



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COMMUNITY SCHOOL 134X
DBN (i.e. 01M001): 12X134
Principal: KENNETH THOMAS
Principal Email: KTHOMAS@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: MARGE STRUK

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
KENNETH THOMAS	*Principal or Designee	
VICKY FIGUEROA	*UFT Chapter Leader or Designee	
RENARD MIMS	*PA/PTA President or Designated Co-President	
AURORA FELICIER	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
SHAUNDELL DAVIS	Member/ PARENT	
JOAN SANTIAGO	Member/ PARENT	
IVONNE TORO	Member/ UFT	
SHEILA SIMMONS	Member/ UFT	
SUSAN BETANCOURT	Member/ PARENT	
EDDIE TAVERAS	Member/ UFT	
ERICA WALTON	Member/ PARENT	
KAREN WESTNEY	Member/ UFT	
MARIA ORTEGA	Member/ TITLE 1 PARENT REP.	
JUANITA VELAZQUEZ	Member/ UFT	
AUDREY SOTO	Member/ UFT	
SHEKEBEA WRIGHT	Member/ PARENT	
	Member/	
	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 12X134

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	727	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	9	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.0%	% Attendance Rate		90.4%	
% Free Lunch	92.5%	% Reduced Lunch		4.2%	
% Limited English Proficient	11.5%	% Students with Disabilities		15.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American		42.8%	
% Hispanic or Latino	54.1%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	2.2%	% Multi-Racial		0.1%	
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	3.8%	% Teaching Out of Certification		15.1%	
% Teaching with Fewer Than 3 Years of Experience	15.1%	Average Teacher Absences		5.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4		14.1%	
Science Performance at levels 3 & 4 (4th Grade)	66.4%	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	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	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.						
<p>The school has a safe and inclusive environment that is conducive to student learning and teachers' professional growth. The administration analyzes student performance by class and subgroups and provides the data to teachers to inform necessary instructional and curricular adjustments to support student learning.</p> <p>Teachers use data from summative and formative assessments to identify goals that enable students to work towards mastery of learning targets.</p> <p>The teacher team structure is organized around grade level inquiry and school improvement planning resulting in increased collaboration and a focus on improving student achievement.</p> <p>The school has trained faculty and programs that support students' social emotional learning and partnerships that provide opportunities for students to participate in activities, increasing their personal growth.</p>						
Describe the areas for improvement in your school's 12-13 SCEP.						
<p>Develop greater alignment of the curriculum across content areas and grades to include the Common Core Learning Standards and tasks that are rigorous in order to accelerate student achievement.</p> <p>Improve teacher pedagogy so that lessons provide multiple entry points for students with varied learning needs including access to content, participation in discussions to produce meaningful student work products.</p> <p>Ensure that the use of resources is aligned to stated school goals and supports increased student achievement for all students including students with disabilities and English language learners.</p> <p>Improve the school wide alignment of the use of assessment results to effectively inform adjustments to teacher practice for improved student learning.</p> <p>Refine the teacher evaluation and feedback system to include next steps for professional growth and clear expectations to elevate practice across the school.</p>						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • Curriculum shifts to learning and classroom practice. • Curriculum resources materials not available to support instructional shifts in teaching and learning. • System-wide training for teachers on CCLS and core curriculum materials are not mandatory. • Difficult to find experts on the core curriculum in Mathematics and Literacy. Danielson Framework is a work in progress both for schools and system-wide. 						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<p>Teachers are well on their way to understanding the Domains in the Danielson Framework. They continue to receive ongoing, professional development on each component.</p> <p>Teacher teams have exceeded goals. Teachers meet several times during the week to discuss and analyze student work; discuss pedagogy and best practices; make informed decisions among the grades and school-wide.</p> <p>Curriculum alignment and data driven instructional has made a positive effect on students and academic gains.</p>						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
<p>Although there have been noticeable improvements, there is not consistency across all classrooms and grades. Classes with SWD and ELL continue to have challenges due to limited opportunities to support their learning and increase in their progress.</p> <p>CCLS are not fully incorporated in the analysis of current results and desired outcomes in order to effect school-wide curriculum decisions.</p>						
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.				
<p>Availability and timeliness of core curriculum materials.</p> <p>Mandatory training (system-wide) for teachers in Danielson Framework.</p> <p>Fully incorporating the CCLS in order to effect school-wide curriculum decisions.</p>				
List the 13-14 student academic achievement targets for the identified sub-groups.				

Using the growth model as choice for the measures of student learning, the school will target the following sub-groups:

Lowest one-third (scoring level 1 or low level 2)

English Language Learners (students who made no progress on NYSESLAT and scored Level 1 or low Level 2 on state exams)

Students with Disabilities (all Level 1 students)

Describe how the school leader(s) will communicate with school staff and the community.

School leaders communicate with staff via email, staff monthly meetings, grade meetings and memorandums. School leaders communicate with parents and the school community via email, letters, school messenger, parent meetings, assemblies, and text message.

Describe your theory of action at the core of your school's SCEP.

If the school monitors student progress among ELL and SWD students over time using various entry points and intervention resources, then these systems will help develop more focused strategies that will ultimately improve student performance.

If the school continues to develop the instructional expertise of teachers, using the Danielson Framework, then students will learn in deeper and meaningful ways.

Describe the strategy for executing your theory of action in your school's SCEP.

Ongoing professional development, teacher team meetings, and monthly staff meetings will develop teacher's content as well as assist teachers in making instructional shifts in teaching and learning.

List the key elements and other unique characteristics of your school's SCEP.

School program is designed to allow teacher collaboration and teaming three times a week.

Cookshop for Families has had a positive impact on school and home relationships.

Teachers are trained in Shared Inquiry approach to teaching and implements techniques during literacy block.

School Improvement Team is involved in making major school policy decisions.

Strong Relationship with CBO.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

As we effectively try to implement and manage our Improvement Plan we have put into place the following:

- More common planning time(3x per week), so that teachers can look at student work using a research based protocol and plan instruction accordingly.
- Grouping students for the extended day to provide more specific, focused instruction based on students Fountas and Pinnell Levels
- Implementing Danielson to evaluate more effective teacher practices in the classroom
- Provide PD throughout year that focuses on student progress through Common Core Standards based Instruction
- Grouping ELL students for services
- Mainstreaming Special Ed students based on IEP's
- Implementing pre and post assessments to measure student progress
- Weekly teacher team meetings to share best practices horizontally
- Monthly Grade leader meetings to share best practices vertically

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).							
Further refine the alignment of assessments within the curriculum so that the analysis of student learning can have greater impact on pedagogy and learning outcomes.							
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	D

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.			
	2.2 School leader's vision		2.3 Systems and structures for school development
	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.
Establish a means by which to access multiple data sources from their common assessments. Use this data to measure progress and effectively adjust curriculum development and instructional practices.

