



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SETON FALLS ELEMENTARY
DBN (i.e. 01M001): 11x111
Principal: CELINA GUTIERREZ
Principal Email: CGUTIER2@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH WHITE
Network Leader: MARIA QUAIL

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
Celina Gutierrez	*Principal or Designee	
Gregg Weber	*UFT Chapter Leader or Designee	
Harriet Joseph	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mattie Dickerson	CBO Representative, if applicable	
Laura Paddyfote	Member/ Chairperson	
Kenneth Paulin	Member/ Teacher	
Lori Otero	Member/ Teacher	
Joann Velez	Member/ Teacher	
Judith Wint	Member/ Parent	
Cherille Howell	Member/ Parent	
Carina Ramirez	Member/ Parent	
Donette Ferguson	Member/ Parent	
LaQuanda Edgefield	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 11X111

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	734	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	8	# SETSS	N/A	# Integrated Collaborative Teaching	47
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.5%	% Attendance Rate		% Limited English Proficient	90.5%
% Free Lunch	86.7%	% Reduced Lunch			5.0%
		% Students with Disabilities			23.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.8%	% Black or African American			66.8%
% Hispanic or Latino	30.7%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	3.27	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification			1.6%
% Teaching with Fewer Than 3 Years of Experience	12.5%	Average Teacher Absences			7.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.0%	Mathematics Performance at levels 3 & 4			12.8%
Science Performance at levels 3 & 4 (4th Grade)	63.4%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
A consultant was hired in order to work with the data specialist and coaches on how to use the data to drive instruction.			
Describe the areas for improvement in your school's 12-13 SCEP.			
To improve the number of students who are on grade level by June 2013 by at least 5%, as evidenced by results of NYS exams in both ELA and Math. To have 100% of teachers participate in Professional Development in the areas of planning effective lesson plans using questioning & discussion and also Professional Development in enrichment activities in ELA & Math.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The latitude to thoroughly assess the barriers and challenges is limited. There is a change in leadership that went into effect in September of 2013.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
There is limited latitude to fully assess the degree to which the implementation of the SCEP was successful. New leadership is in place as of September 2013			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
There is limited latitude to fully assess whether why the goals were not accomplished. New leadership is in place as of September 2013			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Securing funding in order to fully implement goals outlined.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase the number of students scoring at levels 3 and 4 on state ELA and Math exams by 5% Increase the number of students with IEP's moving into a least restrictive learning environment by 2% Increase the number of ELL's testing at a proficient level by 2%.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with staff and community through teacher team meetings, SLT meetings and PA meetings.			
Describe your theory of action at the core of your school's SCEP.			
My theory of action is to implement systems and structures that support rigorous teaching and learning in a collaborative environment that is grounded in high levels of commitment, respect and professionalism			
Describe the strategy for executing your theory of action in your school's SCEP.			
My strategy is to build community around the premise of a shared goal and commitment toward educating students that will be college ready by the 12 th grade. This involves aligning the school's curriculum to the CCLS and teacher practice to the Danielson framework for teaching.			
List the key elements and other unique characteristics of your school's SCEP.			
Our school SCEP triangulates our plans around the use of student data as the bases for decision making in regards to use of resources, professional development and parent involvement.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
The school is staffed with 2 fulltime assistant principals, and a fulltime instructional coach that support teacher development, curriculum development and data use on an ongoing base.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop school data analysis practices to identify student performance trends that effectively capture a composite of the school's academic achievements and struggles.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader's vision	x	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of administrators and teachers will regularly use individual classroom data and grade wide data to assess school-wide trends and articulate school-wide performance growth based on administered assessments. Teachers will make timely adjustments to instruction and lessons based on student outcome data to enhance school-wide processes resulting in a 5% increase in the number of students reading on grade level as measured by the Fountas and Pinnell benchmark assessment.

Instructional Strategies/Activities

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

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

1. Identify a cohort of teachers to begin assessing students with Fountas and Pinnell running records. Train cohort. Assess students. Group students based on results.
2. Establish and implement a school wide assessment system (Fountas and Pinnell) and protocol for evaluating student work and learning.
3. Teacher teams will participate in the inquiry process using a school wide tuning protocol to closely examine student work and use data to plan next steps for specific subgroups.
4. Develop and Implement a school wide system for collecting and utilizing data.
5. Administrators and Coach monitor collect and review data and give teachers feedback and support for continued use in planning for student groups.

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

1. Principal, Assistant Principals, Instructional Coach, Selected Teachers
2. Principal, Assistant Principals, Instructional Coach, Teachers
3. Principal, Assistant Principals, Instructional Coach
4. Principal, Assistant Principals and Instructional Coach
5. Principal, Assistant Principals and Instructional Coach

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

1. Instructional coach trains selected teachers to administer Fountas and Pinnell running records. Assess all grade K-3 students by the end of October. Enter student results for MOSL and use data to group students for guided reading, small group instruction and AIS. Students in grades 4 and 5 are initially grouped based on the 2013 state results.
2. By the end of October 2013 all teachers will be trained on the use of the protocol for evaluating student work and how to administer Fountas and

- Pinnell running records
- Beginning in November teachers will meet monthly during data days, with the assistant principals and the coach for a double period of intensive inquiry work
 - On November 4th, 2013 rollout data binders school wide system for collecting and utilizing student data
 - First data collection and review December 3rd, 2013

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

- By the end of October 2013, Ongoing use of data for re-grouping,
- By the end of October
- October 2013-June 2014, Monthly Data Days, Double Periods
- November 2013, (Chancellors' Day PD Rollout)
- Ongoing, December 2013- June 2014, 4 times per year

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

- Secure substitute teachers and scheduling to support training of select teachers to begin administering Fountas and Pinnell
- Instructional cabinet selects protocol for evaluating student work and Implements Fountas and Pinnell Benchmark Assessment System. Purchase Fountas and Pinnell benchmark assessment system for all classes and train all classroom teachers.
- Schedule all classroom teachers to participate in weekly common planning meetings and monthly data teacher team meetings to analyze data and plan next steps for student groups.
- Secure materials for collecting and organizing student data. (Binders, Dividers, Technology access)
- Established a lens and protocol for reviewing student data and providing teachers with feedback.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?

