



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: C.S. 150
DBN (i.e. 01M001): 12BX150
Principal: MR. IRIZARRY
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Superintendent: MS. MYRNA RODRIGUEZ
Network Leader: MR. ELMER MYERS

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 |
|-------------------|--|-----------|
| Edwin Irizarry | *Principal or Designee | |
| Sharqueen Crudup | *UFT Chapter Leader or Designee | |
| Nadine Ayala | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Brenda Singpracha | Member/ Teacher | |
| Neysa Lewis | Member/ Teacher | |
| Iris Rivera | Member/ Para Professional | |
| Irene Trocci | Member/ Parent | |
| Yaffri Reyes | Member/ Parent | |
| Christina Miller | Member/ Parent | |
| Samir Toledo | Member/ Parent | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To provide ESL and Bilingual teachers with a series of professional development on RTI Models for ELL academic success and develop a plan for implementation for the SY 2013-14. ELL students will make 3% progress on the NYSESLAT as measured by the AMAO 1 by June 2014.

Comprehensive Needs Assessment

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

Overall the NYSESLAT proficiency results analysis indicates that 25% of our students scored at the beginner level, 40% at the intermediate level, and 35% at the advanced level. There is a large concentration of beginner students in early childhood. 65% of our students are between intermediate and beginner level. In grades K-5, with the exception of first grade, the percentage of advanced students ranges from 14-21%. In first grade we see a large concentration of students who are performing at the intermediate level. When examining the proficiency levels, the data shows that there is an increase in the number of intermediate students in the K-2 band. In our analysis of the data we find that the majority of our students in grades 1-5 performed at the advanced and proficient levels in reading and writing. However, in listening and speaking we have a decline in the number of students that reached the advanced and proficient level.

Instructional Strategies/Activities

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

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

1. Provide opportunities for teachers to meet with RBE-RN support staff throughout the school year to analyze ELL data and devise a plan of action for intervention
2. Organize meetings with support staff from the Office of English Language Learners to develop an ELL inquiry team to provide targeted language Instruction
3. Provide AIS services through a Title III after school program
4. Provide Immigrant students with an after school enrichment program
5. Provide ESL and Bilingual teachers with iPads, Smart Boards, and listening centers to support instruction through the use of technology
6. Provide students with dictionaries and thesauruses to build oral language and vocabulary
7. ESL teachers will meet with teachers who have a large population of ELL students in their classrooms to align the classroom instruction with ESL instruction and the CCLS
8. Send Monolingual ,ESL and Bilingual teachers to workshops provided by RBE-RN and the Office of English Language Learners and turn- key during grade level meetings
9. ESL teachers will develop a tracking system based on NYSESLAT strands and proficiency levels in order to differentiate instruction for ELLs
10. ESL teachers will provide direct instruction in oral language development, reading/decoding, reading comprehension, writing mechanics, listening comprehension
11. ESL teachers will use MONDO bookshop program to support reading and writing instruction
12. ESL small group services

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

1. Meet with RBE-RN support staff throughout the school year to analyze ELL data and devise a plan of action for intervention.

2. Meet with support staff from the Office of English Language Learners to develop an ELL inquiry team to provide targeted language instruction
- 3– 4. ESL and Bilingual certified teachers will use MONDO instructional program to provide AIS
5. Technology teacher will provide teachers with PD on using technology in the classroom
- 6 -10. Coaches and ESL staff will provide materials and co teach to support classroom teachers
- 11 - 12. MONDO bookshop program will be used by ESL teachers to provide small group instruction

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

1. Teacher survey and NYSESLAT results
2. NYSESLAT and DRA-2 Assessments
- 3-4, 11-12. Lesson plans and assess ELL students throughout the SY in grades K-5 in Listening, Speaking, Reading, & Writing using the MONDO reading assessment
- 5-10. PD logs and use of technology as measured by informal and formal observations

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

- 1 – 2, 5 – 12. September, 2013 – June, 2014
- 3 -4. December 10, 2013 – March 26, 2014

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

- 1-2, 7-8. Schedule PD and planning time during common planning time and ½ day PD
- 3-4. Organize an after school program for ELL and Immigrant students
- 5-6. Spanish and English classroom libraries, Spanish and English Dictionaries, Uptown Education, and provide teachers with technology equipment (iPads, Smartboard, and listening centers)
9. DRA-2 and ELL Trackers
- 10-12. MONDO Literacy Programs* selected teachers in grades K-5 will receive MONDO guided reading and shared reading materials.

Strategies to Increase Parental Involvement

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

1. Provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Wednesday sessions
2. Host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools
3. Translate all critical school documents and provide interpretation during meetings and events as needed
4. Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

Budget and Resource Alignment

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

| Tax Levy | Title IA | Title IIA | X | Title III | Set Aside | X | Grants |
|--|----------|-----------|---|-----------|-----------|---|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |
| <ul style="list-style-type: none"> Funding Source: Fair Student Funding, FSF Incremental, and Title I SWP, Title III, Title III Immigrant Funding | | | | | | | |

Goal and Action Plan #2

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

Annual Goal #2

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

To have all instructional staff implement ELA Ready Gen and Go Math CCLS aligned programs, in order to meet the Citywide Instructional Expectation of shifting classroom practice in literacy & math to meet the Common Core Instructional shifts. These two programs will be implemented in grades K-5, by June 2014.

Comprehensive Needs Assessment

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

Our NYS ELA results from 2013 indicated that in third grade 18.6% of students performed at level 3 or level 4, in fourth grade 16.2% performed at level 3 or level 4, and in fifth grade 7.8% performed at a level 3 or level 4. When comparing achieving performance levels of students in grades 3-5 that performed on or above grade level, we have found that there is a need to align our units of study with the Common Core Learning Standards in order to bridge the achievement gap. As the NYS ELA is aligned to the Common Core Learning Standards, we at CS 150 also need to align our Literacy Curriculum to the CCLS to better prepare our students for academic success.

Our NYS Math results from 2013 indicated that in third grade 19.7% of students performed at level 3 or level 4, in fourth grade 14.2% performed at level 3 or level 4, and in fifth grade 4.4% performed at a level 3 or level 4. When comparing achieving performance levels of students in grades 3-5 that performed on or above grade level, we have found that there is a need to implement a rigorous curriculum that is aligned to the Common Core Learning Standards in Mathematics in order to bridge the achievement gap.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Implement ReadyGen and Go Math in grades K-5, in order to support Common Core aligned instruction
 2. Send all classroom teachers, coaches, and administration to ReadyGen and Go Math! PDs during the summer of 2013
 3. All teacher teams will have two representatives attend subsequent ReadyGen and Go Math! PD and given an opportunity to share with team members
 4. All teacher teams, coaches, and administration will plan collaboratively with these two new core curriculum programs and ensure that curricula is aligned with the Common Core Standards in order to close the achievement gap
 5. Teachers will be provided with PD on Common Core instructional shifts in ELA & Math
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Teachers in grades K-5 will implement ReadyGen and Go Math! as their core curriculum in ELA and Math
 2. Classroom teachers, coaches, selected clusters, and administration will attend professional development on ReadyGen & Go Math!
 3. Coaches and selected clusters will attend all ReadyGen and Go Math PD and collaborate with teacher teams to share program information
 4. All classroom teachers will implement the Core Curriculum programs and use specific components to provide Tier II and Tier III instruction
 5. Assistant Principals, Grade Leaders, and Coaches will collaborate to provide PD about ELA & Math shifts and scaffolds to support our students

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

1. Administration will monitor use of program through formal and informal observations
2. Teachers will share their understanding of the program and collaborate within grade teams to develop a comprehensive understanding of the program as evidence by lesson planning
3. Professional Development agendas and attendance sheets and feedback forms will be used as an evaluative tool for this process
4. In order to measure success of program implementation the data from the 2014 NYS assessment will be carefully analyzed to measure student progress.
5. Classroom instruction will begin to align with Common Core instruction shifts as measured by lesson plans, informal/formal observations, and student performance on ReadyGen performance assessments and Go Math! unit test

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

5. Beginning September 2013 through June 2014
6. Staff members will attend PD during the summer of 2013 and share ideas for implementation during the months of August and September 2013
7. Teacher team leads and coaches will attend PD sessions provide by NYC during the months of October, January, and early Spring
8. Teachers will beginning planning for Common Core aligned instruction from September 2013 through June 2014
9. Beginning September 2013 through June 2014

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

1. In grades K-5 teachers will be instructed to provide students with a 120 minute literacy block and a 90 minute math block
2. Teachers will be provided with a link to register for NYC PD and common planning time provided to plan for instruction
3. Substitute teachers will be hired to cover classroom teachers and NYC PD links will be sent via email for registration
4. Common Planning time and Thursday PD days will be used for planning and teacher discussions about programs
5. Instructional leads will provide this PD during Common Planning time, after school institutes, and chancellor PD days

Strategies to Increase Parental Involvement

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

1. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents.
2. 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.
3. 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.
4. Develop and distribute a periodic parent newsletter and monthly calendar with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress.
5. Provide parents with an informational session on ReadyGen and Go Math! programs.