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
<ol style="list-style-type: none"> 1. The minutes from the School Improvement Team and School Leadership Committee will be disseminated to the staff and placed in their mailboxes and via email. Grade leaders are responsible for turn-keying and discussing the details of the minutes at grade meetings with grade partners. Monthly objectives will be revisited to ensure target areas have been met by teachers. 2. The school improvement team will continue using and revising assessments and rubrics that are used at a school-wide level from Pre-K to Fifth grade. 3. Periodic assessments will be administered. Results are used to formulate next steps in instruction and inform instructional goals for improvement. 4. Teacher Center will continue to provide a series of profession development sessions on using assessments to drive instruction.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal, Teacher Center, School Improvement Team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Based on the choice by the MOSL committee, the growth model was selected to monitor student progress. Students will be provided with baseline, periodic, and benchmark assessments. Data is gathered and analyzed to drive instruction and intervention. Administration will work in conjunction with teachers to formulate target groups and provide next steps. 2. School meets with MOSL team periodically to maintain and track progress of targeted students.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Minutes from the School Improvement Team meetings will be disseminated and discussed with grade partners no later than one week after meeting. Information should be disseminated school-wide and to parents no later than two weeks. 2. School-wide assessments should be administered in September; targeted groups should be formulated beginning October. Periodic assessments will be administered three times during the school year. Fountas & Pinnell diagnostics are administered three times yearly. Running records are administered bi-weekly.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Monthly MOSL team meetings to monitor student progress. 2. Monthly School Improvement Team Meetings to focus on effective 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.											
	PF Set Aside		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.											
	PF AIS		PF CTE		PF College & Career Readiness				PF Common Core		

	PF ELT	x	PF Inquiry Teams	x	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 #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).							
Develop greater alignment of the curriculum across content areas and grades to include the Common Core Learning Standards and tasks that are rigorous in order to accelerate student achievement.							
Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	D

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.			
	3.2 Enact curriculum		3.3 Units and lesson plans
	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.
School leaders will continue to maintain a school-wide data driven culture that addresses students' needs through ongoing assessment, analysis, planning and instruction that facilitates the raising of student achievement.

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
<ol style="list-style-type: none"> 1. Data-driven planning based on gathered information. Data monitoring and goal planning discussed and maintained by MOSL team. 2. Small group instruction that are differentiated according to results of skills analysis. 3. Push-in/pull-out programs for ELL and SWD given by SETTS, Guidance, Speech and ESL teacher based on NYSESLAT, ELA and Math results. 4. Team use of a researched based protocol for looking at student work. 5. Use of Hess' Cognitive Rigor Matrix as a tool for defining rigorous tasks.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Fordham PSO 2. Teacher Center Staff 3. MOSL Team 4. ELL Coordinator 5. SBST
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Ongoing formative (periodic interim assessments, baseline and benchmark assessments, unit tests), and summative assessments. 2. Tracking of performance on Fountas & Pinnell Benchmark Assessments. 3. Performance Assessments; Study Island; Teacher Ease
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. By January 2014, teachers will become familiar at using Hess' Rigor Matrix as a tool during team meetings. 2. Teachers will collaborate during teacher team meetings once a week to determine and design rigorous unit plans.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Study Island is used both during and after school for students. This program monitors student progress regularly. 2. AWARD reading online is utilized after school for ELL and SWD and monitors each activity. The program extends home. 3. Wilson Reading a systematic, explicit program designed to support ELL and SWD. Periodic assessments are administered.

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	X	Title IA		Title IIA	X	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		X	PF RTI				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).											
Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.											
Review Type:	DQR	Year:	2013	Page Number:	5	HEDI Rating:	D				

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.											
	4.2 Instructional practices and strategies		X	4.3 Comprehensive plans for teaching							
	4.4 Classroom environment and culture			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.											
Use of detailed formative information to support teacher growth and help make effective school-wide decisions.											
Common grade teachers will continue to plan and conduct weekly lessons that require students to articulate their understanding by an increase use of academic language. This is done by implementing the Depths of Knowledge tool.											
Teachers routinely self-reflect and collaborate on instructional practices, student goals and progress. Teachers will continue to work on the Danielson Framework and receive ongoing professional development regarding the Domains.											

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. Teachers of SWD demonstrate proficient use of the 16 elements of explicit instruction to meet the needs of learner variability in their classrooms.											
2. Teachers meet throughout the year to receive professional development by administration on Danielson.											
3. Provide and support teachers who need assistance on Danielson. Teachers refer to framework/rubric and are provided feedback to colleagues.											
4. Inter-visitations conducted throughout the year.											
B. Key personnel and other resources used to implement each strategy/activity											
1. Principals											
2. Assistant Principals											
3. Fordham PSO											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. Provide timely feedback to teachers referring to the descriptors in Danielson.											
2. Demonstrate participation and record 16 elements of explicit instruction using rubric.											
D. Timeline for implementation and completion including start and end dates											
1. Using the ADVANCE tool, both formal and informal observations will be completed by March, 2014.											
2. By May, 2014, the QIP goals will be implemented and monitored by the School Implementation Team and Fordham Support Specialist.											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
1. Per session for Danielson training.											

2. Title III funding for ELL training.
3. Training for ELL after school academy.

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		Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Additional in-house Danielson PD.											
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	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs			X	PF RTI			X	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).

Staff members and school support staff members who have been trained in Positive Behavior Intervention Strategies provide social emotional support for students throughout the day in class as well as in one to one meetings with students who exhibit frustration or do not respond appropriately to classroom expectations.

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	P
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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		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, the school will demonstrated the development of overarching systems that support and sustain social and emotional development in the classroom through the use and implementation of RTI strategies and practices.

Monthly efforts are made to build relationships with community based organizations that support staff, parents and students with the support of the CBO partnership. The school will continue to provide ongoing training/professional development in using the school template Behavior Intervention Forms (BIF) and planning strategies. Ongoing and appropriate use of data such as IEP, progress reports, and parent conferences will take place bi-monthly by appropriate staff members.

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. Administration will disseminate RTI materials to staff, teachers and parents. They provide workshops and training regarding classroom and home.
2. School Psychologist and support staff will provide workshops and strategies for the use and implementation of BIF's and other related planning strategies out of the classroom. They will provide strategies for teachers to help students better cope in and out of the classroom and within the school community.
3. Administration will allocate time for support staff and teachers to conference and conduct case studies on students' progress using classroom data and daily anecdotes in addition to the Pupil Personnel and grade conferencing time.

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

1. Guidance Counselors
2. SBST
3. Parent Coordinator

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

1. Provide information via monthly parent calendar, staff DOE email, brochures and pamphlets distributed and provided by CBO.
2. Outreach to CBO is done through letters, phone calls and emails to establish working relationships.

3. Provide ongoing training and development provided by Fordham PSO, Administration, and support staff. Provide parents and teachers with workshops to encourage the use of data and to better interpret the information which will build a collaborative working relationship between school and home.