Review Type:	QR	Year:	2013	Page Number:	6	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of teachers and administrators will share a common understanding of Domains 1 and Domain 3 from Danielson's Framework for

Teaching in order to strengthen lesson planning, assessment of student learning, questioning, and discussion techniques and feedback to students as evidenced in 90% of all classroom teachers rated effective in components 1c(Setting Instructional Outcomes) and 3a (Communicating with Students).

Instructional Strategies/Activities

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

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

1. Establish and Implement school wide non-negotiables and protocols for instruction and assessing student learning
2. Develop curriculum maps that include entry points of instruction for all learners.
3. Teacher teams engage in weekly common planning meetings to plan for administering of baselines, launching of units of study and implementation of curriculum.
4. Administrators meet with assigned talent coach to establish protocols for evaluating teachers.
5. Administrators conduct ongoing observations and provide consistent and timely feedback.
6. Teacher teams engage in professional development based on trends identified through observation rounds.

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

1. Principal, Assistant Principals, Coach, Network Achievement Coach, Teachers
2. Principal, Assistant Principals, Instructional Coach, Teachers
3. Principal, Assistant Principals, Instructional Coach,
4. Principal, Assistant Principals, Instructional Coach, ADVANCE Talent Coach
5. Principal, Assistant Principals
6. Principal, Assistant Principal, Instructional Coach

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

1. Beginning September 2013 administrators will conduct daily classroom visits to support implementation of school wide non-negotiables for instruction
2. The instructional coach develops curriculum maps for each unit of study with support and feedback from administration. Teachers deconstruct and customize units of study for implementation at weekly planning meetings.
3. Teachers meet in teams each week to plan lessons, discuss and clarify strategies.
4. Administrators and the instructional coach meet with the assigned talent coach monthly for training and support in implementing the protocol for evaluating teacher effectiveness.
5. Administrators conduct observations and provide timely feedback in accordance with the teacher selected observation option. Administrators also conducted daily classroom visits.
6. Teachers engage in professional development at the end of each observation cycle to develop practices identified as areas for school wide growth.

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

1. September 2013-June 2014
2. September 2013- June 2014,
3. September 2013- June 2014, weekly
4. September 2013- June 2014, monthly
5. November 2013- April 2014, daily
6. November 2013 – June 2014, monthly

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

1. Secure the instructional coach position and resources for curriculum mapping.
2. Schedule time for weekly common planning for teacher teams.
3. Allot time for meetings with talent coach.
4. Develop and adhere to observation and observation feedback schedule.
5. Administrators calibrate evidence from observations and plan professional development to address school wide trends.
6. Administrators will regularly reflect on, discuss and evaluate school wide practices to make informed decisions about next steps for professional development for

teachers.

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core				
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Formalize regular classroom evaluation processes with individualized professional development supports to bolster teacher practices that promote improved student outcomes.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 supervisors will engage in a formalized regular classroom observation process to provide consistent and frequent feedback to teachers using the Danielson framework and analysis of performance data in order to identify and provide targeted professional development resulting in 70% of all classroom teachers rated effective in component 3d (Using Assessment in Instruction).

Instructional Strategies/Activities

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

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

1. Present protocol for 2013-2014 observations to teachers.
2. Conduct initial planning conferences with all teachers focused around Domains 1 and 4. Support teachers in establishing professional goals at conferences.
3. Administrators conduct observations as a team and calibrate low inference data and develop uniformed protocols for consistent feedback to teachers.
4. Administrators meet with assigned talent coach to analyze evidence and rationales in order to prepare rubric aligned, prioritized, actionable feedback .
5. Administrators attend city wide trainings on Danielson's Framework for Teaching
6. Teacher teams engage in professional development based on trends identified through observation rounds

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

1. Principal, Assistant Principals, Teachers
2. Principal, Assistant Principals, Teachers
3. Principals, Assistant Principals, Teachers
4. Principal, Assistant Principals, Talent Coach

5. Principal, Assistant Principals
 6. Principal, assistant principals, Coach and Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Present observation protocol at the September Chancellors' PD day
 2. By the end of October each teacher will have an initial planning conference with at least 2 administrators. Teachers will identify an area of strength and growth during the conference.
 3. By the start of November administrators begin observing teachers as a team. The principal reviews all observation reports and gives feedback to the assistant principals.
 4. By June 2014 the administrators and the instructional coach have a deeper understanding of Danielson's framework for Teaching as a result of monthly trainings with the assigned talent coach. They will effectively support teachers in developing effective practices.
 5. By June 2014 administrators will have a deeper understanding of the framework for Teaching as a result of participating in citywide trainings throughout the year.
 6. Teachers engage in professional development at the end of each observation cycle to develop practices identified as areas for school wide growth.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013
 2. By the end of October 2013-
 3. By mid November each teacher is observed and receives feedback
 4. October 2013- June 2014
 5. September 2013 – June 2014
 6. September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Plan for and conduct opening day professional development.
 2. Schedule all teachers for initial conference during prep periods.
 3. Establish a structure for regular cabinet meets to facilitate administrators' collaborative work for developing protocols for evaluating teacher effectiveness.
 4. Meet with the assigned talent coach.
 5. Administrators register for city wide trainings.
 6. Schedule common planning time for professional development

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

No recommendation cited

Review Type: Learning Survey	Year: 2012-2013	Page Number: 4	HEDI Rating: N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014 we will establish and implement a school wide PBIS (Positive Behavioral Intervention and Supports) program that will result in a 5% decrease in the number of student incidents on the OORS report.

