher, during school meetings, workshops and home contacts, as well as written communication.

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.

According to our data, we found the breakdown of languages spoken by parents includes the following numbers: 38 Spanish, 2 Bengali, 1 Chinese, and 1 Twi. Parent letters and messages posted around the school need to be written in parent's native language. Oral communication, via school visits as well as telephone need to be addressed. These findings will be shared within our school community during our School Leadership Team meetings. Our parent constituents will turnkey this information at Parent Involvement Activities. This information is also available online in our school's CEP.

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.

We plan to provide written translation services of all parent letters. Posted messages such as monthly school calendars, Mission Statements, Discipline Codes, and parent workshop schedules will be written in languages other than English. Written information given at Open House, Orientations, and PTA meetings will also be in the languages common to CS102. In addition, information about afterschool programs and services will be translated by per-session personnel. This will help to encourage parent participation in school activities.

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.

We plan to provide personnel to assist parents during Parent-Teacher meetings, conferences, general parent orientations, PTA meetings and workshops provided by Parents Association and /or school staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language when such personnel is available in the school. There will be personnel assisting in the main office. Additionally, CS102 will utilize the Department of Education's Language and Interpretation Unit.

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>.

CS102, Joseph O. Loretan School of Creative Arts, will continue to fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. The school will ensure that parents in need of translation services will be afforded all opportunities to take advantage of translation services provided at the school site. All information translated by the Department of Education will be available to parents. Parents who do not have a command of the English language will receive school notices in their native language when possible. Where necessary, the school will engage the services of local translators to assist in the translation of materials. All parents have and will continue to have full access to all necessary information via the appropriate translation/interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Joseph O. Loretan	DBN: 12x102
Cluster Leader: Jose Ruiz	Network Leader: Steven Chernigoff
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 63 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input 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: 2 # of certified ESL/Bilingual teachers: 2 # 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:

- The Title III funds will provide supplemental instruction for ELLs during our Saturday ELL Excellence Program. It will target ELLs in the testing grades (4-5) who did not score proficiency in the LAB-R or NYSESLAT. It will provide additional instructional opportunities for ELL students who are at risk or are potential long term ELLs not meeting the mandated improvement nor have acquired language proficiency. Activities will include the use of Literacy and Mathematics. The program will include extensive writing activities to improve student reading and comprehension skills in English.
- This program will be offered to all identified Bilingual and ESL students including Special Education students according to NCLB to help students attain English and math proficiency in grades 4-5.
- We propose to implement a Saturday program beginning in the Fall of 2012 and extending through the Spring 2013. The program will be in effect for a time period of 17 weeks for 4 hours on Saturdays.
- Instruction will be provided in English.
- Our highly qualified licensed bilingual (1) and ESL (1) teachers will provide instruction.
- Materials to be used include: Crosswalk Coach for the Common Core State Standards, English Language Arts (Triumph Learning), Crosswalk Coach for the Common Core State Standards, Mathematics (Triumph Learning), Time for Kids - Exploring Writing (Teacher Created Materials)

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: _____

- The Title III Professional Development program at CS 102 will help to provide sensitivity training and knowledge of ESL methodologies, as well as explore new quality teaching approaches to staff members in order to create a positive environment for our ELL population. It will provide high quality,

Part C: Professional Development

sustained staff development.

- This year we are receiving technical assistance from the New York City Regional Bilingual Education Resource Network (NYC RBE-RN) Fordham University. They will provide weekly professional development in an effort to support our English Language Learners. In addition, CS102 will also provide professional development to staff members.
- A certified ESL/Bilingual staff member will provide 6 one hour comprehensive professional development sessions to staff members. The following topics and possible tentative dates are:
 - * Teaching Content Vocabulary to ELLs -3 part series (Dec. 17, 2012) (Jan. 7 & 14, 2013)
 - * Developing Lesson Plans and Activities for ELLs (Feb. 4, 2013)
 - * Modeling an ESL Lesson (Mar. 4, 2013)
 - * Teaching Strategies for teachers of ELLs (Apr. 8, 2013)

Part D: Parental Engagement Activities

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

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

Begin description here: _____

- CS 102 understands that communication with parents is essential to promote the home-school connection. Translation and interpretation services will be provided to meet community needs. In line with this commitment, a Saturday Adult ESL program will be provided beginning in the Fall of 2012 and extending through Spring of 2013. Technology will also be incorporated into the program. It will consist of 17 Saturday sessions of 3 hour durations.
- At no additional cost to the school, workshops and training will be provided for parents by: Independent Living (a non-profit organization). Workshops will also be provided by our Instructional Leaders, the English Language Coordinator and the Parent Coordinator. ELL parents are invited to participate in these workshops. Possible topics include:
 - * Anti-Bullying
 - * ARIS Parent Link

Part D: Parental Engagement Activities

- * Involvement in Your Community
 - * Understanding the Common Core State Standards
 - * Reading and Writing with Yout Child
 - * Tips for Successful Test Taking
- Parents are notified of these events by fliers and/or letters translated by the Language and Interpretation Unit. Fliers are posted throughout the school and letters are sent home with students.

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		