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

1. November 2013 – administration will provide a professional development calendar for staff inclusive of workshops, dates and times regarding the development in areas that continue to focus on RTI procedures and strategies. This is in order to better serve and respond to students’ social, emotional health, academic and social success.
2. September 2013 - June 2014 – Fordham PSO - continue to work on school’s QIP that focuses on SWD behavior and academic issues.

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

1. Monthly School Implementation Team meets on a monthly basis to monitor targeted students.

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
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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 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	X	PF Parent Engagement
	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).

Engage families in school decision-making, activities and an open exchange of information regarding students’ progress toward school and class expectations.

Review Type:	QR	Year:	2012	Page Number:	7	HEDI Rating:	D
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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		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	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.

Three times a year, the school will hold orientation meetings to present the overall goals as well as specific grade/class goals and student goals. This does not include Parent/Teacher conference days. Parents attend Family Art and Science Night, which is held three times a year for two hours to work on experiments and art activities with their children and teachers.

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

1. Parent and community learning leaders who work regularly with teachers to provide support for students.
2. Improve health and nutrition among families which improve the well-being of students and their families.
3. Involve parents in activities that require fitness, movement, and music.
4. Increase attendance and school involved through Sports & Arts in Schools Foundation.

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

1. Cookshop for Families
2. Move to Improve
3. Sports & Arts in Schools Foundation

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

1. Two-way communication channels from school to home; school to community partners.
2. Parent and community volunteers who work regularly with teachers to provide support for students.
3. Learning at home; build school parents to involve parents in playing a bitter role in their child’s education.
4. Improving health and nutrition among families which improve the well-being of students and their families.
5. Involve parents in activities that require fitness, movement and music.
6. Increase parent attendance through CBO involvement.

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

1. Guidance Counselors communicate plans every four months which involve changes in disciplinary measures, policies, and communicating with parents.
2. Parent Coordinator meets with parents every third Thursday to discuss current school issues.

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

1. A monthly calendar is distributed to families indicating all future events, including a detailed menu given by the DOE Food Services.
2. Parents meet for conferences followed by Cookshop session.
3. Sports & Arts conducts daily Homework Help sessions.
4. Learning leaders volunteer in the early childhood classrooms.

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	X	Title IA		Title IIA		Title III	X	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	X	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	<p>Reading Recovery: Short-term early intervention for children in first grade who are having difficulties with literacy learning. Children are involved in activities that foster reading, writing, listening, and speaking.</p> <p>Wilson Reading: Systematic, explicit instruction for first and second grade ELL students in phonics instruction.</p> <p>Pull Out: Provide additional support for targeted students in the lower 1/3.</p>	<p>Reading Recovery: Students meet individually with a specially trained teacher for 1:1 tutoring sessions that have been specifically designed for them.</p> <p>Wilson: Students meet three times a week for sessions. Groups no larger than 10 each.</p>	<p>Reading Recovery: Children are seen daily during the school day. Each lesson is 30 minutes long. Lessons continue for an average of 12-20 weeks.</p> <p>Wilson: Each lesson is 75 minutes long. Children receive Wilson instruction after school. Pull-out program during instructional time. 45 minutes per session, three times a week.</p>
Mathematics	<p>Extended Day and After School academy dedicated to intervention for students performing at the lowest 1/3, ELL, and SWD. Pull Out: Provide additional support for targeted students in the lower 1/3.</p>	<p>Teachers meet with small group of 8 students. Groups are based on result of MOSL performance test and formative teacher assessments in mathematics.</p>	<p>Children meet in groups two days a week for 75 minutes. Groups are then reassessed every six weeks. Pull-out program during instructional time. 45 minutes per session, three times a week.</p>
Science	<p>Additional hands-on labs are conducted for struggling students, ELL and SWD. Lessons are given in groups and are modified and guided.</p>	<p>Groups of students are given projects that are delivered in increments. The projects promote discussion, problem solving skills, inquiry, and content vocabulary through real-life connections.</p>	<p>Small groups are conducted during the instructional day.</p>
Social Studies	<p>Social Studies cluster designs specific targeted lessons for students performing below standards in Social Studies.</p>	<p>Small groups of students receive extra support in map skills. Teacher also provides strategies for reading DBQ. Teacher reinforces content vocabulary through the use of real-life connections.</p>	<p>Small groups are conducted during instructional day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At-Risk Counselor: The at-risk counselor provides conflict resolution and crisis intervention to students in need. Additional services include Pupil Personnel Committee, referral to Community Based Organizations, and behavior plan support to classroom teachers. Parent conferencing and mediation.</p>	<p>Services are delivered in small groups and one to one settings based on state mandates for students with counseling services. Provides support to related services counselor middle school articulation.</p>	<p>Service is provided during the school day.</p>

**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.			
School Wide Program (SWP)	X	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.
<p>All teachers are currently highly qualified. Administrative staff members regularly attend hiring fairs to identify and recruit highly qualified teachers in common branches.</p> <p>Ongoing professional development is provided in teacher effectiveness, classroom management, and instructional practices. Our teacher center specialist provides mentoring to new teachers under the Mentor Program.</p> <p>Inter-visitations for new teachers with experienced teachers are conducted on a regular basis.</p> <p>Each new teacher is assigned a "buddy teacher" and meet on a weekly basis.</p> <p>Grade leaders are assigned to work with new teachers on their grade during common planning time.</p>