Instructional Strategies/Activities

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

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

1. Establish and implement a School Intervention Team (SIT)
2. Develop and implement a school wide PBIS program.
3. Secured a fulltime SAVE/intervention teacher.
4. Implement a Community Service program for grade 5 students to serve as tutors and volunteers in and outside the school.
5. Students will engage in monthly activities and lessons on character development
6. Foster partnerships with outside agencies/CBO to support mentoring for students (New Flex Hoops Program, Cardinal Spellman High School)

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

1. Principal, Assistant Principals, Guidance Counselor, SAVE/Intervention Teacher, Social Worker, Psychologist, IEP Teacher, Parent Coordinator and Teachers, Network Achievement Coach
2. Principal, Assistant Principals, Guidance Counselor, SAVE/Intervention Teacher, Staff
3. Principal
4. Assistant Principal, Teachers, Outside Agencies
5. Assistant Principals, Teachers
6. Assistant Principals, PTA, Parent Coordinator, Outside Agencies, Teachers and Support Staff

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

1. By the end of September 2013 the SIT team will be established and meeting every week.
2. The designated assistant principal attends monthly PBIS trainings offered by the network.
3. Secure funding for a fulltime SAVE/Intervention teacher for the start of the school year.
4. By January of 2014 all grade 5 students will be engaged in a community service project.
5. Beginning in November of 2013 all students will engage in monthly lessons focused on a specific character trait.
6. Continuously seek opportunities to build partnerships with outside agencies. Host a community Holiday Breakfast in December to network with community members and local politicians who can support our efforts and initiatives.

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

1. September 2013-June 2014
2. By November the school will have established a PBIS program
3. September 2013 – June 2014
4. January 2014 – June 2015
5. November 2013 – June 2014
6. September 2013 – June 2014

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

1. Scheduling of weekly SIT meetings
2. The designated assistant principal attends monthly PBIS trainings offered by the network.
3. Establish protocols for the SAVE room. Clarify the role of the SAVE room teacher.
4. The grade 5 supervisor will facilitate the development and implementation of the community service component to the grade 5 curriculum.
5. The assistant principals will work with the SIT team to establish a curriculum and curriculum map for character development.
6. The administration, Parent Coordinator and PTA will work together to build partnerships with outside agencies to support student social and emotional development

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Although there were no recommendations for this area, the 2012-2013 learning survey indicates that only 19% of parents participate in the survey.										
Review Type:	LES	Year:	2012-2013	Page Number:	N/A	HEDI Rating:	N/A			

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
	6.2 Welcoming environment		x	6.3 Reciprocal communication						
x	6.4 Partnerships and responsibilities			6.5 Use of data and families						

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
in order to improve student achievement, by June 2014 home and school partnerships and communication will be strengthened as measured by a 5% increase in parent participation in the 2014 learning survey.									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> Develop and implement school wide protocols for ongoing communication with parents. Regularly conduct data conferences with parents to share and explain specific evidence of student achievement, progress, and needs. Develop leadership among parents. Develop parent coordinator role in order to better support parent engagement. 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Principal, Assistant Principals, Teachers, Parent Coordinator, PA President Parent Coordinator, Teachers, SBST Principal, Assistant Principals, Teachers, Parent Coordinator, Learning Leaders Coordinator, Pre-K Social Worker Principal, Assistant Principals, Parent Coordinator 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> The Parent Coordinator develops and disseminates a monthly parent calendar. Administration supports the PA in crafting agendas for the monthly PA meetings. Disseminate staff e-mail addresses and protocol for communication with staff to parents at Parent-Teacher conferences. Survey parents for availability and preferred means of communication. At Fall and Spring Parent- Teacher Conferences parents will receive specific data regarding evidence of student progress and needs. Parents of at-risk students will engage in extended-data conferences. SBST will engage parents in data conferences at all IEP meetings and evaluations. The Parent Coordinator will support the PA in identifying classroom parent leaders. Develop parent leadership within the School Leadership Team. Parent Coordinator will participate in faculty conferences, professional development, SIT team, and instructional cabinet. 									
D. Timeline for implementation and completion including start and end dates									
<ol style="list-style-type: none"> September 2013-June 2014 									

2. October 2013 – June 2014
3. September 2013- June 2014
4. September 2013 – June 2014

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

1. Meet with the Parent Coordinator and PA President on a regular schedule to plan for dissemination of information to parents.
2. Develop and utilize a uniformed agenda for data conferences to ensure that all parents receive the same pertinent information and understanding of the data. Conduct meetings with teachers to develop a common understanding for the sharing of data with parents.
3. Survey interest in volunteering as parent leaders. Parent Coordinators works with Parent Leader Cohort to support individual classrooms and teachers. Parents on SLT will attend workshops for SLT members.
4. The parent coordinator will be scheduled to participate in instructional cabinet meeting, SIT team meetings and all faculty meetings.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders	

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	Fountas & Pinnell LLI, Guided reading, phonemic awareness and other literacy strategies	Small group	During the school day and after school
Mathematics	Number Sense	Small group	During the school day and after school
Science	Academic vocabulary	Small group	During the school day
Social Studies	Academic vocabulary	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior intervention strategies	Small group and one-to-one services	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school consults with the HR director to recruit highly qualified and appropriately licensed staff. The school has secured a fulltime teacher center specialist/coach in a newly implemented UFT teacher center to provide ongoing professional development and support.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The schools works very closely with the networks' achievement coaches to engage in ongoing professional development aligned to the CCLS. All teachers engage in weekly professional development aligned to CCLS, CIE and Danielson's framework for teaching. The administration engages in regular training with a talent coach from ADVANCE to enhance practices for evaluating teacher effectiveness.

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.).
All funds are used within the guidelines of the services to respective subgroups.