Budget and Resource Alignment

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

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

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

- Funding Source: CIE Funding, NYSTL, Title I and Fair Student Funding
- Selected professional books and articles will be provided for teachers in grades K-5 on CCLS
- Administration will schedule common planning time in grades Pre-K-5 for teachers to meet and plan

- Ready Gen & Go Math materials will be provided to teachers in grades K-5
- Network 607 will provide support to the school and instructional staff
- Literacy Coach and Math Coach will support teachers through PD and modeling of programs
- Materials on the Common Core Learning Standards

Goal and Action Plan #3

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

Annual Goal #3

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

To provide teachers with cycles of observations and professional development to prepare and implement the new system of teacher evaluation and development program. Administration and teachers will receive training to support the implementation of Advance, by June 2014.

Comprehensive Needs Assessment

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

Our NYS ELA results from 2013 indicated that in third grade 18.6% of students performed at level 3 or level 4, in fourth grade 16.2% performed at level 3 or level 4, and in fifth grade 7.8% performed at a level 3 or level 4. Our NYS Math results from 2013 indicated that in third grade 19.7% of students performed at level 3 or level 4, in fourth grade 14.2% performed at level 3 or level 4, and in fifth grade 4.4% performed at a level 3 or level 4. After careful analysis of this data we can conclude that classroom instruction needs to be aligned with the Common Core Instructional shifts in ELA and Math. The data shows that in grades 3-5 more than 80% of students performed below grade level when tested with a Common Core aligned assessment. Implementation of a new teacher development program will support teacher growth and in return will close the achievement gap in student performance.

Instructional Strategies/Activities

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

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

1. Teachers will be observed a minimum of four times in a SY and provided with actionable feedback on instructional practices during the 2013-2014 School Year
2. Supervisors will use the HEDI Scale to evaluate classroom observations
3. Teachers will plan collaboratively by grade to develop highly effective lessons in accordance with the framework for teaching
4. Teacher teams will examine student work samples as evidence of effective instruction and develop next steps as per the Common Core Learning Standards
5. Instructional staff will modify instruction based on team discussions and observational feedback

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

1. Administrators will collaborate to observe all instructional staff as per the Option A and B mandates
2. Administration will work with Network 607 Achievement Coaches and Talent Coach to norm observation process
3. Coaches and Assistant Principals will meet with teacher teams and individual teachers to plan for instruction using Domain 1: Planning and Preparation
4. Teacher teams, Inquiry teams, coaches, and administration will all be involved in examining student work and data
5. All instructional staff with AP and coach support

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

1. Teacher practice will improve as measured by frequency of informal and formal observations and feedback cycles

2. Advance summary reports will be used to evaluate progress in developing effective classroom instruction
3. Teachers will share their highly effective lessons during common planning time and best practices in preparation
4. Student performance on NYS 2014 Common Core aligned assessment and Core Curriculum assessments
5. By June 2014 more teachers will rate effective as measured by the HEDI scale

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

5. Administration will observe all instructional staff from September 2013 through June 2014
6. Administration will use Advance to log in HEDI scale ratings throughout the SY 2013-2014
7. Teachers will meet weekly during common planning time from September 2013- June 2014
8. Every month during inquiry team meetings and common planning time teachers will examine student work using a protocol
9. Modifications to lesson will be made within two weeks of a post observations

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

1. Administration will create a schedule to monitor observations in accordance with the option the teacher has selected in Advance
2. Administration will schedule time for feedback sessions by providing teachers with additional preps
3. Administration will schedule common planning time weekly for teachers in grades K-5
4. Teacher teams will be provided with additional planning time during Thursday PDs
5. Administration will schedule post observation conferences

Strategies to Increase Parental Involvement

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

1. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
2. Develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress
3. Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
4. 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.

Budget and Resource Alignment

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

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

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

- Funding Source: CIE Funding, and Fair Student Funding
- SBO for weekly PD on teacher evaluation and development program.
- Professional materials will be provided to teachers on Danielson's Framework.
- Ongoing Professional Development opportunities on the new teacher evaluation program.
- Materials on the Common Core Learning Standards.

Goal and Action Plan #4

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

Annual Goal #4

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

To develop and establish systems for interventions that will meet the individual needs of at-risk students. This will result in a decrease of 5% in the number of at risk students in ELA & Math, as measured by Literacy and Math assessment trackers, by June 2014.

Comprehensive Needs Assessment

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

Our NYS ELA and Math results from 2013 indicated that more than 80% of our students performed at level 1 & 2. Our data shows that less than 20% of our students in grades 3-5 are performing below grade level in ELA and Math. These students have been identified as at risk students and require Academic Intervention Services. Our school is currently launching phase I of Response to Intervention and will provide at risk services in literacy and math.

Instructional Strategies/Activities

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

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

1. Teachers will provide tiered interventions as needed in literacy and math
2. Teachers develop individualized action plans with short and long term goals for students.
3. Special Education Support Services (SETTS) teacher will provide academic intervention services for at risk students in grades K-5.
4. Provide students with an extended day program that services students in need of AIS in grades K-5.
5. An IEP teacher on staff that provides teachers with professional development on RTI and SESIS (Special Education Student Information System)

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

1. Classroom teachers and, AIS teachers and coaches
2. Classroom teachers will develop individual action plans
3. SETTTS teacher will support in providing services to at risk students
4. Classroom teachers and after school teachers will provide academic intervention services in ELA and Math
5. Staff developers and IEP teacher will provide teachers with PD on an RTI system

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

1. Increase in student performance as measured by the NYS ELA & Math assessments
2. Increase in student performance in grades K-5 as measured by DRA2.
3. At-risk services in grades K-5 by SETTTS teacher, AIS teacher, and reading teacher as evidence by teacher program cards and assessment binders
4. Increase promotion rate in grades K-5
5. Professional Development Plan and classroom observations

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

5. Beginning September 2013 through June 2014
6. Action plans will be developed during the months of October, January, and April and used to group students
7. Beginning October 2013 through June 2014
8. Mid-September through June 2014, Tuesday and Wednesday from 2:20 pm to 3:10 pm
9. PD will commence during the month of November until June 2014 during chancellors PD days and Thursday PDs

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

1. Classroom schedules will reflect tier I, II instruction
2. Action plans will be distributed to teachers in grades Pre-K – 5 in September and reviewed periodically by supervisors
3. SETTTS teacher will provide administration with at-risk schedule and list of students

4. Teachers and administrators will identify extended time students and develop extended time schedules
5. PD will be scheduled during common planning time, Thursday PDs and during after school institutes

Strategies to Increase Parental Involvement

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

1. Provide Parents of level 1 and 2 students, additional parent teacher conference time.
2. Workshops on the Common Core Learning Standards
3. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
4. Develop and distribute a periodic parent newsletter with information on events, grants, celebrations, and academic curriculum designed to keep parents informed about school activities and student progress.
5. Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
6. 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.

Budget and Resource Alignment

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

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

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

- Funding Source: Fair Student Funding, and FSF Incremental
- Ready Gen and Go Math programs
- Math and Reading Assessment Tracking System
- Trips to NYC Library
- Math manipulatives for small group instruction
- *Fundations and Wilson* Program Materials
- *Reading A-Z* online program will be purchased for teachers to use daily, during Reading Workshop
- PD staff will provide: professional development, schedules for PD, and teacher support in classrooms

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. **Strategies/activities that encompass the needs of identified subgroups**
1.
2. **Key personnel and other resources used to implement each strategy/activity**
1.
3. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
4. **Timeline for implementation and completion including start and end dates**
5.
6. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|--|--|
| ELA | <p>AIS Literacy Intervention: The Literacy Coach, SETTS teacher and our AIS team will provide academic intervention services through a guided reading approach.</p> | <p>Push-in and pull-out small group</p> | <p>During the school day</p> |
| | <p>Wilson, Foundations, Leveled Literacy Intervention, MONDO Bookshop Reading Program, Reading Reform, and Uptown Education.</p> | <p>Whole class & Small Group</p> | <p>During the school day</p> |
| | <p>Title III ELL After-school Program: ELL students in grades K-5 attend an afterschool program. The ELL program focuses on developing proficiency in the English language.</p> | <p>Small groups: Students are grouped according to their proficiency level</p> | <p>After school: Tuesdays, & Wednesdays 3:10-5:10 pm</p> |
| | <p>Title III Immigrant Afterschool Program: ELL Newcomers and Beginners in grades K-5 attend an after-school program. The Immigrant After-School Program focuses on developing English proficiency through a technology approach. Students receive instruction from two ESL teachers. The</p> | <p>Small groups: Students are grouped according to their proficiency level.</p> | <p>After school: Tuesdays, & Wednesdays 3:10-5:10 pm</p> |

| | | | |
|---------------------------|--|--|--|
| | <p>program uses ESL iPad applications and an oral development program from MONDO Publishing.</p> <p>Test Prep After-School Program: Students in grades 3-5 will be provided with academic intervention services through an afterschool program. Level 1 students will develop reading and test-taking skills using test-sophistication materials that are aligned to the Common Core Learning Standards.</p> <p>Mandated Extended Day Grade K-5: The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5.</p> | <p>Small Group</p> <p>Small group & one-to-one</p> | <p>After school: Tuesdays & Wednesdays 3:10-5:10 pm</p> <p>Tuesdays & Wednesdays 2:20 – 3:10</p> |
| <p>Mathematics</p> | <p>AIS Math Intervention Program: The math coach provides small group math instruction for students that have been identified in need of AIS in math.</p> <p>Test Prep After-School Program: Students in grades 3-5 will be provided with academic intervention services through an afterschool program. Level 1 students will develop</p> | <p>Small group & one-to-one</p> <p>Small Group</p> | <p>During the school day</p> <p>After school: Tuesdays & Wednesdays</p> |