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).
<p>Teacher Center offers ongoing series of workshops in CCLS, Danielson Frameworks, Literacy and Mathematics.</p> <p>Ongoing high quality professional development has been, and continues to be, provided to staff members to ensure all students meet the Common Core Learning Standards (CCLS).</p> <p>Professional development began with having teachers consider and record what a high school graduate needs to be equipped with to be college and career ready. Participants then read, discussed and correlated their responses to key considerations in the design of the Common Core State Standards, "Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language". A scavenger hunt of the CCLS standards was developed to have teachers closely examine the standards. Subsequent sessions focused on unpacking components of the CCLS in literacy.</p> <p>Professional development on "Academic Vocabulary" began with participants reading and discussing "Academic Vocabulary" (Appendix A of the Literacy CCLS). At this session teachers engaged in a hands-on activity where grouped participants had to classify words presented as either: Tier 1, Tier 2, or Tier 3 words. Subsequent PD sessions focused on the categories of natural contexts and manipulating text when teaching students vocabulary in context. Subsequent related sessions have focused on activities to build student vocabulary including distinguishing base words from root words as well as teaching students the etymology of root words and the meaning of affixes.</p> <p>A series of professional development sessions have focused on improving the quality of questioning across the content areas. Sessions began with a focus on understanding the three kinds of questions and progressed to developing inferential and evaluative questions to promote student thinking. A session also focused on developing follow up questions to deepen students' understanding and thinking.</p> <p>Consecutive Saturday sessions focused on a specific shift of the literacy standards. In each of the sessions, participants were engaged in strategies to be utilized with their students. For instance, when Shift 3: Staircase of Complexity was covered, staff were engaged in the Reading and Analyzing Non-fiction (RAN) strategy. When Shift 4 was a focus of study, teachers were engaged in the Institute for Learning (IFL) Patterned Way of Reading, Writing, and Talking.</p> <p>There were sessions dedicated to the discussion of what rigor is as well as an activity involving rating degrees of rigor using Norman Webb's Depth of Knowledge and Hess' Cognitive Rigor Matrix. Participants, also, developed tasks that were CCLS aligned and demonstrated rigor. Multiple opportunities were provided in having educators reflect on their practice and its impact on student learning.</p> <p>Resources and components of modules in literacy and math posted on the Engage NY site have been used during professional development sessions. This has prompted teachers to adapt some of the lessons to use in their classrooms.</p> <p>Professional development has been provided in Common Core Learning Standards in Mathematics. Sessions on CCLSM began with learning the terminology used and arrangement of the math standards.</p> <p>Teachers have been introduced to the Progressions in Mathematics. Professional development sessions have focused on each of the standards for Mathematical Practice (SMP). In one session staff viewed a video of Kindergarten students engaged in a math lesson and identified the SMP demonstrated by students.</p> <p>Professional development continues to be provided on an ongoing basis to support staff in having students meet the CCLS.</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Programs supported from the Federal, State, and local services are coordinated to achieve this goal. Funds are used for the following:

- Improve parent involvement by conducting several family workshops.
- CBO;s conducting workshops for parents on the common core and curricula adoption programs.
- Professional development for teachers to unpack the common core and aligning it with the adopted curriculum (Envision, Superkids, ReadyGen).
- Purchase literacy packages for Students in Temporary Housing (STH).
- Professional development for teachers in the writing process (school-wide).
- Professional devilmnt for teachers in Mathematics and Science.
- Professional development for special needs teacher in classroom management and lesson planning.

C.S. 134 has created initiatives that are aligned to the CCLS and all funds

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.).

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.

TA Schools Only

Use of Program Resources

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

Small group instruction – design instruction based Fountas & Pinnell levels and formative assessments.

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).

In order to maximize instructional time, the 75 minutes extended day program is designed to coincide with after school academy.

**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.

Community School 134X'

Parents and families of students at C.S. 134 will be provided with opportunities to participate in school-based planning committees, and the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, C.S. 134 will:

- Offer monthly parent training workshops/meetings related to:
 1. Eligibility criteria for entrance into various programs (e.g. ESL programs);
 2. Educational structure and terminology;
 3. Rules and regulations regarding budget expenditures;
 4. Parenting skills;
 5. Monolingual and bilingual workshops in math, science and literacy.

- Encourage parents to network with each other and to communicate with district/school staff.

- Send representatives to district level committees and/or regional level committees, which include parent leaders who are on school-based committees, and the School Leadership Team.

- Encourage parental involvement in our school by:
 1. Establishing a school level parent advisory committee;
 2. Conducting outreach activities and training parents, especially new parents and non-English speaking parents;
 3. Training teachers and other staff in strategies that enhance meaningful parent involvement;
 4. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals and student goals.
 5. Encouraging and training parents as learning leaders to volunteer and assist in classrooms, in libraries and on trips;
 6. Distributing notices in languages spoken by the parents.

- Provide a Parent Room in which parents feel welcome and can coordinate activities for parent involvement.

- Provide resources for family outreach to assist and inform parents, and involve them in the 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;
- The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator provides 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:

- providing monthly parent workshops for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, and Student Code of Behavior;
- parents notified through a monthly calendar, letters, flyers as to the date and time of meetings and workshops to address the implementation of instructional programs;
- parents and C.S. 134 share responsibility for student performance through parent/teacher conferences, School Leadership Team meetings, PPC, Family Support and Intervention conferences;
- parental involvement is encouraged through attendance at Annual Fall Back-to-School Night to present and discuss curriculum expectations, assembly programs, and use of parent volunteers for the classroom and lunch programs. Pilot program for parents as reading partners will be established;
- meetings are scheduled at various times during and after the school day to accommodate parents;

- responses to parent written comments are done through phone contact or written communication to contact appropriate supervisor;
- parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs;
- meetings for parents with physical disabilities are held on first floor. Bilingual family associate will provide translation for non-English speaking parents;
- CITE (Center for Integrated Teacher Education) parent workshop will be given to parents based on surveys by the parents to assist them with their child(ren);
- Cookshop for Families parent workshops are offered to parents to educate families about healthy eating habits;
- Parent receive (quarterly) PTA Newsletter (Bristow Review) with upcoming events, programs and workshops.
- Parents are invited to attend Curriculum Night to celebrate student work in Literacy, Mathematics, Science, Social Studies, and the Arts.

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

Community School 134, 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);

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

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

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 134
School Name Community School 134		

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 Kenneth Thomas	Assistant Principal Marie Almonor
Coach Doreen Torres	Coach type here
ESL Teacher Maria Claudio	Guidance Counselor Mary Anderson
Teacher/Subject Area Ivonne Toro	Parent Luz Ramos
Teacher/Subject Area Leyda Cintron	Parent Coordinator Rebecca Cherry
Related Service Provider Delia Genao	Other type here
Network Leader(Only if working with the LAP team) Lillian Garcia	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	673	Total number of ELLs	75	ELLs as share of total student population (%)	11.14%
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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														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	12	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	63	2	10	11	0	3	1			75
Total	63	2	10	11	0	3	1	0	0	75

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	18	5	7	11	4								56
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French			2	1	1	1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	4	1	1	2	3								13
TOTAL	13	22	9	9	14	8	0	0	0	0	0	0	0	75

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)	2	2		1	6	2								13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	10	3	1	7	3								27
Advanced (A)	8	10	6	7	1	3								35
Total	13	22	9	9	14	8	0	0	0	0	0	0	0	75

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	1				1
4	14				14
5	5	1			6
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	2								2
4	13		2						15
5	5		1						6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		1				6
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

Students are assessed using Fountas & Pinnell and at times, ECLAS-2. This year, periodic assessments in Reading and Writing are administered as part of the growth model which will measure student outcomes throughout the year. ELL interim assessments are administered twice a year and determines the focus for instruction. The data reflects ELL students who have been assessed using these tools demonstrate a deficiency in vocabulary and comprehension. Particular struggles continue to be in the use of suffixes, prefixes, and in reading with fluency. Children with specific deficiencies are grouped together by grade and proficiency level and are taught according to their area of need. Classroom teachers meet with ESL teachers to plan on a weekly basis. The data patterns also demonstrate that for the past five years, a percentage of students continue to test out of ESL. Particularly, in grades Kindergarten and Fourth grade. We will continue to look at the reasons why students in these two grades continue to make progress and use the same strategies to enhance the percentage in other grades.