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.).
The school has 2 full day pre-k classes of which one is an ICT class. The pre-k staff engages in all teacher team meetings to align curriculum to the CCLS. All IEP pre-k students receive services as required

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.
The schools MOSL committee collaborated with the administration in deciding on the schools adoption of the Fountas and Pinnell benchmark assessment system. Other assessments measures are guided through the math and literacy curriculums that the school has selected.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 111
School Name Seton Falls Elementary		

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 Celina Gutierrez	Assistant Principal LeCounte Teele/Latanya Gray
Coach Anna Sretching	Coach
ESL Teacher Lisbet Chiriboga	Guidance Counselor Robin Cuthbertson
Teacher/Subject Area Phyllis Goldstein/Data Special	Parent
Teacher/Subject Area Gina Jones/ESL Teacher	Parent Coordinator Anita Burrell
Related Service Provider Speech-Zegerman/Tchatchanachvi	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	734	Total number of ELLs	62	ELLs as share of total student population (%)	8.45%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	0	4	2	2	2	2								12
Pull-out	4	3	5	5	5	5								25
Total	4	7	7	7	7	5	0	37						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	53	0	21	8	0	5	1	0	1	62
Total	53	0	21	8	0	5	1	0	1	62

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	7	10	12	5	8								47
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic			1											1
Haitian														0
French		1		2		1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	1	1	4								9
TOTAL	5	11	12	15	6	13	0	62						

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)		1	4	4	2	0								13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	2													
Intermediate(I)	0	8	2	7	2	4								23
Advanced (A)	4	2	5	4	2	9								26
Total	6	11	11	15	6	13	0	0	0	0	0	0	0	62

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	4	1	0	0	5
4	9	3	0	0	12
5	1	0	0	0	1
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	4	1	1	0	0	0	0	0	6
4	9	1	2	0	0	0	0	0	12
5	1	0	0	0	0	0	0	0	1
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3	1	4	0	4	0	0	0	12
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

After reviewing and analyzing the assessment data:

Assessment tools – Ongoing assessments are an integral part of each class and of each ELL student. They are used to determine movement toward meeting common core standards. Formative and benchmark assessments are administered during the school year to support instructional intervention and are intended to enhance ELL student achievement. The Fountas & Pinnell assessment system (F & P) is utilized as a baseline in reading for the entire school. Grades K-5 continue to use F & P throughout the school year, as well as Schoolnet (grades 3-5 only), portfolios, and teacher-created exams to assess student growth. Grades K and 1 will begin using the Foundations program this year to develop phonics skills. If the student has these skills in his/her native language, we help him/her transfer these skills into the English language. Ongoing Common Core Assessments-writing baselines and benchmarks are part of each unit. Newcomer ELLs, who are native spanish speakers, are evaluated in Spanish using the F & P Sistema de evaluación de la lectura to determine language skills that are underdeveloped in their native language, as well as skills that can be transferred to English.

Data from F & P helps determine the needs of the ELL student as well as his/her strengths. We can determine if the child has reading skills (beginning, intermediate, or advanced), sight vocabulary, and comprehension skills. An instructional plan is created based on information derived from the above-mentioned assessments.

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

If we look at overall proficiency, we see that grades 1-5 are almost equally divided between “Intermediate” and “Advanced” levels. All “Beginner” ELL’s are new to the country (1 year or less). There are 27 out of 62 ELLs who are also classified as SWDs. Listening and speaking skills are developed more rapidly than reading and writing skills, which is evident by the number of students who score higher on the Listening & Speaking portion of the NYSESLAT.
- 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](#))

We will group ELLs to target specific areas of need. Teachers of ELLs will work in teacher teams to analyze data and modify planning and instruction to incorporate appropriate strategies.

Data is not available from AMAO tool at this time.

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

4a. Students show that they have difficulty achieving success on the reading and writing subtest. Emphasis on vocabulary in all content areas must be an integral part of each lesson. Students learn how to write across all content areas, and read and write for different purposes. Grammar skills are also taught within the writing curriculum. Out of 18 ELLs who took the NYS ELA exam last year, 14 scored level 1. These students were at Beginner, Intermediate, and Advanced NYSESLAT levels. Four ELLs scored a level 2. These students were all at the Advanced proficiency level.

There is not enough data to determine any results for students taking a native language test, to notice trends.

4b & c. We have chosen not to administer the ELL periodic assessment. We utilize F & P running records to monitor student growth periodically. ESL and classroom teachers analyze the results and determine the next steps needed to help each student.

- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

Our RtI framework for ELLs begins with strong support in Tier 1. The ESL teacher provides support to classroom teachers in order to target ELL needs on a daily basis. Analysis of formative assessments provides information on struggling ELLs. Subsequent supplemental and supportive Tier 2 instruction takes place in the classroom and is based on needs of students. The cases of ELLs who continue to struggle will be presented to the RtI Committee, and suggestions for interventions will be discussed with the classroom teacher. Cases will be reviewed after 4-6 weeks to determine if interventions have been successful. If necessary, Tier 3 individualized supports will be given through an Academic Intervention Services (AIS) program. Based on formative assessments, such as F& P and teacher-created exams, ELLs who continue to struggle with curricular content will be provided with AIS.

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

Classroom teachers consider their ELL students when planning instruction for the whole class. Since native language support is very important in second language acquisition, ELL students who are new to the country and are native Spanish speakers, receive lesson materials in their native language frequently. Our Envisions Math program has online Spanish materials and home-connections that are printed out to meet the needs of certain students. We also utilize RAZ-kids by Learning A-Z, which has leveled books in Spanish. Classroom teachers provide graphic organizers and visual representations to make language and content accessible to students. Particular attention is paid to peer grouping in order to maximize student engagement and comprehension. Classroom teachers understand that ELLs need a variety of ways to demonstrate their understanding of concepts, so they are allowed to draw pictures and respond in their native language. Additionally, with the understanding that language is a critical marker of individual and community identity, efforts are made toward a respectful and sensitive use of a student's home language as an outreach to that individual and his/her community.

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?