| | | | |
|---|---|---------------------------|---|
| | <p>mathematics skills and test taking skills using test sophistication materials and math manipulatives.</p> | | |
| Science | <p>The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students.</p> | Whole class & small group | <p>During the day Tuesdays & Wednesdays 2:20 – 3:10</p> |
| Social Studies | <p>Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands on activities to learn the social studies concepts appropriate to the grade.</p> | Whole class & small group | <p>During the day Tuesdays & Wednesdays 2:20 – 3:10</p> |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>Our school psychologist provides support services to at-risk students within inclusion and self-contained special education classes in grades K-5.</p> <p>Social Workers meet twice a week with identified students and provide counseling and training in conflict resolution. Students are pulled out for counseling sessions to discuss any behavioral problems they may have. Students also have an opportunity to learn how to resolve conflict productively. <u>Please Note:</u> our two in-house Psychologists only evaluate students for Special Education and oversee</p> | Small group & one-to-one | <p>During the day</p> |

the process, however at-risk services are provided by social workers at our school.

The School Nurse meets with an identified group of students for small group instruction about health issues, predominantly managing asthma.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to ensure that our school will have 100% highly qualified teachers for the 2013-2014 school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Staff Developer, ESL/Staff Developer). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements.

High Quality and Ongoing Professional Development

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

The following strategies and activities will enable students to meet the Common Core State Standards:

- Providing teachers with appropriate CCLS aligned resources and material such as ReadyGen & Go Math!
- A series of ELL and technology workshops provided by Title III funding
- Using the Common Core Learning Standards as a foundation to modify instruction for ELLs and provide standards-based instruction
- Working in Professional Learning Teams to develop highly effective lessons and units that are aligned to the Common Core Learning Standards
- Provide teachers with PD on CCLS instructional shifts
- Opportunity to use a protocol when looking at student work and developing next steps to bridge the gap to meeting the CCLS

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.).

The following are list of services and supports in place to service the intent and purpose programs:

- In order to transitions students our school provides uniforms and supplies as needed
- Connect families to the in house social workers to provide services and community resources
- Parent workshops to inform and support student learning opportunities
- ESL Adult classes for parents
- Provide Academic Intervention Services for at risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The following transitional plan is available to all our incoming and current Pre-K students:

- Visit our local Community Daycare Centers (CBO) to provide a parent orientation
- Pre-K open house in September to inform parents of curriculum and Pre-K Common Core Learning Standards
- Pre-K Parent Workshops about supporting students academically at home
- Spring parent workshop titled “All About Kindergarten” focuses on transitioning and learning expectations in Kindergarten

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.

Teachers are provided with common planning time vertically in grades K-5 to discuss measures of student learning and assessment tools available. During this school year, we have developed a MOSL committee to critically think about assessment measures and develop rigorous instructional practices that support student achievement. This MOSL team makes decisions regarding assessments as it relates to Advanced. Inquiry teams in grades K-5 will make assessment decisions to support ongoing monitoring of growth as it relates to NYC ELA performance assessments. They will also engage in examining student work samples. Professional development will be provided throughout the school year to address the achievement gap as noted in the New York State ELA/ Math and Periodic Assessment. In grades K-5, teachers provide students with DRA2 assessment periodically throughout the school year. DRA2 results are summarized by grade and students are grouped based on data.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- provide opportunities for parents to participate in English as a Second Language (ESL) classes to improve communication and educational experiences through Wednesday sessions;
- host Learning Leaders training sessions for sister schools and local community in which breakfast and raffles are provided to encourage parent participation in our schools;
- host Family Reading Night with a focus that will increase students and parents' love for reading. Parents participate in the reading event and workshop and receive books to enjoy with their children;
- classroom teachers also host monthly publishing parties that are listed on the school calendar. Publishing parties celebrate students' academic success in writing and offer a forum in which parents and the school community can interact, celebrate, and participate together.

C.S. 150'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 C.S. 150 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

C.S. 150 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and access to online school website(s) designed to keep parents informed about school activities and student progress <http://www.cs150.org/home.aspx> as well as academic sites such as Uptown Education.
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

C.S. 150, 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. C.S. 150 staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|---------------------------|----------------------|--------------------------|
| District 12 | Borough Bronx | School Number 150 |
| School Name CS 150 | | |

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 Edwin Irizarry | Assistant Principal N. Sanchez / N. Rodriguez |
| Coach Miriam Torres | Coach Vanessa Paulino / ESL |
| ESL Teacher Miriam Garcia | Guidance Counselor Nerys Rivera |
| Teacher/Subject Area Jennie Delpino /Bil. 1st Grade | Parent Daisy Munoz |
| Teacher/Subject Area Vanessa Gonzalez/ Bil. 3/4 | Parent Coordinator Cassie Rodriguez |
| Related Service Provider Jocelyn Guerrero | Other Dale Freitas/Data/ELL Coord. |
| Network Leader(Only if working with the LAP team) Elmer Myers | 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. | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 2 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 2 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 3 | 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) | 885 | Total number of ELLs | 205 | ELLs as share of total student population (%) | 23.16% |
|--|------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 1 | 1 | 1 | 1 | 0 | 0 | | | | | | | | 4 |
| Dual Language (50%:50%) | | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | 0 | 1 | 1 | 0 | 0 | 0 | | | | | | | | 2 |
| Pull-out | 2 | 4 | 3 | 2 | 2 | 4 | | | | | | | | 17 |
| Total | 3 | 6 | 5 | 3 | 2 | 4 | 0 | 23 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 205 | Newcomers (ELLs receiving service 0-3 years) | 168 | ELL Students with Disabilities | 39 |
| SIFE | 6 | ELLs receiving service 4-6 years | 35 | Long-Term (completed 6+ years) | 2 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 88 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 90 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 88 | 1 | 24 | 35 | 0 | 15 | 2 | 0 | 0 | 125 |
| Total | 176 | 6 | 24 | 37 | 0 | 15 | 2 | 0 | 0 | 215 |

Number of ELLs who have an alternate placement paraprofessional: 6

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 | 21 | 21 | 18 | 10 | 18 | | | | | | | | | 88 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 21 | 21 | 18 | 10 | 18 | 0 | 88 |

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Spanish | 33 | 35 | 31 | 19 | 39 | 28 | | | | | | | | 185 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 1 | | | | | 1 | | | | | | | | 2 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | 2 | 1 | 2 | 1 | | | | | | | | | 6 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | 1 | | 2 | | | | | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | 2 | | 2 | 1 | 1 | | | | | | | | 8 |
| TOTAL | 36 | 39 | 33 | 23 | 43 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 204 |

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) | 21 | 5 | 0 | 4 | 12 | 8 | | | | | | | | 50 |

| 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) | 0 | 28 | 23 | 5 | 20 | 7 | | | | | | | | 83 |
| Advanced (A) | 15 | 6 | 10 | 14 | 11 | 15 | | | | | | | | 71 |
| Total | 36 | 39 | 33 | 23 | 43 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 204 |

| 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 | 25 | 9 | 2 | 0 | 36 |
| 4 | 17 | 7 | 1 | 0 | 25 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 13 | 13 | 9 | 1 | 3 | 0 | 1 | 0 | 40 |
| 4 | 11 | 4 | 14 | 1 | 2 | 0 | 0 | 0 | 32 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 3 | 0 | 4 | 2 | 17 | 3 | 2 | 0 | 31 |
| 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) | 8 | 6 | 8 | 3 | | | | |
| 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.

For grades K-5, DRA 2 in English and Spanish is used to assess literacy skills. The ESL teachers also use the MONDO Book Shop reading Assessment Kit to assess ELL students in the four skill strands of Listening, Speaking, Reading and Writing. The result that the ESL teachers gather from this assessment is used to guide their instruction and identify students strengths and weaknesses. This school year in order to support our ELLs in literacy we will work with the Common Core Learning Standards in literacy. We will modify writing tasks that are aligned to the CCLS to support our ELL students within the ranges of proficiencies. We will include opportunities for students to engage in language rich activities that will enable them to develop reading and writing skills. In order to ensure that instruction is informed by data, our DRA2 data identifies ELL as a subgroup. This data is used in developing small group instruction for ELL and pull-out and push-in programs.

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

Overall the NYSESLAT proficiency results analysis indicates that 25% of our students scored at the beginner level, 40% at the intermediate level, and 35% at the advanced level. There is a large concentration of beginner students in early childhood. 65% of our students are between intermediate and beginner level. In grades K-5, with the exception of first grade, the percentage of advanced students ranges from 14-21%. In first grade we see a large concentration of students who are performing at the intermediate level. When examining the proficiency levels, the data shows that there is an increase in the number of intermediate students in the K-2 band.

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](#))

RNMR report not available as of November 15, 2013.