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

There continues to be an influx of African students who speak various dialects entering the school system and are identified as ELL students. As a result, fewer students are administered the Spanish LAB-R. Based on the LAB-R, only a small amount of students (2-3) are newcomers who are exempt from testing. Kindergarten continues to be the grade in which students pass the NYSESLAT after first administration. Based on the results of the LAB-R and parent orientation, the need to expand the ESL program as opposed to bilingual programs, has increased. The results from the Spring 2013 NYSESLAT has demonstrated the majority of our students in grades K, 4 and 5 are at the Advanced proficiency level. Our special education ELL students remain unchanged with the majority at the Intermediate level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The majority of our students are proficient in Speaking/Listening based on NYSESLAT scores. The trend shows an increase from beginning to Intermediate, and Advance levels of proficiency in Reading/Writing. ELL students who took the ELA compared to monolingual students perform adequately with most students at level 2 or higher. Based on the AMAO, 11 students did not move to the next proficiency level for two years. The pattern demonstrates two students with a 2-3 point decrease in scores. The trend for improvement continues to be in the Reading/Writing modality. An additional six students have decreased one proficiency level; in the Reading/Writing modality. Our second and third graders continue to perform at the advanced level while our 11 students are in the fourth and fifth grade. These 17 students will be among our focus inquiry group. These students are targeted for intervention. The ESL teacher will provide explicit instruction for these targeted students in fourth and fifth grade during the extended day. Title II funds will be used to service grade 3-5 during the after school ELL Academy.

4. For each program, answer the following:

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

a. The patterns across proficiencies and grades tend to target reading and writing. Some of the selected programs build on reading and writing skills but we continue to search for specific programs that will target these areas. Teachers of ELL students are trained on skills and strategies used for second language acquisition. Many of the ELL students mandated for testing continue to perform at the high 2 levels with a few performing at level 3 in ELA and Mathematics.

b. The ELL periodic assessment informs teachers where intervention is needed. Usually, ELL students perform below proficiency when tested in the Fall but improve on the periodic assessment by Spring, prior to the administration of the NYSESLAT. Between the periodic assessment given in the Fall and the one given in the Spring, the Assistant Principal schedules several workshops for teachers of ELLs on ESL strategies in Tier 1, 2, 3 instruction. These supports in the classroom and are monitored to ensure its effectiveness.

c. Based on the Periodic Assessments administered, there is adequate progress in grades 3 and 4. Students in these two grade levels demonstrate progress between 76-100%. Students in grade 5 demonstrate adequate progress between 51-75%. Some of the reasons for these results may be due to the increased difficulty in test items. The writing requirements are more complex. Based on these results, the school has decided to continue its writing initiative and have it remain as one of our school wide goals. Reading and Writing will continue

to be a focus and support will continue to be provided in these two areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The school is looking at ELA and Mathematics as well as NYSESLAT results from prior years. Analysis based on the results of these summative assessments will assist in instructional decisions. Tier 2 and 3 interventions may require adjustments by looking at other research-based programs to support teachers in delivering quality instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The dominant native language continues to be Spanish. Due to the fact that C.S. 134 does not have a bilingual program, considerable efforts have been made to place ELL students in particular settings where they will feel comfortable using both the native and target languages.
Teachers who have ELL students in their classroom receive SIOP training which provides strategies to support and build on English language. Due to the range of Native language proficiencies of our students, the instructional programs are planned and designed to take into account the diverse educational backgrounds and personal experiences. Content area teachers are trained in the three tiers of vocabulary development in order to assist children in mastering academic English. Content area teachers use many different tasks and approaches such as cooperative learning groups, charts, maps, outlines, and semantic webs, to scaffold learning in content knowledge. Students are able to build on prior knowledge while developing language. Students who are proficient in the native language benefit from the training teachers receive.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The push-in program has been most successful. Each year, a bulk of our Kindergarten and Grade 4 students test proficient on the NYSESLAT. The after school academy is on its fourth year and to more than 5% of our students in the academy continue to test Proficient on the NYSESLAT. We continue to strive for an increase in proficiency in ELA, Mathematics, and NYSESLAT. Between the periodic assessment given in the Fall and the one given in the Spring, the Assistant Principal schedules several workshops for teachers of ELLs on ESL strategies. Teachers receive support in the classroom and are monitored to ensure the use of these strategies are taught and learned by students.

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](#).)

Initial HLIS identification: Parents are asked to complete a Home Language Survey (HLIS) upon registration. Secretaries and other members of our ELL team, assist with the enrollment process including the completion of the HLIS. Informal interviews are conducted by an ESL pedagogue. The Spanish LAB-R is conducted by the ESL teacher who speaks Spanish. No other native language is administered except for English and Spanish. Students who are registered with an OTELE code other than "NO" are invited in for LAB-R administration within 10 days or before school opens (if at the beginning of school year). This allows us to place students in the appropriate educational setting on the first day of school. First time students are given informal assessments and placed in appropriate proficiency level groups which support and prepare them for the NYSESLAT.

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.
- Parent Choice: Orientations are generally given twice monthly by the ESL teacher who speaks both Spanish and English thereby allowing parents and caregivers multiple opportunities to attend. During the orientation, the three program choices, parental options, and the parent assurance survey are explained in detail by the ESL teacher. The process begins upon registration. Preliminary screening and interviews are conducted by the ESL teacher and ELL team members at the time of registration. The orientation informs parents of all options available to them and is usually conducted after the LAB-R is given to student. According to recent parent surveys and the influx of African students at C.S. 134, parental choice tends to favor the Free-Standing ESL program due to the fact that these African dialects are low incident languages unavailable within the Department of Education. One of our Learning Leaders who speaks Fulani often assist with the registration process by translating for parents. The current ELL programs are designed to meet the needs of both students whose language may be Spanish and also students who speak other dialects not available through the Department of Education. The few parents who opt for Bilingual Education are given a list of nearby schools which offer such programs. Also, when the number of students opting for bilingual education reaches 15 on a grade, a request to create a bilingual class becomes necessary. Currently, we do not have sufficient amount of students to create a bilingual class.
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 [\[see tool kit\]](#).)
- Entitlement Letters: At the orientation, parents are notified about whether their child(ren) is identified as an English language learner(s). Upon orientation, parents are given a survey and program selection. When completed, it is then given to the ELL Coordinator. Then the entitlement letter is given. Every year, a request for signature for continuation letters are administered. A record of signed letters is kept in a general file in the ELL Coordinator's office along with the list of names for every parent who submitted. If parents have any further questions, the ELL team is available to answer questions.
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.
- The placement of students in monolingual classes are carefully selected and monitored by school leaders. Placement recommendations are based on the results of the LAB-R and Spanish LAB (if applicable). The recommendation is then discussed with the parent and a decision is made. Most parents are satisfied with the programs offered at the school.
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.
- Based on ATS report, ELL students are placed strategically in classes by grade. The LAT printout and results of the LAB-R identifies all ELL students who will be taking the NYSESLAT. The teachers who assist the ESL teacher in administering the test have been trained in ELL instruction and NYSESLAT administration. When tests arrive, they are stored in a secure location while the Assistant Principal responsible for test administration plans and schedules the first part (Speaking) of the exam. The ESL teacher is solely responsible for administering the Speaking part of the exam. The teachers of ELL students assist with the Listening, Reading and Writing component. Since the NYSESLAT arrives at different periods during the testing window, the exams are administered one component at a time.
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. [①](#)
- (After reviewing the options available, African and Early Childhood parents of ELLs prefer to have their child in a Free-Standing ESL program. One reason for this is that there are no Bilingual programs available for African students and parents prefer their children to remain in a monolingual setting with ESL instruction. This makes up about (39%) of the ELL population. 33% of students from Spanish-speaking backgrounds have selected the ESL program due to the fact that we do not have enough students to create a full Bilingual class. Some parents have agreed to remain at the school until there are enough students to create a bilingual class for the grades.
- This year, the HLIS was administered to 12 parents of identified ELL students. Eight parents selected ESL only; 1 parent request Transitional Bilingual Education; 3 parents have selected ESL awaiting placement for a bilingual class. Currently, we have less than 5 parents requesting bilingual placement.