We do not have any dual language programs

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

Evaluation and assessment are continuous and drive our instruction. We seek not only academic success, but also success socially and emotionally. When our students are able to be part of their new environment and become life-long learners, we know we have succeeded. The scores on the NYSESLAT also show that we are succeeding. This past year, 8 out of 50 students scored "Proficient" and 23 students moved up one level. This is evidence of success.

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](#).) English Language Learners are initially identified at the time of admission or shortly thereafter. When a child is registered, the Home Language identification Survey (HLIS) is completed by the Parent/Guardian. If the home language is other than English or the student's native language is other than English, an informal interview in the native language (if possible) and English, is conducted by a member of the ELL committee (Phyllis Goldstein, Data Specialist or Lisbet Chiriboga, ESL Teacher who both speak English and Spanish). If the student speaks a language other than English and little or no English, the student is administered the Language Assessment Battery-Revised within the first 10 days of admission. If the child scores at the beginning, intermediate or advanced level, he/she is considered a limited English proficient (LEP) student. The student is then placed in the appropriate program. If the student scores below proficiency on the LAB-R, the Spanish LAB is administered to the student during the same testing period in order to determine language dominance for instructional planning. Annual assessment is done using the

NYSESLAT. If the child scores at a beginning, intermediate or advanced level on the NYSESLAT services will continue to be provided. All testing is done by ESL certified teacher, Lisbet Chiriboga.

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.

The Parent notification letters are sent to parents whose children are identified as ELL students. Parents are asked to attend a meeting where the video, explaining the three program choices, is shown. The parents are given an option to view it in the language of their choice. Each option is then explained and all questions are addressed. Next, the parent completes the Parent Survey & Program Selection Form for the student. Additional materials in the parents' native language are provided when possible (i.e. Guide for Parents of English Language Learners). If we do not offer the program that the parent selects, the parent is advised of that fact after they complete the Program Selection Form. Also, parents will be informed that if there are at least 15 children in two consecutive grades, whose parents have requested the same program, we will open a new class to accommodate these students. The Parent Surveys & Program Selection Forms are copied and the original is placed into the child's cumulative folder and a copy is kept on record in the ELL binder, which is kept in the Principal's office. This is done as soon as possible after the completion of LAB-R testing and parent orientations.

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](#)].)

ESL teachers distribute entitlement letters during the first ten days after a new registration takes place. A copy is kept on file by the ESL teacher. Continued Entitlement letters are sent home in September each year with ELL students who did not score Proficient on the previous year's NYSESLAT. A copy is kept on file by the ESL teacher. Parent Survey & Program Selection Forms are distributed, completed and collected at the time that the video is shown and orientation is provided. Attendance sign in sheets record which parents were in attendance. The original sign in sheet is kept on file by the ESL teacher and a copy is given to the Parent Coordinator. The Parent Surveys & Program Selection Forms are copied and the original is placed into the child's cumulative folder and a copy is kept on record in the ELL binder, which is kept in the Principal's office. If a form is not returned, the default program is transitional bilingual education. There is a periodic review of all letters received. Information from the Program Selection Forms is entered into ATS.

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.

If a child has been identified as an ELL student, based on the LAB-R, the child is placed in the ELL class on the grade. If the child is identified as an SWD, he/she is placed in the appropriate class. Each parent is notified, in the language of choice, that the child is receiving a push-in/pull-out model program for ESL services. The ESL teachers use the data from initial interviews and assessments to place ELLs in appropriate groups. There is a Newcomer group (grades 2-4) to service the needs of newly arrived (non-English speaking) ELLs. ELLs at the Intermediate and Advanced Levels are placed in grade appropriate groups to support growth in literacy and the content areas. Parents are notified at the orientation meetings of the language acquisition level and the type of group in which the student is placed. Communication is effected through discussion and/or letters in the native language. Parent choice is honored by reviewing the description of ESL, TBE and Dual Language Programs and explaining the transfer options available for TBE and Dual Language Programs in the event that parents indicate one of the former as a choice. Parents are encouraged to contact the school for any necessary clarification. Interpretation services are available if the parent does not speak English.

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.

Each Spring, Lisbet Chiriboga, ESL Teacher works together with Phyllis Goldstein, Data Specialist & Testing Coordinator to create a schedule to administer the Speaking, Listening, Reading, and Writing portions of the NYSESLAT to all current ELLs at their grade level. The ATS NYSESLAT Combined Modality Report (RNMR) is used to determine NYSESLAT eligibility. Lisbet Chiriboga coordinates the NYSESLAT Testing Plan and ensures that testing modifications for special education students are implemented according to their IEPs.

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

After reviewing the Parent Surveys and Program Selection Forms for the past few years, the trend in program choices has been Free Standing English as a Second Language. Only one parent selected a bilingual program in 2010-2011, three parents selected a dual-language program in 2012-2013. They were not students in consecutive grades. This year, no parents have selected a program

other than Free Standing English as a Second Language. In general, the parents prefer for their children to have English only classes.

Program models are aligned with the needs and requests of the parents whenever possible. If a parent is interested in finding either a dual-language program or a transitional bilingual program, then they are provided with a list of schools that offer their desired programs and information about transferring their student.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. ELL students are grouped by grade and class. They typically make up about a 1/4 of the students in the class. Only ELLs with IEPs indicating a different type of setting are not included in the general education grouping by grade and class.
 - b. A licensed ESL teacher plans collaboratively with the classroom teacher and uses a combination of push in and pull out groups in order to provide the mandated services in an appropriate instructional manner.
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)?

Since we have 2 ESL teachers, the needs of all ELLs are met. Both ESL teachers are knowledgeable regarding the mandated time for each group of ELL students. Beginning and Intermediate level students receive 360 instructional minutes per week in ESL, and Advanced level students receive 180 instructional minutes per week in ESL. The program model is push-in with a pull-out supplement, when necessary. Advanced level students receive 180 instructional minutes per week in ELA. These instructional minutes are delivered primarily via the push-in model whereby the ESL teacher supports Tier 1 core classroom instruction using various scaffolds and differentiation.
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.