4. For each program, answer the following:

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

NYSESLAT

In the overall NYSESLAT proficiency results showed that there are 50 Beginner students in grades K-5, 83 Intermediate, and 71 Advanced. There is a large concentration of Beginner ELLs in Kindergarten and in fourth grade. In the intermediate level there is more than 80% of the students are in grades 1, 2, and 4. In grades K-5, with the exception of first grade, the percentage of Advanced students ranges from 14-21%. This data shows that 65% of our students are in the Beginner and Intermediate levels.

ELA

The outcome of the 2013 NYS ELA showed that 36 of our ELLs took the ELA in third grade. There were 25 students who scored level 1,

9 students scored level 2, and 2 students scored level 3. In fourth grade 25 ELL's took the ELA. There were 17 students who scored level 1, 7 students scored level 2, 1 student scored level 3. The percentage of level 1 students has increase due to the changes in the NYS ELA assessment being aligned to the Common Core State Standards in Literacy. Factors that influenced performance were: the years of service in an ESL program, their proficiency levels on the Reading and Writing strands of the NYSESLAT and whether or not a student had an IEP. In the Native Language Test (ELE), the outcomes for the 2013 ELE Spanish reading test showed that 8% of the students scored in quartile 1, 6% scored in the quartile 2, 8% scored in quartile 4 and 3% scored in quartile 4.

MATH

The outcome of the 2013 NYS Math showed that 40 of our ELLs in third grade took the Math test. There were 13 students who scored

level 1, 9 students scored level 2, and 3 students scored level 3. In fourth grade 32 ELL's took the Math test. There were 11 students who scored level 1, 14 students scored level 2, 2 students scored level 3. For the last few years, all students in grades 3-5 used a spanish edition and a spanish /English glossary during their Math test. In third grade, 14 out of 40 students took the test in Spanish. In fourth grade, 5 out of 32 students took the test in Spanish. In grades 3-5, when compared to last year, there was a significant decrease in the levels 3 & 4 and a higher number of students scoring 1 & 2. This percentage decrease is a result of NYS changes to the math being aligned to the common

core learning standards.

SCIENCE

There were 31 ELL students in 4th grade who took the NY State Science exam. There were 19 students who performed on or above grade level. Students in the bilingual classes took the test in either English or Spanish, referencing a Spanish/English glossary and copies of the exam in both English and Spanish. Those that performed below were either relative newcomers to the system, leaving them with a great disadvantage in terms of prior science curriculums which vary not only from different states but from different countries as well. Our NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten. The other group that performed below grade level had IEPs and in their cases a variety of factors led to their low performance. The English Language Learner (ELL) Periodic Assessment is a test administered to students whose first language is not English. This exam measures student's progress toward reaching English proficiency. The strands assessed are reading, writing, and listening. The main goal of the teachers and school leadership team is to ensure that an appropriate educational plan is put in place to meet the weaknesses identified by this exam. They want students to be provided with the appropriate learning environment thus increasing their chances to be successful in school.

READING

Students who are unable to meet the performance standard in reading log on to Acuity in both the classroom and technology class. One of the benefits of this program is that it provides differentiated instruction based on the student's need. BookShop Reading from Mondo Educational Publishing is another tool that provides materials for guided reading, and shared reading. It also gives teachers lesson plans. All the components of this program will help students develop fluency, comprehension, vocabulary, and critical thinking. In addition all ELL students will have the opportunity to be a part of the ReadyGen reading program that is aligned to the Common Core Reading Standards in literacy. This program provides students with essential questions that promote discussion and critical thinking. The Close reading activities embedded in the program allow our ELL students to access text at their proficiency level and deepen comprehension. This program provides teachers with a scaffolded strategies handbook to support ELL instruction and Students with disabilities.

WRITING

For those students who have not met the standards in writing, ESL and Bilingual teachers will be part of Professional Learning Teams

(PLT) for grades K-5. The goal of this team is to develop a variety of writing tasks that is aligned to the Common Core Learning Standards (CCLS). We will also use Mondo's Pathway to Writing Program in grades K-5 to provide students with additional CCLS lessons in writing.

LISTENING

The students who scored low in this strand of the test will benefit from the use of ipads ESL applications and computer software. This technology approach to teaching offers students an audio recording of books and various reading comprehension activities. The students with the most needs are scheduled to use equipment during whole and small group instruction. Teachers will continue to plan instruction that is aligned to the Listening and Speaking Common Core Learning Standards in literacy. This will lend itself to developing accountable talk and developing questioning and discussion technique.

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](#).)

Data is used from a variety of assessments mentioned above to develop instruction that is meaningful and targets the specific needs of our ELLs. Bilingual Classroom teachers and ESL teachers provide Tier 1 RTI instruction to meet the needs of the ELL population they service. They provide differentiated instruction using the scaffolded strategy handbook for the ReadyGen Reading program. Tier 2 and Tier 3 instruction is provided during extended time to ELL students using Go Math instructional materials and ReadyGen's flexible grouping component. In addition students that are identified for Tier 2 and 3 instruction are invited to attend our Title III after school program that provide academic support in literacy via Mondo Reading Program. This program provides us with guided reading materials and oral language development lessons that are aligned to the common core learning standards.

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

During native language instruction in the content areas teachers transferred prior knowledge of to introduce prior knowledge concepts.

In developing instruction that is accessible to ESL students, teachers plan lessons that incorporate differentiation and learning activities that are tailored to meet the needs of students at the beginner, intermediate and advanced levels. Informal assessments are conducted daily through conferencing, exit slips, and questioning to evaluate the understanding of concepts being taught. In order to ensure access to the curriculum, we have provided our bilingual and ESL Classes with technology equipment that supports learning in the classroom; ipads, laptops, smartboard. These materials have been purchased over the last 2 years through Title III funds to prepare our students for success in the 21st century.

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?

Not Applicable.

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

Through out the school year, we review on a quarterly basis our ELL subgroup through our literacy data base system. Identifying students who are at risk for academic intervention services is an essential component to the success of our program. At the end and beginning of each school year, we analyze student performance across the grades. At this point, we identify areas of strengths and areas that need improvement. We continue instructional practices that have proven to be successful in the past. We also analyze our areas of challenge and collaboratively identify change strategies that can be implemented to improve student performance. The two ESL certified teachers each use a Mondo Assessment Kit, in order to assess students in the four modalities: Listening, Speaking, Reading, and Writing. We have identified all ELLs in monolingual classrooms and placed them in one classroom where the ESL certified teachers push in throughout the week and provide differentiated and small group instruction. Tier II program instruction is monitored and used to adjust program materials, lessons, and strategies.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The process of identifying English Language Learners (ELLs) begins at P.S.150X during registration. There are 4 pedagogues* in our school who have been trained and are familiar with correct HLIS completion, informal identification of ELLs and OTELE determination. Whenever a student is a new admit to the NYC Public Schools, Ms. Freitas, ELL Coordinator/ Compliance, is called to the main office to assist parents/guardians complete the Home Language Identification Survey (HLIS) in their native language. We have copies of the HLIS in all languages in which they are available. If Ms. Freitas is unavailable, one of the other 3 pedagogues is called upon. All four staff members who assist with the HLIS speak Spanish, which is helpful, as the vast majority of the student population at P.S.150X is Hispanic. Within the past 2 to 3 years however, our community has seen a large influx of newly immigrant families from Western Africa and the Middle East whose native languages are French and Arabic. For these families we call on a staff member who speaks Arabic (Ms. Shleiwet speaks Arabic) Regardless of the parent/guardian's responses on the Home Language survey, an informal oral interview is conducted with the student in English, and in whatever other language(s) may have been indicated on the HLIS, whenever possible. A prescribed grade appropriate questionnaire is used to guide the interview. Slight deviation from the questionnaire is inevitable and invited as long as the type of questions asked require more than one or two word utterances, ones that can determine oral fluency. If the HLIS form indicates that the student's OTELE code is one other than English, but the interviewer, through the informal oral interview deems the student English proficient, the OTELE determination of the interviewer will override the responses on the HLIS and an OTELE code of "NO" will be entered on the HLIS and into ATS, and the interviewer will note how she determined home language with the use of the informal questionnaire on the HLIS form in the area next to the OTELE code. By the same token, if the HLIS indicates an OTELE of English (NO), an informal interview will still be given. If the student does not seem to be English proficient, the interviewer will try to determine which other language the child speaks, if it hasn't already been indicated on the HLIS and the interviewing process will be given in that

language if possible. In this way the interviewer can determine the student's language of dominance. If it is other than English, the interviewer will override the "NO" OTELE in the same manner as described above. Copies are made of all HLIS. The original is placed in the student's cumulative folder and a copy is kept on file. After the completion of the HLIS and the oral interview, the LAB-R is administered to all students with any OTELE code other than "NO" within 10 school days of their admission. Vanessa Paulino, Miriam Garcia and Dale Freitas, all TESOL certified teachers, work as a team administering the LAB-R and Spanish LAB. The test is hand-scored immediately and if the student does not reach the proficiency cut off and their native language is Spanish, the Spanish LAB follows. That too is immediately hand-scored.

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.