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. The organizational model implemented is both push-in and pull-out. In order to make the push-in model more effective, most of the students are placed in specific classes per grade. Students in Kindergarten are mostly pulled-out for ESL instruction. Groups are created by grade and differentiated by proficiency levels as per the NYSESLAT, using the Balanced Literacy approach to teaching. Our ESL program serves students in grades K-5.
- b. The program primarily serves ELL students in monolingual classes where English is the on language of instruction. Students who fall between the Beginner and Intermediate level of proficiency receive 360 minutes of ESL instruction weekly while advanced students receive 180 minutes. Under this program, students are grouped homogeneously. Students also follow a block model in which they move together as a group.

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)?

Presently, there is one certified ESL teacher. The teacher develops group lists of students grouped homogeneously by proficiency level. The teacher also develops a daily schedule while ensuring the number of minutes of ESL instruction are consistent and follow mandated timelines. There are 14 students who are at the Beginning level of proficiency. These students receive 360 minutes of instruction and are pulled out in two groups for instruction. The units are divided into both the push-in and pull-out model. The 27 Intermediate level students also receive 360 minutes of instruction only through the pull-out program. These students are divided into three groups and are pulled out according to schedule. The remaining 35 Advanced level students receive 180 minutes using the push-in model. The majority of students in the advanced group are in grades 4 & 5. The ESL

teacher in conjunction with the two teachers of ELL students plan together and provide ESL strategies during instruction using the SIOP model.

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.

Within the Freestanding ESL program, content areas such as Science, Mathematics, and Social Studies are taught in English. Materials such as textbooks and leveled libraries are purchased in English. Teachers use a variety of instructional approaches such as the Workshop Model, Cooperative Learning, and thematic units of study to enhance learning. In order to make content comprehensible for our ELLs, teachers build on prior experiences and scaffold learning for support of second language acquisition. Teachers use TPR, semantic webs, picture/vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small groups. In this program, teachers integrate listening, speaking, reading, and writing throughout the content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

New entrants with Spanish-speaking backgrounds are administered the Spanish LAB-R.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are administered a baseline assessment at the beginning of the school year. The baseline assessment measures all four modalities. A quarterly assessment is given to grades K-2 using formative assessments; Grades 3-5 use FOCUS FORWARD quarterly assessments. A periodic ELL assessment is administered twice a year to students. All assessments are kept in a portfolio for each student. The ESL teacher uses a progress monitoring checklist to determine mastery throughout the year. The data is then used to determine next steps for students. The ESL teacher sends out a progress report to parents three times a year to discuss student progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There are currently two SIFE students in the program. The SIFE students are in 4th and 5th grade. FOCUS FORWARD is the instructional program being utilized. This program provides intensive intervention for grades 3-5 who are reading below grade level. The highlight of this program builds on the necessary foundational skills in reading and writing due to the motivation and confidence among students.

b. Our newcomers are transitioned using a balanced literacy approach to reading English within their first year. This is to prepare them for the state examinations for the following school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking, listening, reading, writing). In order to build language, newcomers will be provided with instruction using FOCUS FORWARD, AWARDS, and INTO ENGLISH programs. These programs provide three hours of additional weekly, intensive learning for Beginning and Intermediate level ELL students.

c. Students receiving service from four to six years are strategically placed into monolingual classes with teachers who are trained in ELL strategies. The ESL teacher collaborates with the monolingual teachers in order to support these students academically. The ESL teacher focuses her lessons on ELA and NYSTSLAT, particularly, in the areas of reading and writing.

e. Former ELLs continue to receive accommodations for testing up to 2 years after testing proficient. Former ELLs also continue to participate in the extended day programs including the ELL academy.

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

ELL students with special needs are provided instruction in smaller groups. Special needs students are also pulled out for additional instruction. Students are given the opportunity to orally verbalize what they have learned. Among the various approaches used for instruction include: Balanced Literacy, Cooperative Learning, TPR, Semantic Webs, Picture/Vocabulary support, and comprehension skills and strategies.

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?

ELL-SWD students follow the same curricular and instructional program according to the grade. However, specific materials and scheduling is arranged to accommodate specific needs. Students are pulled out for small group English instruction. INTO

ENGLISH and AWARDS are the two programs used. These programs allow students to engage in oral language activities and explore reading and writing skills, grammar usage that contain the four modalities of language acquisition. In order to track improvement, ELL -SWD students who score Level 1 on summative assessments are given Tier 3 intervention using Wilson as the research-based Reading program geared specifically for students with language and learning difficulties. In order to track improvements, ELL-SWD who score level 1 on summative assessments are given Tier 3 intervention using the Wilson Reading Program; a research-based program geared specifically for students with language and learning difficulties.