Although instruction is delivered entirely in English in all content areas, the use of visuals, manipulatives, and an emphasis on content vocabulary development are considered during the planning and delivery of lessons so that ELLs are better equipped to access classroom instruction. In order to ensure academic rigor, challenging content and well-developed learning strategies that prepare ELLs to think critically, solve problems, and communicate in English are developed. Vocabulary development is an integral part of each and every lesson. We rely upon technology to provide ELLs with extra visual aids and auditory support to enhance learning and connect content to familiar situations and background knowledge- so that ELLs can access new material. All best practices such as: sentence frames, graphic organizers, and accountable talk are part and parcel of each lesson. Buddy systems enable the ELL student to feel more comfortable when speaking and trying new vocabulary. Classroom and ESL teachers plan together to determine supports needed by ELL students. The ESL teacher then selects the necessary vocabulary, comprehension skills and activities that will support the ELL in all content areas. These supports help ELLs meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish is the predominant native language for our ELL students. Since a strong foundation in the native language is a primary indicator of achievement in a second language, Newcomers will be appropriately evaluated in Spanish using the F & P Sistema de evaluación de la lectura to determine language skills that are underdeveloped in their native language, as well as skills that can be transferred to English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

EELLs are evaluated in all four modalities of English acquisition throughout the year. Teachers evaluate speaking ability by providing ELLs with numerous opportunities to verbally explain what they are thinking and doing, and to speak with each other about information. Listening skills are developed when listening to books on tape and then responding to the literature. This type of formative assessment is done weekly. ELLs are evaluated when they listen to each other, repeat what was said, and add on to the discussion. Reading is assessed through F & P running records three times per year, as well as when more information about a student's learning is needed. Writing is evaluated through baseline and benchmark assessments after each unit of study.
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).

Differentiation is in place for instructional plans for ELL subgroups: A Special Needs student who has a push in program will also have a pull out program to help him/her improve.

a. SIFE students are given support to help ease their return to the NYC education system. Parents are supported also, so that the child can have an easier transition.

Depending on the circumstances, the student might need more phonics or more AIS to increase his/her reading-decoding and comprehension skills. Some similar strategies used to scaffold learning for SWDs will be employed. After school programs are also available to help with their learning. Additionally, we will utilize support from the counseling team to help mentor these students.

b. For ELL students in the US Schools for less than three years: small group and push in programs are the models. The classroom teacher and the ESL teacher collaborate to drive the planning and instruction for the students. The standards for both Common Core Learning Standards-ELA and New Language Arts Progressions are the followed guidelines. Small group instruction using realia, tactile learning, prior knowledge, turn and talk, pair and share etc. are used. During the Literacy Block, children use Guided Reading books, geared towards their F&P reading levels. Conferencing during reading and writing time lets the teacher determine the strengths of the student and the next steps. The focus is on language development through content area. Technology is integrated to support all learning and to motivate learning. Teachers build on strengths and scaffold the learning to help students. Culturally congruent teaching methods, give the child a feeling of pride in his culture. Use of a student's native language is also provided as a support.

Children are afforded opportunities to teach others about their first language and home culture. Project based learning, thematic units, and cooperative learning groups are used to engage learners. The teacher models so that the students can make sense of the learning process.

c. The data was analyzed, and it was determined that the students who received 4-6 years of service, were not meeting the "Proficient" standard in the areas of reading and writing. To this end, we work intensively with these students on the different levels of writing. Writing is correlated into each content area and is based on the Common Core Curriculum Standards. Children are assisted by teachers in determining their writing skills and goals to become more proficient. Conferencing is ongoing. Writing helps the reading process. As the student is able to write to formulate his own questions, his comprehension improves. Using informational texts, the students will be able to think critically and analyze their readings. Vocabulary is taught as part of each lesson. This correlates writing and reading skills.

d. For long term ELLs, we use the F & P assessments to determine a base level for instruction. The schedule for the student might include being in a different class for different instructional help. Currently, we only have one long term ELL who transferred into our school this year. This student's NYSESLAT scores indicate that a strong focus needs to be placed on the development of reading and writing skills. The ESL teacher will work collaboratively with the classroom teacher to incorporate more strategies for hearing impaired English Language Learners.

e. For ELLs reaching proficiency on the NYSESLAT, support services will still continue. The first year the student will still be placed in an ELL class and receive additional support from both the classroom teacher and the ESL teacher. AIS teachers also support these efforts. For two years, the student is still entitled to testing modifications which include extended time and a separate location. The classroom teacher and the ESL teacher both work together to ensure that the students who have achieved "Proficient" can fly.

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?

Instructional strategies that teachers of ELL- SWD students use to provide access to academic contents areas and accelerate English language development include using informational texts and vocabulary development in all content areas—word roots, prefixes and suffixes, word parts, antonyms, synonyms, independent and guided reading and writing, compare and contrast stories, use of prior knowledge, learning the features of print (i.e.: chapters, headings, bold print, Table of Contents, index, glossary), main idea, predicting outcomes. The Writing Process includes: prewriting, drafting, revising, editing and celebrating by publishing. Materials include Continental Press Empire State ELA grade appropriate books, teacher created stories and the children's own work, and other supplies. The literacy curriculum, ReadyGen, contains specific scaffolded strategies that help make content accessible to ELL students. Spanish versions of math, science, and social studies curricula are also utilized when necessary. Students who are both ELL and SWD receive services based on the NYSESLAT score and the IEP as far as meeting the needs and learning style of the child. If an SWD student is also an ELL, the service model is such that the child receives a

push-in/pull-out plan where the ESL teacher meets the required mandate- the number of minutes, and at the same time the teacher of the SWD student supports the learning since the two have planned together. All of the services mandated on the IEP are followed: for example: if the child needs OT, the ESL teacher meets with the OT teacher to plan for the steps necessary to ensure comprehension.

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?