Parents of students who score below the proficiency cut score on the LAB-R are then sent ELL program entitlement letters, the brochure describing the 3 programs for ELLs NYC has to offer, and are invited in for individual or small group parent orientations with Ms. Freitas. For those parents who cannot make this orientation, an invitation is sent for a larger group orientation which we hold at the beginning of each month. The school calendar also alerts parents to the orientation dates. All group orientations are documented and kept in Ms. Freitas' office, along with the agenda and sign-in sheets for each orientation session.

These orientations are run by the ELL Coordinator, Dale Freitas; the ESL teachers, Vanessa Paulino and Miriam Garcia; and our Parent Coordinator, Cassie Rodriguez. For parents that speak a language other than English or Spanish, we find a translator to assist.

The typical orientation runs as follows: After a brief welcome and introduction, the parents receive the ELL Program brochure, are informed of their children's LAB-R & Spanish LAB (if applicable) test results, and watch the DVD/ or online orientation (in their native language, if available) describing all three programs: TBE, ESL and Dual Language. After the video the three programs are summarized again, questions are answered and parents complete the Parental Choice Form. The meeting's facilitators circulate and help the parents who need assistance in filling out the form. Parents are only told about which programs we offer at P.S.150X after they have indicated their program preferences. In this way we can use this knowledge in programming for the future. All Parental Choice Forms are kept in a folder in a file cabinet in Ms.Freitas' office after being entered into the new ATS screen, ELPC.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Once a child is tested as determined eligible for service Ms. Freitas gives the student's teacher the program entitlement letter, brochure describing the three available programs for ELLs in New York City and the Parental Choice Form (all in the parent's native language). Teachers either hand deliver these materials to parents or they are sent home with the students. Parents are then invited in for individual, small group, or larger parent orientations with one of the ELL specialist. Afterwards, they complete the Parental Choice Form. If a parent fails to fill out a parental choice form or attend an orientation, more invitations for individual meetings are extended along with the ELL parent brochure and Parental Choice Form. For parents who still cannot come in, we request the immediate completion and return of the Parental Choice form. If it is not returned, their child will continue in the TBE program when applicable. Non-speaking Spanish ELLs will continue in the freestanding ESL Program. Attempts to obtain the completed Parental Option Form will continue.

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.

All Spanish speaking ELLs are initially placed in the bilingual class on their grade when one exists. This year we have Spanish TBE classes available for all grades except fifth. ELLs with other home languages are placed in a monolingual class and begin receiving ESL services. The trend we've seen in Parental Choice throughout the years has been approximately two-thirds to one-half of the new admits choosing the TBE program, and the majority of the remainder choosing the Freestanding ESL program. For these parents their program choice can be honored. There have usually been enough students (15+) per grade to open one Spanish TBE on each grade level but never enough for two. This year we have a bridge 3rd and 4th grade TBE class, as we didn't have the 15 students necessary per grade to open a class just for that grade. This year we do not have 15 students whose parents want them in a bilingual setting in fifth grade so therefore all ELLs are in monolingual classes receiving ESL services. We offer a Freestanding ESL program for ELLs whose parents don't want their children in a TBE program. When a parent indicates a dual-language program preference, or a non-Spanish speaking parent a TBE preference, neither of which are available at 150, we explain their transfer options to them. Until now all parents have opted to keep their children in P.S.150X, in one of our two programs. All Parental Choice Forms are kept in a folder in a file cabinet in Ms. Freitas' office after being entered into the new ATS screen, ELPC.

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.

Mrs. Freitas is the Test Coordinator at P.S.150X. She ensures that all ELLs are identified throughout the school year. The intake secretaries always advise Ms. Freitas or another ELL specialist when there is a new NYC admit so interviews can be conducted, HLIS completed and eligible students LAB-R tested. RLAT reports identify ELLs already in our school as well as new ELL admits that come from other public schools within NYC. Before the NYSESLAT window opens another report is run to assure all ELLs are identified. Once NYSESLAT begins, Ms. Freitas keeps lists of the students who have been tested with the speaking subtest by comparing the score sheets with the list of ELLs that need to take the test. During the speaking subtest window, teachers within the school involved in administering this subtest, update and return testing materials to Ms. Freitas daily. During the week of the NYSESLAT Listening, Reading and Writing subtests, Ms. Freitas has proctors keep attendance everyday on an RWCL. These "attendance" are used for makeup purposes. Before the close of the makeup window Ms. Freitas makes sure that all students have taken all 4 parts of the NYSESLAT by cross referencing student materials with an up-to-date list of ELLs (i.e. the RLAT). Due to this we are happy to say we have had excellent participation rates throughout the years.

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. 
- The trend we've seen in Parental Choice throughout the years has been approximately two-thirds to one-half of the new admits choosing the TBE program, and the majority of the remainder choosing the Freestanding ESL program. For these parents their program choice can be honored. There have always been enough students (15+) per grade to open one Spanish TBE on each grade level but never enough for two. For the remaining children we offer the Freestanding ESL program. When a parent indicates a dual-language program preference, or a non-Spanish speaking parent a TBE preference, neither of which are available at 150, we explain their transfer options to them. Until now though, all parents have opted to keep their children in P.S.150X, in one of our two programs. If a parent fails to fill out a Parental Choice form or attend an orientation, an ELL Parent Brochure and Parental Choice form is sent out requesting immediate completion and return. If it is not returned, their child is automatically placed in the TBE program (if previously in monolingual classroom), if applicable, or continues in the freestanding ESL program. Students new to the school, but not new to NYCPublic Schools, who are eligible for ELL services, are identified by weekly RLAT reports. Interviews with the parent/student/former school help to determine the proper placement and services for the student. In the Spring of each school year, parents are advised of the upcoming NYSESLAT, which NYS students take to measure their progress towards English proficiency. Afterwards, when the NYSESLAT results are released, we inform parents of their child's continued entitlement or non-entitlement status for ELL services the following school year. If a parent wants to opt their child out of a TBE classthey complete an Opt-Out form.

*The 4 pedagogues who assist with the HLIS at registration are:

Dale Freitas (ELL Compliance/Coordinator),

Vanessa Paulino (ESL Teacher / Professional Developer)

Miriam Garcia (ESL Teacher)

Brenda Singpracha (IEP Teacher)

**All copies of HLIS, Informal Questionnaires, Parent Orientation materials & sign in sheets, hand scored LAB-R/LAB results, Parental Choice Surveys, Placement Letters, Opt-Out forms and Continued Entitlement letters are kept on file in Ms. Freitas' office, room 213.

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])?

Part IV: ELL Programming

A. Programming and Scheduling Information grade.

At P.S. 150X, one-quarter of our K - 5 student population is comprised of English Language Learners, and a large majority of these students are native Spanish speakers. To meet these students' needs, we have one Spanish Transitional Bilingual Education (TBE) class per grade in grades K-2 and one bridge class in grades 3 and 4. Approximately half of our ELLs are in the TBE program. The other half of our students receive ESL instruction through either a Push-In or Pull-Out model. Both programs follow the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs, ensuring that all ELLs receive their mandated 360 minutes of ESL/ELA instruction (and NLA where necessary). (See question #2 for more a more detailed description of the CR Part 154 breakdown.)

B. Program Models

Students in our TBE classes are grouped heterogeneously, in terms of academic strengths and weaknesses, as well as English proficiency levels. Therefore, differentiation and instructional modifications based on consistent monitoring of student progress, are key to meeting the needs of every child. The teacher plans instruction according to their students' proficiency levels. For beginning level English learners, a 60-40 model is used; 60% of instruction is given in the native language, in this case Spanish, and 40% in English. As the students become more fluent in English, the instruction in Spanish decreases while instruction in English increases. (See question #3 for a more in depth explanation of instruction.) Our ESL program serves ELLs in monolingual English classes. These students' parents/guardians have opted them out of the bilingual program. That includes a few students who speak a language other than English or Spanish, after their parents turn down the option, if available, to place their child in an appropriate bilingual program in another NYC public school. Grouping for ESL instruction is homogeneous, based on level of English proficiency. We also use iPads in many classrooms, both monolingual and TBE, where ELLs in need have applications that provide ELLs with tutorial sessions in ESL. Teachers have a schedule to ensure that students use the iPads daily.

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)?

We have four Transitional Bilingual Education (TBE) classes, one of which is a 3/4 bridge taught by 4 certified ESL/Bilingual teachers. All bilingual teachers develop their literacy and ESL schedules according to the mandatory number of instructional units, dictated by CR Part 154, for the various levels of ELL proficiency in their classrooms. The amount of time bilingual students get ESL instruction, varies according to proficiency level. Beginner and intermediate level ELLs receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL and 180 minutes of ELA per week. There is a converse relationship between the amount of time students are exposed to their native language and NLA and their English proficiency levels. Instruction in Native Language Arts and instruction with native language support decreases as English proficiency levels increase; beginners getting the most support and instruction in NLA, intermediate students a bit less, and advanced less still. This lessening of native

language support leads to the expected transition from Spanish to English. Our "ESL" students (ELLs in monolingual classrooms) receive the same breakdown of ESL/ELA minutes as those students in bilingual classes, that is, based on their proficiency level. These students get their instruction from one of our two certified TESOL teachers, who follow either the Pull-Out or Push-In model. They do not receive any Native Language Arts instruction, but whenever possible their ESL or classroom teacher can support their learning with their native language. (Our greatest ELL population consists of Spanish speakers, and both ESL teachers, as well as many other teachers in our school, speak Spanish).