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

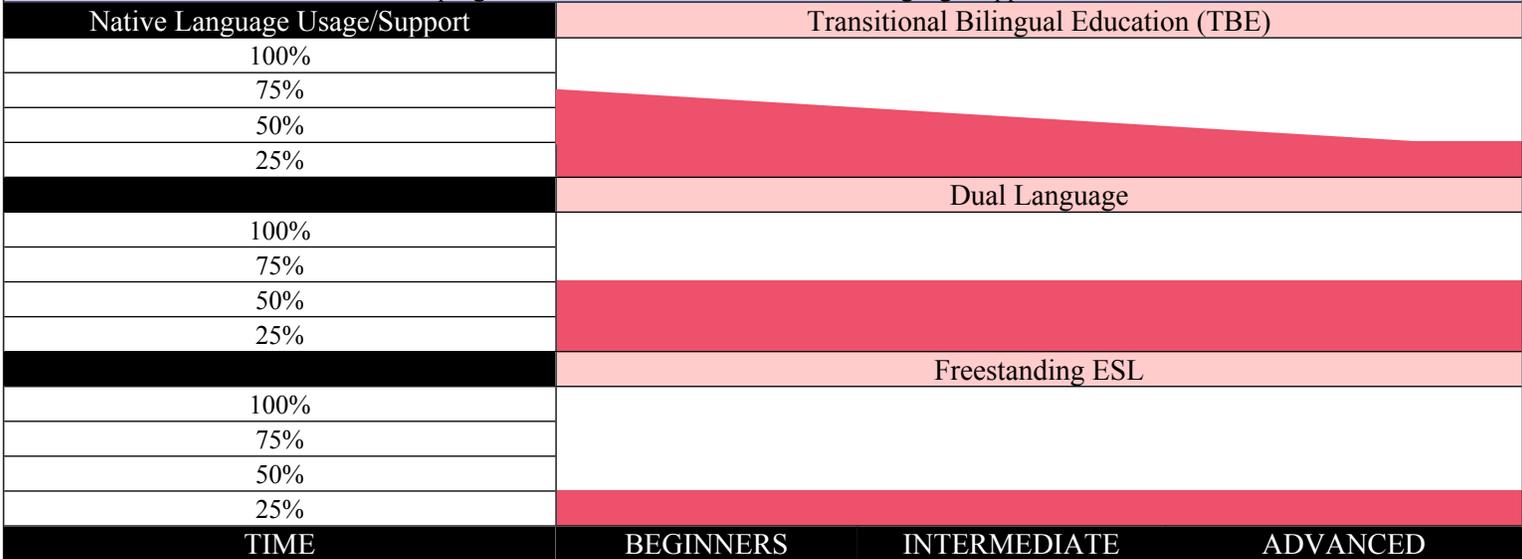
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- The following interventions are used for targeted ELL students (all groups and levels):
- AWARDS - This intervention program is designed for Early Childhood ELL students who in addition to language skills work on phonics and fluency. This program is also supported through the use of technology. Students are given laptops to work with along with the guidance of the teacher.
- READING REFORM- a research-based, program that provides explicit instruction in phonemic awareness and phonics.
- FUNDATIONS/WILSON READING - Foundations is used with Kindergarten students and focuses on phonemic awareness, phonics, and fluency. Wilson is used with grades 2- 5 and also focuses on phonic, fluency but includes additional emphasis on vocabulary and comprehension.
- FOCUS FORWARD- Is an instructional program to provide intensive intervention for grades 3-5, who are reading below grade level.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- FOCUS FORWARD- This program builds on the necessary foundational skills in reading and writing due to the motivation and confidence among students. The students share their prior knowledge and life experiences, which builds on language fluency in speaking and writing when expressing themselves.
11. What new programs or improvements will be considered for the upcoming school year?
- Currently, there are no new programs. However, we will continue to use the current Reading programs to enhance proficiency.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are placed in monlingual settings. Therefore, they participate in all programs afforded to monolingual students. The after-school academy is specifically designed for ELL students, but other programs (AIS, Extended Day, Inquiry-based projects, school wide extracurricular activities and sports) include ELL students. Teachers in general education are also given the opportunity to receive training in ELL strategies. This is in an attempt to provide teachers with instruction and support for students to allow optimal and full participation in the classroom. Training also develops teachers in necessary skills, knowledge and sensitivity that will heighten expectations.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Some of the materials used for newcomers, long-term ELLs, ELL students with special needs, and Intermediate/Advanced ELL students include: AWARDS, Into English, Reading Reform, Wilson Reading, and Focus Forward.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students whose native language is Spanish are strategically placed in classes where the teacher is a Spanish speaker and is able to communicate effectively with students. These classrooms also contain library materials in both English, Spanish and French (for some of our French speaking students). The school library also has a foreign language section for student access.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The Bilingual Social Worker and Guidance Counselor are on site to support our ELL students. There is also a Speech Therapist who provides services to our native Spanish speakers.
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.
- An orientation is given to students who are newly arrived. The ELL teachers, classroom teachers, Guidance Counselor and Parent Coordinator, take part in this orientation which is usually given in collaboration with a parent orientation session in September. There is a "Meet and Greet" designed for students who are new to the school, conducted by classroom teachers and Parent Coordinator, and CBO. Parents are invited to "Meet and Greet" as a way to inform them on after-school programs, health and welfare outreach, sports, arts, and other school community related programs. At the beginning of the school year, teachers assign buddies to new students to help them assimilate into the school and classroom.
18. What language electives are offered to ELLs?
- Since C.S. 134 is an elementary school, there are no second language courses offered. However, there are staff members who

speaking a second language who assist ELL students (who speak a specific language) when needed.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The professional development plan for ELL personnel including teachers of ELL students, includes training for teachers in ESL strategies, methodologies, language acquisition and the mandated 10 hour training in ESL. This training is provided by inhouse personnel licensed in ESL. Teachers of ELLs are also encouraged to take courses leading to an ESL extension. Study groups in second language acquisition have been developed to keep monolingual and special education teachers informed on issues related to ELL students. Study groups are also part of the ongoing professional development included in the plan.

2. In order to support ELL students who will be transitioning from elementary to middle school, the Guidance Counselor, Parent Coordinator, Assistant Principals, and Parent Association provide various support systems for parent and students. Intervisitations with neighboring schools are encouraged and assist parent in making informed decisions about where they would like their child to attend. The Parent Coordinator and Guidance Counselor monitor and support the middle school selection and application process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selection of appropriate schools to meet individual student needs as well as to complete necessary forms.

3. A consultant who specialized in ESL strategies assists teachers with approaches and techniques necessary for implementation in the classroom. The Fordham PSO has also provided several ESL, Second Language Acquisition, and other workshop opportunities for teachers of ELL students and monolingual teachers. We are also hoping to continue our relationship with the Bronx BETAC, who also provides additional assistance to our staff.

4. The ELL Coordinator is responsible for providing the necessary training (which exceeds 10 hours) for teachers of ELL students. The ESL teacher also attends additional training provided by the Network. Teachers are trained using the Q-TEL model for instruction. This model is modified to meet the needs of teachers in elementary and special education. The training is offered either after school in sessions or one week-end. The trend has been for sessions after school. At the conclusion of training, teachers are given a certificate by the ESL Coordinator. These certificates are maintained in the teacher's files and entered as professional development.