Scheduling flexibility allows teachers to meet the diverse needs of ELL-SWDs. Teachers are able to meet in teams at least once a week to discuss the strengths of the students and their progress. Children’s schedules are also flexible so that if a student will have his needs better met in a different class, for part of the time, his/her schedule is arranged so that it can happen. Whenever possible, the ELL-SWD student is placed in a general education class, especially during lunch, gym or other times of the day.

Mainstreaming is always looked at as a possibility and tailored to the child’s academic strengths. The ESL Teacher collaborates with all teachers of ELL-SWDs to ensure growth in second language development.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
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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.

Intervention services: Tier 2/3, small group, push-in, flexible scheduling, buddy system, vocabulary-based, needs-based and learning styles-based (especially SWD). Rotation of groups allows for each child's skills to be met. NYSESLAT scores are used to determine strengths and weaknesses in reading, writing, listening, and speaking. In grades K-2, ECLAS levels have been used to identify which students need targeted interventions. In grades 3-5, NYS ELA scores are also used to determine which students need academic intervention. During planning time between the classroom teacher and the ESL teacher, content area vocabulary, comprehension skills and topics are discussed. When the ESL teacher pushes in during content area time (ELA, math, science, or social studies), the teacher has the curriculum map and is prepared to provide small group instruction to ELLs on the topic.

P.S.111 also conducts grade-level data team meetings whereby the ESL teachers can meet with and support the teachers of ELLs.

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

The scores on the NYSESLAT show the effectiveness of our program on language development. This past year, 8 students scored "Proficient" and 20 students moved up one level. Additionally, 67% of ELLs received a Level 2 or 3 on the Fourth Grade Science Exam. This is evidence of the effectiveness of our program with regards to content.

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

New programs are being considered and implemented. We will be implementing Reader's Theatre to support the listening, speaking, and reading modalities. We will be implementing the Language Power curriculum to foster reading and writing skills. We are looking into utilizing Santillana's Intensive English program for Newcomer ELLs.

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

The pull-out model will be diminished, except when necessary to meet mandates fully or to better meet the needs of Newcomers, Hearing Impaired students, and SWDs. No program is being discontinued, however. Based on student needs, Newcomers, Hearing Impaired students, and SWDs will be pulled out so as to avoid distractions.

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

ELLs are afforded equal opportunities and access to all school programs. Test prep for grades 3-5 are open to everyone. After school programs are targeted to students with low test scores, but everyone has equal access. ELL students will also have their own after school program.

An ESL Drama program for after school is planned. Title III money will be used to purchase supplemental materials. The goal of the program is to enable ELL students to develop oral language, and reading and writing skills that will help them satisfy New Language Arts Progressions. There will also be a Homework Help component so that homework can be thoroughly understood and completed.

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

Technology in Math and ELA support the ELLs. Smart/Eno Boards are used throughout the lessons. Pearson and Continental Press materials also help. Materials used to support ELLs are: Words Their Way (spelling and vocabulary development), Empire State English Language Arts, Reading Comprehension Developing Fiction and Non Fiction Skills, Time for Kids. Subgroups use materials that meet their needs. The same technology is used but on their level. RAZ-kids online guided reading program with interactive ebooks, downloadable books, and reading quizzes is also utilized. Brainpop.com is another online tool that teachers use to help ELLs access content. It provides animated movies in various content areas. Content area materials are from the same books and technology that are used in the school-ReadyGen. However, the ESL teacher works with all students to clarify and modify the material as far as vocabulary and content. If the child can read in the native language, books in his/her language are used.

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

Students have access to bilingual picture dictionaries, books, and technology in their native language. The program model used is push-in/pull-out ESL. In that program, if the child is able to read in the native language, materials are provided and if the teacher or paraprofessional speaks that language he/she supports the ELL student.

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

Required support is provided based on grade, age and proficiency level. The child is put into an age appropriate class, but will

receive services based on his/her needs. Individual attention is given to each child in small groups to accommodate those needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled students are given packets that describe activities in the school, programs and special features. Students are introduced to teacher and classmates. Basic English vocabulary is introduced. Buddy systems in the classroom are set up to support the student. Peer tutoring from other grades is sometimes available with other students from the same country.

18. What language electives are offered to ELLs?

There are no language electives specifically for ELLs. However, Korean is taught in some classes, including ELL and SWD classes.

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)?

We do not have any Dual Language programs.

C. Professional Development and Support for School Staff

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

1. All ELL personnel are provided opportunities for PD both through the Department of Education OELL programs and the Network. They are also able to attend workshops in other schools and universities. All PD is turnkeyed to the staff. Professional development focuses on a variety of aspects that support teachers in delivering Common Core aligned instruction. Some aspects include: guiding teachers on how to develop ELLs' foundational skills in English and enable them to participate fully in grade-level coursework, provide scaffolds and the differentiation needed to make the Common Core Learning Standards accessible to ELLs, emphasize content based vocabulary during instruction in all curriculum areas (through the use of realia as much as possible).

2. As the ELLs transition to middle schools, parents are notified about the programs in schools that meet the students' needs or interest. Personnel from the schools are invited to either come to P.S. 111X to speak with our students or allow our students to visit their schools. The guidance counselor sets up meetings with parents of ELL students to assist with the transition to middle schools. Middle school personnel visit our students to help them transition and set up meetings in their school.

Joint discussions between counselor and ESL teacher will occur regarding helping students with their time management and study skills. Discussions regarding setting long and short-term academic goals will be held.