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.

Based on Cummins' BICS and CALP distinction, we are cognizant of the difficulty ELLs have with the academic English found

in content area studies. Cognitive academic language is quite different than interpersonal language skills, requiring higher order thinking skills so students are given as much support as possible in the content areas. In the ESL program, the content areas of ELA, Mathematics, Science and Social Studies are taught using English textbooks and leveled readers in monolingual classrooms. ELLs use word-to-word translation dictionaries that support them in their learning of academic language. In our Transitional Bilingual program content areas of mathematics, science and social studies are taught using Spanish textbooks and leveled readers. The percentage of time using one language or the other depends on each student's proficiency level. The 60/40 model is used with beginner ELLs, 60% Spanish and 40% English, and somewhat of an inverse equation is used with more advanced ELLs. In order to make content comprehensible for our ELLs in both monolingual and bilingual classrooms, teachers build on students' prior knowledge, and use scaffolding techniques to support student learning. Thematic units of study make each content area subject more meaningful, where students can see the interconnectedness of these different areas of study. Content area vocabulary is better developed in this way, where students repeatedly focus on the same theme, albeit in different subject areas. In the bilingual classrooms content area word walls are in both languages, each language color-coded. In both bilingual and monolingual classrooms LEA charts hang from light. Currently we have put into use the ReadyGen and Go Math Programs that are aligned to the Common Core Learning Standards.

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

The Spanish LAB, administered to Spanish speaking ELLs upon entry to the NYC Public School system, is the first native language

evaluation given. In the case of kindergarteners, it assesses the child's verbal skills in their native language. For older children entering the NYCDOE for the first time, the Spanish LAB provides a snapshot of their native language literacy skills. The DRA 2 in Spanish is used to evaluate progress in the native language by tracking reading progress and determining students' strengths and weaknesses periodically throughout the year. These assessments also help to drive instruction for students in their native language. Students in grades 3-5, in Spanish TBE classes, take the NYC ELE, a Spanish reading test, in the Spring of each school year and have the option of taking the NYS standardized content area exams in their native language. Other students in monolingual classes that speak a language other than Spanish have the opportunity to take the test in their native language, whenever that language edition is available, or as has been done in the past, through an interpreter, when there is no written form of the test in their language. These translated editions, or those given through an interpreter, are generally used with beginner ELLs who are recent arrivals in this country and are in the testing grades.

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

In order to ensure that all ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year we start by examining the Spring NYSESLAT scores and using the results in all modalities to inform grouping and instruction. As the year progresses we use the Periodic Assessment for English Language Learners in grades 3-5. The results are analyzed and used to support students in areas of need. In addition, in grades K-5 students are evaluated in all four modalities through the use of MONDO and Rigby assessments.

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).

This school year we have started to implementing the use of ReadyGen and Go Math CCLS aligned programs in grades K-5. These programs are being used in our TBE classrooms. These programs provide differentiated instruction in literacy and math. The Go Math programs provides teachers with resources for tier 2 and 3 instruction. ReadyGen provides teachers with a scaffolded strategies handbook to support differentiated instruction for ELL students. Our Newcomers in testing grades are transitioned into a Balanced Literacy approach to reading English within their first year. This is to prepare them for the NYS ELA exam for the next 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 instruction using Mondo Educational Publishing's "Let's Talk About It". This program allows students to engage in oral language activities and explore reading and writing skills like making predictions, grammar usage, analytical thinking, and linking new learning experiences to what is already known. In addition, newcomers in grades K-5 have received iPads. The use of ESL applications on the iPads allow students to receive instruction in language vocabulary and reading. Our ELLs with disabilities are placed based on their IEP program recommendation. Some are placed in self-contained monolingual special education classes, and still others in monolingual or bilingual general ed. classes with related services. These students in monolingual

classrooms receive ESL services from a certified ESL teacher. Teachers ensure that students use iPads daily and monitor student progress and assign tasks based on student need. Special Education students in grades K-2 receive instruction through a pull-out ESL program with a 1:10 teacher-student ratio. LEP students in grade K-2 use the Award Reading program which includes a word study component and computer software that focuses on narrative and informational texts to develop academic English. ELLs receiving services 4-6 years benefit from being in monolingual and bilingual classes. Those in bilingual classes receive their ESL instruction from their classroom teachers that are certified and plan for this time which is embedded in the school day. Those in monolingual classes receive their ESL instruction from a certified ESL teacher via an ESL program. The ESL teacher ensures students receive their appropriate amount of ESL instruction. These teachers also collaborate with the monolingual classroom teachers in order to support these students academically. Both classroom teacher and the ESL provider meet periodically to discuss lessons to be taught and to review student progress. The ESL teacher also focuses her lessons on English Language Arts (ELA) as it relates to the reading and writing strands of the NYSESLAT exam. Some of the materials used with this sub-group include: Wilson, Foundations, Reading Reform, and MONDO. Our primary goal for our SIFE students is to identify their areas of strengths and weaknesses and evaluate and place students in the program that best fits their needs. In aligning resources to students, we are able to maximize academic potential for our SIFE students. SIFE are invited to participate in our ELL after school programs where the teachers providing instruction are certified in ESL and Bilingual education. These students are included in our school-wide data based system for literacy. This allows us to monitor progress and drive rigorous instruction that. (through the use of guided reading groups, differentiated task, and individualized action plans). One of the programs that are used to provide instruction in reading and writing, is Mondo's guided reading program, which is aligned to the Common Core Learning Standards. This allows teachers to provide systematic instruction in reading and writing that is standard based.

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?

P.S.150X has always tried to place our ELL-SWDs in the least restrictive environment, whenever appropriate. In the past, on most grade levels, students that were eligible for this sort of placement had been placed in bilingual inclusion classes. In recent years the number of bilingual inclusion classes has decreased due to a decrease in students who are recommended for this type of placement. For students whose IEPs indicate placement in self-contained bilingual classrooms and none are available, an alternate placement para is assigned. For those students who are in monolingual self-contained classes, a certified ESL teacher provides ESL instruction. Classroom teachers work in conjunction with the ESL teacher to plan lessons and find the most effective way to meet the needs of the ELL-SWD. Many teachers who work with special ed. ELLs have attended professional development sessions offered by our CFN 607. These workshops deal with a variety of issues, from learning how to improve instruction for our ELLs with disabilities to learning to distinguish whether ELLs are still developing English proficiency or have a disability. Special Education teachers collect data periodically based on simulated test and diagnostic reading assessments to develop small group/individual instruction for students based on academic needs. Throughout the school year, teachers reassess groups and adjust placement accordingly. These students are provided with academic intervention during extended time. Materials include NYSESLAT and Beyond workbooks, Common Core Aligned New York Ready materials in ELA and Math workbooks. ELL-SWD students have been provided with iPads. The applications chosen provide students with differentiated instruction in listening, speaking, and reading. Teachers use data to assign independent skill practice and small group instruction. There are numerous approaches and strategies that teachers of ELL-SWD are using to increase language acquisition: BICS (Cummins)-Basic Interpersonal Communications Skills: it takes 1-3 years to develop interactions. CALP (Cummins)- Cognitive Academic Language Proficiency: It takes 5-10 years to develop, the development is directly correlated to higher order thinking skills. Language development is connected to explaining, clarifying, generalizing, and manipulating ideas. Over time, students can apply knowledge learned and demonstrate an understanding of vocabulary. In addition, in order to sustain programs and resources provided through the ELL summer enrichment program we will continue implementation of the following for the 2013-2014 school year:

- Mondo Bookshop Reading Program for grades K-5
- Mondo Guided Reading book sets for first grade; Guided Reading small group instruction
- iPads will be used for research, reteach, and guided practice through the use of educational appts.
- Dictionaries and thesaurus will be used to support vocabulary development for ELLs.
- Classroom libraries in Spanish and English will be utilize to support native language and develop English proficiency.

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?

In our school for many of our ELL (English Language Learners)-SWD (Students with Disabilities), when recommended are placed in inclusion classes. These classes have two certified teachers, one General Education teacher and one Special Education teacher.