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. Every year, the school is making every effort to increase parental involvement. This is attributed to programs that have become available to parents. There are several workshops conducted for parents of ELL students by ESL teacher and other contracted personnel. The ESL teacher, Assistant Principal, and Parent Coordinator have worked very closely together in planning and providing additional services.
 2. The school partners with the FoodBank of New York, St. Barnabas, Sports & Arts in Schools Foundation, and neighboring schools, in order to provide various services to ELL parents.
 3. Workshops and events are based on the needs expressed in a needs survey conducted at the end and beginning of each school year by the Parent Coordinator. The results of the survey are reviewed with the School Leadership Team and Parent Association. The responses inform the school of what is needed and what should be included in the Parent Compact.
 4. The needs of parents change on a yearly basis. Careful consideration is given when the team makes decisions about what should be prioritized. The goal of the school is not only to increase involvement but to include the parents of ELL students as part of the school community. In order to ensure communication, it is important to have appropriate translators and materials for parents who speak languages other than English or Spanish. ELL students participate in programs with their parents (Parents as Partners), parents have an opportunity to volunteer through the Learning Leaders program. Parents are also invited on several occasions throughout the year to participate in trips, celebrations, and other events.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 134

School DBN: 12X134

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Thomas	Principal		12/9/13
Marie Almonor	Assistant Principal		12/9/13
Rebecca Cherry	Parent Coordinator		12/9/13
Maria Claudio	ESL Teacher		12/9/13
Luz Ramos	Parent		12/9/13
Ivonne Toro	Teacher/Subject Area		12/9/13
Leyda Cintron	Teacher/Subject Area		12/9/13
Doreen Torres	Coach		12/9/13
	Coach		
Mary Anderson	Guidance Counselor		12/9/13
Marge Struk	Network Leader		12/9/13
Delia Genao	Other <u>Speech Provider</u>		12/9/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X134 **School Name:** C.S. 134X George Bristow Elementary

Cluster: 5 **Network:** 551

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

Part A: Needs Assessment Findings

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

Based on the needs assessment survey conducted at the beginning of the school year, members of the ELL team made the following recommendations for services beneficial to our non-English speaking population:
Most materials are scheduled for translation prior to meetings. New materials, if not provided in Spanish are translated by a member of the faculty as soon as possible in order to be available in a timely manner.
More translation services are needed to facilitate communication with parents of low incident languages, mainly among the African speaking population.
Data based on yearly accountability status demonstrates an increase in different ethnic and cultural backgrounds other than Spanish. This includes recent immigrants and transfer students coming from various muslim, arabic, and african tribal backgrounds. Meeting the needs of certain African dialects makes it necessary to seek translation services and individuals, including parents, who speak these regional languages. These parents need support in understanding and interpreting policies and procedures. Therefore, during orientation, information is disseminated to parents. All materials are prepared in the summer, based on data provided on the demographic breakdown on ATS.
Parents need more assistance in understanding effective instructional practices necessary for increasing the academic performance of their child(ren). Workshops are provided throughout the year to parents in order to assist them in utilizing strategies at home to assist their child(ren).

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.

During meetings with the Parent Coordinator, PTA and other forums, we have a need for information to be translated so that all participants understand and receive the same information. During parent/teacher conferences, we have identified parents who were unable to understand information shared by the teachers regarding their child's academic performance due to language barriers.

There continues to be a tremendous increase in both Hispanic and African speaking population. The need for translation among different dialects is paramount. Latinos and Africans continue to be among the dominant language groups. Although French and Fulani are now in demand.

Currently, there are two staff members who assist with the translation Spanish and French materials.

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.

Two staff members are hired as Spanish and French translators. These members perform translation duties as per session work when needed. Information will always be provided to the staff translators two weeks prior to publication. Translation of all documents are considered vital for parental involvement (flyers, progress reports, forms, etc.) and engaging activities which are part of the school community.

The parental committee as described in the Parent Involvement Policy, will continue to support the school by providing assistance of parents who speak low incident languages.

The ELL Coordinator continues to utilize the language and interpretation services provided by the Department of Education, for parents who speak specific languages where there is no staff member fluent in that language. Members of the parent committee also assist with oral translation when needed. During state mandated testing, flyers and correspondence are sent home in the native language and in English. Every effort is made to locate pedagogues who can translate and administer exams of low incident languages, when necessary.

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.

Our PTA member provides oral translation during Parent/Teacher conferences and events. Our school staff translators also provide translation during our parent orientation and school ceremonies. All written information is translated in available languages. We are able to provide the majority of translation services through in-house resources, where possible. We would like to use part of our funds to hire the assistance of a Fulani speaker for some of our African students. There is also a pedagogue on staff who provides translation for our Arabic speaking population.

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 notices are strategically posted at the entrance of the school on the parent information bulletin board. The Parent Coordinator and PTA president play major roles in the circulation of information sent to our parents. Translation services are available for Parent/Teacher conferences, workshops, and other after school activities. A request for services for unavailable languages is submitted to the Department of Education, when necessary.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: 134X	DBN: 12X134
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: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: # of content area teachers: 3

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: Grades 1 & 5 ELL students will receive supplemental ESL instruction from 3 teachers who received 10 hour training in ELL strategies. The focus for the supplemental instruction is on phonics, reading, and writing. The program of instruction will be AWARD Reading. This is a technology based program specifically designed to assist students in second language acquisition. In addition, students will also receive New York State English as a Second Language Achievement Test (NYSESLAT) preparation. Teachers will use classroom libraries, which is also part of the AWARD program to work with students. Beginning students (Grade 1) are also instructed using Basic Interpersonal Communication Skills (BICS) through various techniques such as TPR, SIOP model, music, etc. Advanced students (Grade 5) will be instructed using comprehension skills as a focus using the program FOCUS FORWARD. Teachers who will be instructing ELL students have been trained and have sufficient ELL credits to work with students. The program will be scheduled for 75 minutes, three days a week (Wednesday, Thursday, Friday) for 33 days, after school. This program services a total of 40 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: Teachers involved with these two programs receive professional development on the correct usage and implementation before and during supplemental instruction. There is on-going training on how to analyze student work to assess and revise student goals. Teachers also use results from NYSESLAT performance to assist in planning and preparing for the upcoming exam. Professional development on AWARD online is scheduled for two days; one in November and one in December. A representative from AWARD Reading will schedule the two refresher training sessions.

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

Part D: Parental Engagement Activities

Begin description here: There will be three workshops scheduled for parents of ELL students. These workshops are designed to help parents work more effectively with their children at home. The parent Coordinator will oversee workshops which will be given every third Thursday of the month. Parents are notified through the monthly calendar, memorandums sent home, and through school messenger. Translation and Interpretation will be done by staff members and one parent. The workshops scheduled will consist of parents assisting their children with the home online usage for the AWARDS program. Parents practice and learn the various tools necessary to navigate the activities on the computer. Additional assistance is available for parents in the library.

Part E: Budget

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

Allocation Amount: \$

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