3. As per Jose P., during faculty conferences, Common Core Preps or CFI meetings, the 7.5 hours of ELL training will be given by the ESL certified teacher. The ESL teachers give copies of the PD attendance sheets to the Principal and the agenda as well. These documents are stored in the Principal's office in a binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are an active part of our school. Workshops are ongoing for all parents Pre k -5. Parent surveys indicate the type of workshops that parents are interested in. There are also Learning Leader workshops available. All notices are sent home in various languages and translation is available during meetings. Meetings take place at various times to allow for maximum attendance. We also conduct parent workshops specifically for parents of ELLs that focus on activities that they can do at home to support their child. At all meetings translation is available.
 2. We partner with Learning Leaders to help train parents to be classroom volunteers, including ESL parents. Learning leaders is an organization that provides parents with workshops on tutoring students and volunteering in the classroom.
 3. Parents' needs are determined by conversations, meetings, surveys, phone calls and more. At the beginning of the year parents are given surveys by the Parent Coordinator (PC) and asked about the programs that they would like. The PC arranges the workshops and invites the parents. Translation is always available. When a parent has a concern, the teacher, PC and administration work to resolve the issue.
 4. One of the major concerns of parents is for their child to learn English. As such, we provide the best possible instruction in English by licensed ESL teachers. Needs of the parents are voiced and responded to by the Administration, teachers and PC. Parents are involved in Grandparents Day, Mother-Daughter Breakfast, Father-Son Breakfast, Father-Son Basketball Games, Family Day Picnic, Adult ESL classes (conducted by Office of Continuing Education), class trips, parent trips.

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.

None

Part VI: LAP Assurances

School Name: Seton Falls Elementary

School DBN: 11X111

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celina Gutierrez	Principal		11/15/13
LeCounte Teele	Assistant Principal		11/15/13
Anita Burrell	Parent Coordinator		11/15/13
Lisbet Chiriboga	ESL Teacher		11/15/13
	Parent		
Phyllis Goldstein	Teacher/Subject Area		11/15/13
Diana Matias	Teacher/Subject Area		11/15/13
Anna Scretching	Coach		11/15/13
	Coach		1/1/01
Robbin Cuthbertson	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Latanya Gray	Other <u>Assistant Principal</u>		11/15/13
	Other		1/1/01
	Other		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: **11X111** School Name: **Seton Falls**

Cluster: Network: **109**

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.

Home Language Survey
Parent Coordinator Parent Contact Logs
LAP

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.

Our findings indicate that PS 111 has a need to provide spanish, french and sign language written and oral.translation The parent coordinator has informed teachers and parents about translations services provided by the DOE via telephone to facilitate conversations between staff and parents. All memos to parents are either translated by the principal or submitted to DOE translation unit

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.

All letters to parents are translated by the principal or the DOE unit in order to maximize communication with and to non-english speaking parents. PTA, family workers, administrators and CSE members submit documents to the parent coordinator who submits it to DOE translation at least 2 weeks in advance.

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.

The principal, the social worker and other staff members including paras, and school aides provide oral translation as needed. Hearing impaired translation is arranged via email to the sign language 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>.

All letters to parents are translated by the principal or the DOE unit. The principal, social worker, and other staff including paras and school aides provide oral translation as needed.

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: Seton Falls Elem. P.S. 111X	DBN: 11X111
Cluster Leader: Doug Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

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: Students in the ELL program who have not passed the NSES LAT have, according to the modality report (RMNR), scored poorly on the Reading/Writing part. As such, the targeted students are those who need to have reading and writing skill emphasized. Instruction will be in English. Certified ESL teachers will instruct using ESL materials from vendors such as Mondo and Continental Press. ESL Teacher will provide afterschool program for grade 1 & 2 ELLs on Tuesdays and grade 3,4,5 ELLs on Wednesdays starting 1/8/13 until May 2013. A portion of each class will be devoted to assistance with homework assignments. The remainder of the program will support the development of language through content. Materials that include informational texts, fiction books, and the internet will be utilized. Learning activities that incorporate reading, writing, dramatic enactments, and group projects will be incorporated to engage students.

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: Lisbet Chiriboga is the QTEL staff developer and holds a Common Branch - Bilingual License. She holds monthly professional development meetings with (K-5) general education teachers of ELLs. She provides clearly defined strategies for teachers to use in their classrooms that will provide ELL students with comprehensible input and gain language proficiency. Teachers are held accountable for all students including ELLs. Teachers have identified the ELLs but need to learn best practices on improving the delivery of classroom instruction. Teachers will receive Professional Development from our school Network, ESL teachers and QTEL on how to incorporate language in all curriculum areas. The Quality Teaching for English Learners Program (QTEL) is a professional development initiative that provides an academic framework that is rich in intellectual challenges along with high-level support. The QTEL professional development model provides rigorous challenges and strong learning support opportunities so that teachers can develop expertise and raise student achievement. The following topics will be covered: How to Use the Native Language to Support New Language, Using the Senses to Enhance Informational Text to Comprehension, Integrating Technology in all Curriculum Areas, Meeting the Needs of Students-Making Language Accessible, Incorporating Speaking and Writing, Differentiation and Grouping.

Part D: Parental Engagement Activities

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: Parent workshops specifically designed for parents of ELLs will be coordinated in conjunction with Parent Coordinator. Workshops will be held monthly starting in February 2013. Tentative topics are Reading for All Grades/Promotion in Doubt Criteria, What You Need to Know about the NYSESLAT, ELA & Math, Moving to the Middle School, ScienceParents are an integral part of their child's learning. Therefore, they need to know what they can do to support their child at home. Parent workshops are offered and additional workshops will be given with translators available. The workshops will cover grade specific materials, expectations, how to meet their goals, looking ahead at next year. Notices regarding upcoming workshops are being sent to parents in the Language of their choice.

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 		A certified ESL Teacher/Teachers would work for a total of 160hrs in a small group setting.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		Contract AUSSIE assisatnce for classroom teachers.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		Martha Speaks book series by Susan Meddaugh at \$6.00 each. "Saving Lilly" by Peg Kehret at \$6.00 each. Charlotte's Web by E.B. White at \$10.00 each. KIND News Magazine sub at \$60.00
Educational Software (Object Code 199)		

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.
Travel		
Other		Parent Involvement Workshops* How to help your child succeed in school.
TOTAL		