Students in these settings benefit from a lower student to teacher ratio and a diverse student population (mainstreamed students and students with needs are placed together), it provides students with an optimal learning environment. There is more opportunity for smaller group activities and much easier for teachers to identify areas of weakness and target instruction to correct these weaknesses. This year, our literacy staff developer wrote a grant for the school and we were granted funds to better be able to help our ELL-SWD population. This ELL Enrichment grant allowed our school to run a summer enrichment program specifically for this targeted group.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

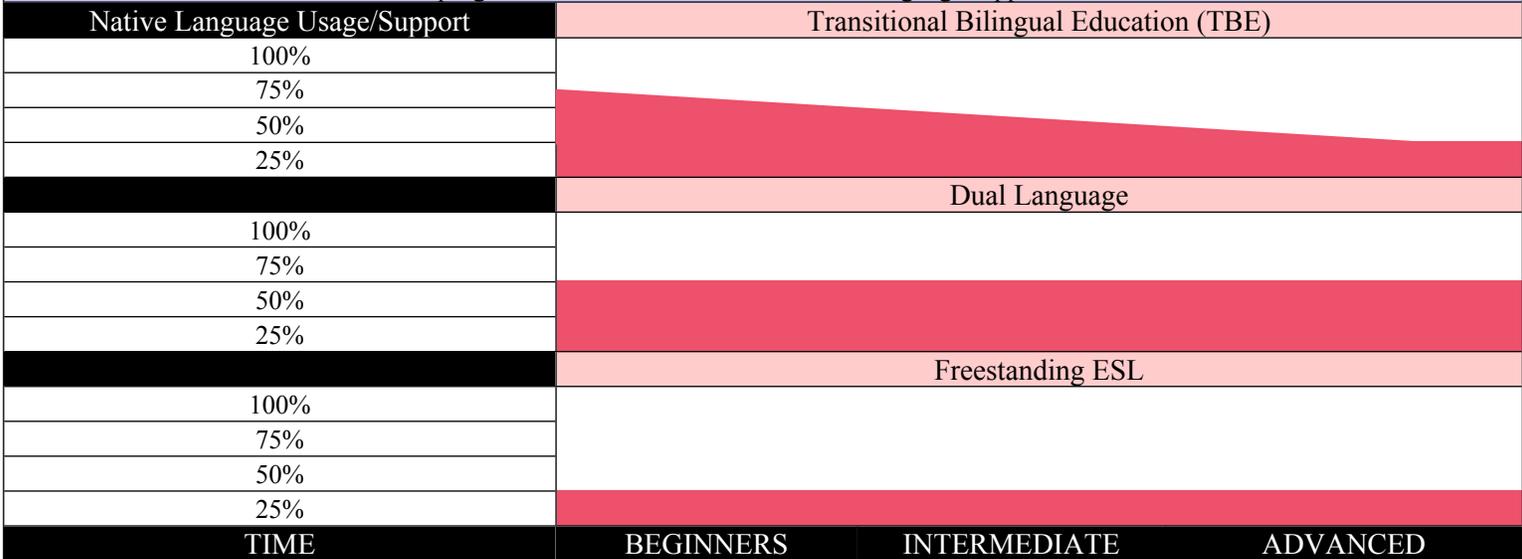
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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 is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of about ¼ of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In the TBE program students are provided with AIS in their native language for Mathematics, Science and Social Studies.

ELA: During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with ESL teachers or staff developers in grades K-5. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, ReadyGen, Award Reading, and MONDO. ELL After-school Program: ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5: 15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided. AIS Literacy Intervention: Literacy Intervention Specialist, Literacy Coach and ESL Teachers provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block. Mandated Extended Day Grade K-5: The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Two days a week, Tuesdays and Wednesdays students remain until 3:10 p.m. to receive additional support and focus instruction.

Mathematics: During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math. As well, the students receive push-in and small group instruction from the Math Staff Developer/Math cluster teacher. Small group instruction is provided for the identified students. Science: The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students. Social Studies: Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade.

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

Our program has proven to be effective based on student data as well feedback gathered from parents and students. In 2012, we did not meet the AMAO1 and AMAO 2. After careful analysis of our instructional practices and student data we developed our Tier 1 and 2 instruction to provide more content rich vocabulary and provide students with Common Core aligned materials in our title III after school programs. As a result of all this work we were able to meet the AMAO 1 and 2 for the 2013 school year. We will continue to expand our practices in providing targeted AIS instruction to ELL students.

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

This school year, we continue to have two ESL teachers. In addition, we will offer an ESL after-school program for grades 1-5 that will service our bilingual students by providing instruction in ELA, language development, and test sophistication for NYSESLAT. Also, as part of our 2013 summer school program for ELLs, we are sustaining program use of the MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides). We are also providing teachers with Learning A-Z licenses to provide CCLS aligned instruction. Teachers in grades K-5 have been provided with laptops, iPads and smartboards to enhance instruction.

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

There are no programs/services for ELLs that have been discontinued this year.

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

ELL students are afforded equal access to all school programs. All ELL students regardless of level are given applications to all after

school programs and given the opportunity to participate. We also include ELL students in our extended day program which is based on student need. We provide numerous workshops for parents of ELL to keep them informed on the latest programs available for ELL students and the opportunity to have their child partake in programs available at our school.

A variety of methods are used according to the English level of proficiency of the students by incorporating more educational

trips, more literacy integrated into the content areas, as well as the established variety of methods such as TPR, Natural approach, and Calla. Also incorporated into our plan for meeting individual needs of our students' proficiency levels are individualized instruction based on specific language deficits, small group instruction, and extended day focusing on literacy in both the native language and English for all the content areas but especially reading and math.

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

Both our ESL and Bilingual Programs in grades K-5 utilize the following programs and materials:

- Reading & Writing A-Z (K-5)
- NYSESLAT & Beyond test prep books
- Award Reading (K-2)
- Harcourt Science Textbooks (ELL component)
- MONDO ESL Reading Program (Guided reading books, big books for shared reading, read alouds, audio CDs, phonics intervention kit, and instructional guides)
- Spanish libraries for grades K-5
- Spanish dictionaries
- I pads/ laptops/smartboards

Native language/Content Area/Language Material include:

- * Classroom libraries in Native language including big books
- * Go Math Program
- * Core curriculum materials in Science and Social Studies(Harcourt Brace)
- * Common Core Aligned New York Ready Test Ready Materials
- * Mondo Let's Talk about it (Language Development)
- *Measuring Up Science Workbooks by People's Publishing

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

The transitional bilingual program provides native language support through content area instruction in the student's native language. In our Transitional Bilingual program beginners students receive native language arts through thematic content area unit in science and social studies for 2 periods a day. Intermediate students receive native language arts through thematic content area unit in science and social studies for 1 period a day. The advanced students in our TBE program receive one 45 minute period of NLA daily. Materials used within our Transitional Bilingual Program include: ReadyGen Reading Program, Go Math, Core Curriculum Science/Social Studies, and Classroom Libraries in Native Language. According to the native language program models, if the teacher speaks the students's native language and communication in the child's native language is required, the ESL provider should shift to this language and speak to child in their native language.

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

At our school we work within two different bands. The first is a K-2 band and the second is a 3-5 band. Each band has a certified ESL teacher that specializes in Early Childhood/ESL for the lower grade and an ESL teacher for upper grades that specializes in Reading/ESL. These two teachers work cooperatively in planning differentiated instruction for students in each band. Grades K-5 uses Mondo Language Development program for ESL students "Lets Talk About It" to build vocabulary.

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.

During our ELL Summer Programs we invite newly enrolled students to attend and participate in academic activities with a multicultural approach. Parents are provided with workshops and ESL adult classes throughout the school year. Students are invited to participate in after-school programs that are designed to meet the needs of new immigrant students and ELL students.

18. What language electives are offered to ELLs?

Paste response to question here: Not Applicable

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)?

Not Applicable

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.

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) Describe 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? We will partner up with Ponce De Leon and Health First to provide parents in our community with workshops. A banker will be available to explain resources within the community. The banker will explain how to open a student account and how to begin saving money for college. A health insurance representative will be available to provide insurance applications, answer questions and provide giveaways to all participants. The New York City Public Library will be on site to provide parents and students with library cards.

3) How do you evaluate the needs of the parents?

In the beginning of the year we have informal discussions with parents about topics of interest and areas of need. The feedback given by parents is analyzed and discussed with administrators to plan for future workshops and services for parents.

4) How do your parental involvement activities address the needs of the parents?

Parents will be invited to attend a number of workshops given by our staff development team, which will include the following:

- C.S.150 ELL program overview/selecting a program that meets the needs of each individual student (Parent Choice)
- ESL Program Showcase (Parents will get an opportunity to learn about all of the ESL programs currently being implemented in ESL classes eg. MONDO, and ReadyGen).
- Learning about NYS assessments in ELA, Math, Science, & Social Studies
- Criteria for promotion and ELL student regulations for testing.
- Using technology to improve academic performance through the use of computers and Ipads and Smartboards.
- Celebrating Multiculturalism of our ELL population
- Community Support Services (community organizations will be invited to meet with parents)

We will also be providing a workshop for our Pre-Kindergarten parents in Literacy and Math to support young learners. We will provide parents with hot breakfast and giveaways.

In addition, we will provide parents with an opportunity to join an ESL class. Our parent coordinator will support parents with translationservices and opportunities for parents to become Learning Leaders. We provide our parents with on site translation for all workshops.

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:

150

School DBN: 12BX

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Edwin Irizarry | Principal | | 12/6/13 |
| Norma Sanchez | Assistant Principal | | 12/6/13 |
| Cassie Rodriguez | Parent Coordinator | | 12/6/13 |
| M.Garcia/V.Paulino | ESL Teacher | | 12/6/13 |
| Daisy Munoz | Parent | | 12/6/13 |
| Jennie Delpino | Teacher/Subject Area | | 12/6/13 |
| Vanessa Gonzalez | Teacher/Subject Area | | 12/6/13 |
| Miriam Torres | Coach | | 12/6/13 |
| | Coach | | |
| Nerys Rivera | Guidance Counselor | | 12/6/13 |
| Elmer Myers | Network Leader | | 12/6/13 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12BX15 School Name: 150

Cluster: 6 Network: 607

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.

Generally our school uses Part 3 of the Home Language Identification Survey (HLIS) to determine the written translation and oral interpretation needs of our parents. Since the HLIS form is a part of every first time NYC Public School student registrant, the adult's preferred language (APL) is known immediately. If the child is transferring from another NYC public school, and the student's records containing their HLIS haven't yet arrived, then the APL is informally ascertained immediately by the staff members that handle registration. The APL is then noted on the child's registration materials. All APLs are then put into ATS using the UPPG function, at the same time that other registration information is being entered.

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

Our findings indicate that we need translation and interpretation services for approximately one-third of our parents/guardians. 99% of these non-English speaking adults are Spanish speaking. The other 1% speak French, Arabic and a variety of African dialects. The aforementioned findings are shared with the school community in a variety of ways; school newsletters, staff conferences, professional development sessions, parent workshops and parent orientations. Parents are informed about our school CEP and report card's availability on the NYCDOE website, where they can find out many other statistics concerning our school as well.

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.

P.S.150X is fortunate enough to have staff members that are proficient in a variety of languages. For each of the languages that we need written translations for, we have a staff member who is able to do this translation proficiently. We have one teacher who is proficient in Arabic and a large number of staff members are proficient in Spanish. Although there are parents who prefer to speak African dialects, for which we do not have in-house translation, these parents can understand and speak French or English, as well. We have at times used the better translation websites, when a teacher is not available to assist, but we have never had to look for outside vendors. In order to ensure a timely provision of translated documents, teachers that are needed for written translations are either excused for a period from their assignment or paid per-session to stay after school. Generally, these translations are for school memos sent to parents as well as individual student-specific memos, parent workshop and orientation invitations, and permission slips.

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

Oral interpretation services are provided during school hours by the same staff members referenced above, as well as our Parent Coordinator who speaks Spanish. These services are needed for registration, parent workshops and orientations, meetings with the teacher, Parent/Teacher Conferences, and CSE meetings.

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>.

Chancellor's Regulation A-633 requires that parents who are not proficient in English are given the opportunity to participate in programs critical to their children's education. Towards that end, the NYCDOE multilingual poster, hanging in the vestibule of the main entrance of our school, notifies parents of the availability of translation and interpretation services. Our parent coordinator, Cassie Rodriguez, also informs parents of their right to these services during meetings and workshops at school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-----------------------------|
| Name of School: C.S.150 | DBN: 12X150 |
| DBN: 12BX150 | |
| Cluster Leader: Jose Ruiz | Network Leader: Elmer Myers |
| This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) | |
| <input checked="" 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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: 6 # of content area teachers: |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At CS150, our ELL population represents one fourth of our student body. Both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx.

Data

At C.S.150 there is a trend in the way ELL students perform in the four competences, as per the NYSESLAT. In the strands of Listening and Speaking students seem to perform significantly better than Reading and Writing. The Data below shows that students Basic Interpersonal Communicative Skills are far more developed than their Cognitive Academic Language Proficiency. In order to become English proficient ELL students must develop their academic English.

NYSESLAT Data

The NYSESLAT Modality Analysis indicates that in Listening & Speaking 40% of our students have reached English proficiency and only 12% have reached proficiency in Reading & Writing. There is a significant disparity between these strands. In our analysis of the data, we find that the majority of our students in grades K-5 perform at the Advanced and Proficient levels in Listening & Speaking. However, in Reading & Writing, we have a decline in the number of students that reach the Advanced and Proficient level.

Rationale for proposed program:

Based on our needs assessment findings of English Language Learners, we have concluded that the major deficiencies are in reading, writing and vocabulary development. Our goal is to provide enriched support for struggling ELLs, which include students with Interrupted Formal Education and special education ELLs.

We will design a program for our First through Fifth Grade Bilingual/ESL population that will provide support in English Language Arts. The language of instruction will be English with an academic intervention approach. Instructional staff will provide opportunities for students to learn academic English, writing, syntax, grammar, vocabulary, and usage of the English language. The after school program will run from November 2012 through March 2013 on Tuesdays, Wednesdays, and Thursdays from 3:10 to 5:10pm. It will be offered to ELL students in bilingual classes and selected ESL students that are in need of academic intervention services. We estimate the program to have 5 groups of 15 students taught by 5 licensed Bilingual/ESL teachers. An Assistant Principal will oversee the program to ensure its

Part B: Direct Instruction Supplemental Program Information

correct implementation as well as monitor student progress and attendance.

Another goal of this program is to strengthen the students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities, with a greater focus on Reading & Writing. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. In addition, all students who are beginners or intermediate as determined by the NYSESLAT will have an Imagine Learning English license. This license will allow the students to have daily access to Imagine Learning lessons and pre & post assessment via Imagine Learning English software.

We will use Mondo's Pathways to Writing in grades 1-5. Pathways to Writing offers engaging resources to support students in writing and help teachers model and explicitly demonstrate the steps of the writing process. Pathways to Writing uses modeled and shared writing to demonstrate, teach, and practice the steps of the writing process while focusing on a specific text type. Each lesson provides specific suggestions for supporting English language learners. In addition, we will use the guided reading program from Mondo Bookshop. This program provides students will the opportunity to read in a small group, on how to talk, read, think purposefully about text. Each guided reading book collection includes a collection of brand new, carefully leveled books to provide enough support and a small amount of challenges and make small steps toward grade level goals. There is an assessment component to the program that will be used periodically to assess students' progress in the program. This reading and writing intervention program will support our ELL students in learning the skills and strategies they need to become better readers and writers. In addition, we will provide students in grades K-5 NYSESLAT & Beyond workbooks to prepare for testing in the Spring.

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:

C.S.150 will provide a strong professional development program for all teachers who have direct contact with ELLs and are part of the Title III after-school program. Our ESL coordinator, Literacy Coach and ESL teachers will provide professional development on instructional strategies to support English Language Learners, curriculum supports for ELLs and second language acquisition theories. Due to our large ELL population, teachers have expressed the need for professional development in the areas mentioned below. The following professional development program has been designed with these needs in mind:

| Topic: | Provider | Scheduled Date |
|-----------------------------------|-----------------|-----------------|
| • Analysis of NYSESLAT Data using | ESL Coordinator | November (2012) |

Part C: Professional Development

AMAO Tool

- Mondo Guided Reading/Pathways to Writing Literacy Coach November (2012)

Program Training

- iPad Training for ESL/Bilingual Technology Teacher November (2012)

Teachers

- Aligning Classroom Instruction to Literacy Coach December (2012)

The Common Core Learning Standards

Part D: Parental Engagement Activities

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

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

Begin description here:

We will provide parents with the opportunity to join an ESL class. Providing ESL classes to parents will help support parents in their journey to assist and develop proficiency in English. There will be 20-25 parents invited to attend our ESL Adult classes. Parents will be registered on a first come first served basis. The program will take place at C.S.150 for 12 Wednesdays from 3:10 – 5:10 pm. The program will begin on December 2012 and end in February 2013. Our Parent Coordinator will provide parents with registration forms and participation information. One NYS certified ESL teachers will provide instruction for our ESL Adult class. These two teachers will provide parents with differentiated ESL instruction based on need. One key component of the program is to provide parents with survival English classes to support their communication with the school and community. We will work closely with our bilingual staff to provide additional translation support to parents. In return parent communication will be enhanced and student performance will improve.

Part E: Budget

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

Allocation Amount: \$28484

| 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 | \$22,408.96 | <p>The following is a breakdown of the sessions and per-session allotment:</p> <p>5 Teachers x 36 sessions x 2 hours x \$50.02 = \$18,007.20</p> <ul style="list-style-type: none"> •Per session rate with fringe: \$50.02 •November 2012 – March 2013 •Program hours: Tuesday, Wednesday, & Thursday <p>Time: 3:10pm – 5:10 pm</p> <ul style="list-style-type: none"> •Grades 1- 5 (one teacher per grade) <p>Adult ESL Classes</p> <p>The following is a breakdown of the sessions and per-session allotment:</p> <p>1 Teachers x 12 sessions x 2 hours x \$50.02 = 1,200.48</p> <ul style="list-style-type: none"> •Per session rate with fringe: \$50.02 •December 2012 – February 2013 •Program hours: Thursdays <p>Time: 3:10 - 5:10</p> <p>Instructional staff will receive a series of professional development sessions provided by ESL Coordinator, Literacy Coach, and Technology Teacher. These sessions will focus on NYSESLAT Data, Mondo programs, technology, and CCLS.</p> <p>The following is a breakdown of the sessions and per-session allotment:</p> <p>8 Teachers x 4 sessions x 2 hours x \$50.02=3,201.28</p> |
| Purchased services | | |

Part E: Budget

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

Allocation Amount: \$28484

| | | |
|---|----------|---|
| <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. | \$5,500 | Mondo Guided Reading & Mondo Pathways to Writing program: A guided reading and writing program that supports literacy instruction and helps teachers provide powerful daily, small group instruction. In addition, we will purchase NYSESLAT & Beyond workbooks for students in grades K-5. |
| Educational Software (Object Code 199) | \$575.04 | Imagine Learning English Software: to develop English proficiency through ESL software Student Licenses for Imagine Learning |
| Travel | | |
| Other | | |
| TOTAL | \$28,484 | |