



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S 119X THE SHAKESPEARE SCHOOL

DBN (i.e. 01M001): 09X199

Principal: LILIA NAVARRETE

Principal Email: LNAVARR@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: BEN WAXMAN

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
Lilia Navarrete	*Principal or Designee	
Ericka Bolt	*UFT Chapter Leader or Designee	
Jacqueline Williams	*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	
Celeste Castillo	Member/ Elected UFT	
Graceann Fogah	Member/ Elected UFT	
	Member/	
Myma Salguero	Member/ Elected UFT	
	Member/	
Anna Shoikhet	Member/ Elected UFT	
William Ingino	Member/ Elected UFT	
Yenny Torres	Member/ Elected Parent	
Lourdes Peralta	Member/ Elected Parent	
Jada Nunez	Member/ Elected Parent	
Mikieya Brown	Member/ Elected Parent	
Marilyn River	Member/ Elected Parent	
Consuelo Marte	Member/ Elected Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the percentage of students in Grades 3-5 including (students designated as English Language Learners (ELLs) and Students with Disabilities (SWD's) performing at levels 3 and 4 on the April 2014 ELA test will increase by 3-5%. The percentage of students in Grades K-2 performing on grade level in reading will increase by 5-7 % as per the June 2014 Running Records

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.

After conducting an analysis of the performance data on state assessments from SY: 2013-2014, it was determined that students enrolled in grades 3-5 did not make adequate yearly progress as per the 2013-2014 Progress Report.

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. Extended Day – Tuesdays and Wednesdays: Targeting the lowest 1/3 of underperforming students
2. Two ESL teachers support all ELLs who are enrolled in monolingual classes providing each student with the mandated units for second language acquisition
3. Differentiated Instruction for all students taking into consideration their current level of performance, learning style, and their current level of language acquisition as per the NYSESLAT or/and LAB-R/NYSTIL data.
4. Selected Ells students & students with interrupted formal education (S.I.F.E) attend a Title III program after school. This program takes places twice a week in order to further support the ELL population achieve grade level standards and mastery of the second language: English.
5. Two Instructional coaches provide enrichment in ELA and in Math to all students including ELLs and SWD: Grades 3-5
6. Lesson plans geared towards the ELL population must include a language and a content objective
7. Monthly Instructional Cabinet meetings: (One Lead teacher representing the grade attends). Pivotal curricular and instructional decisions are discussed and made at these meetings, which impact upon the academic and language achievement of both sub-groups outlined on the goal: SWD and ELLs

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

1. General Education Students, Students with Disabilities (SWD), and English Language Learners (ELLs) enrolled in grades: K-5

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

1. For SY: 2013-2014 school year, the school wide focus will be on vocabulary development. Emphasis on Tier 2 & Tier 3 vocabulary words: 9ELA Shift #6), build students' knowledge through content rich information and literary texts (shift #1),engage in daily guided reading and reading conferences, ask students to provide text based answers (shift # 4), build students independent reading stamina, and increase students' use of metacognitive strategies, as they "think about their thinking" before, during, and after they read.
2. May 31-June 1, 2014- School Wide Retreat- presentation on Instructional Goals for SY: 2013-14
3. A Summer Institute will held during the last week of August of 2014 facilitated by Learner Center Initiatives: LCI. The foci will be "Refining Units of Study and Academic Rigor embedded in the planning)
4. The teacher effectiveness protocol will be used to further develop teachers' pedagogical practices.
5. Performance Tasks aligned to the Common Core Learning Standards
6. Throughout the school year, multiple sources of data will be analyzed: (NYC Performance Assessment, Running Records, I-ready, NYSESLAT, LAB-R/NYSTIL results and students' reading evidence from the previous grade will be periodically reviewed in order to continually monitor student progress.
7. As a class, each teacher will devise class goals for each of the areas to be taught per unit
8. The systematic monitoring of lesson plans in order to provide teachers with effective feedback on the integration of language and content objectives for all teachers of ELLs.
9. Informal and formal observations are conducted throughout the school year in order to further support teachers in teaching students who are designated as ELLs.
10. Extended Day – Tuesdays and Wednesdays: Targeting the lowest 1/3 of underperforming students
11. All classroom teachers will archive their data on a Data Binder. This tool will support the work that teachers are engaging in throughout the year; thus allowing those to devise next steps for each of their students based on the collected and later analyzed data.
12. Researched based instructional intervention: Guided Reading for differentiated instruction is implemented in grades K-5 during the school year.
13. Teachers are monitoring Unit implementation and skills mastery via formative and summative assessments
14. Teachers use a web-based tool called: I-Ready to assess students' progress in ELA in distinct areas of reading.
15. Directions for Our Youth (Support for students scoring in the Lowest 1/3) these students receive additional support in ELA after school four days per week.

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

1. September 2013-June 27, 2014

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

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

1. The funds allocated to support the achievement of the goal outlined above are carefully structured. The school has established a head-start program that focuses on improving the oral language abilities, and emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
2. An attendance teacher supports the school's efforts to improve attendance for SWD's and ELLs.
3. Principal –Fair student funding Assistant Principals – Fair student funding (Title I) Coaches – Title I /Contract for Excellence AUSSIE Consultant – Title I

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).

- The principal, the Assistant Principal assigned to Parental Involvement and two Instructional Coaches co-hosts a series of workshops for parents throughout the school year to familiarize parents with the rigorous Common Core State Standards. Each workshop is delivered in both English and in Spanish.
- The school hosted a curriculum night in the early Fall of 2013, in order to present all members of the school community with the SY: 13-14 curricular expectations as per the NYCDOE Instructional Expectations.
- Our existing library has a section dedicated solely to parents as a "Resource Library". Our parent coordinator facilitates this lending process for our parents.
- Early September, parents are provided with a "Parent Handbook", which is available in English and in Spanish. Our school's expectations and regulations are delineated in this document,
- All parents receive a monthly newsletter and a calendar highlighting important events; published in English and in Spanish.
- Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parents' questions and inquiries regarding curriculum.
- Parents will be trained on how to use the ARIS Parent Link by the Parent Coordinator using the new computers set up in the Parent Room.

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the percentage of students in Grades 3-5 performing at Levels 3 and 4 in writing will increase by 3-5% as evidenced by the NYS ELA exam. By June 2014, 55%of the students in grades K-5 will be performing on levels 3 & 4 evidenced the LCI Units of study administered in 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.

After conducting an analysis of the performance data on state assessments from SY: 2013-2014, it was determined that students enrolled in grades 3-5 did not make adequate yearly progress as per the 2013-2014 Progress Report.

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. Students with interrupted formal education (SIFE) meet Tuesdays and Wednesdays in the Title III after school program to achieve grade level standards and learn English.
2. Extended Day – Tuesdays and Wednesdays: Targeting the lowest 1/3 of underperforming students
3. Two ESL teachers support all ELLs who are enrolled in monolingual classes providing each student with the mandated units for second language acquisition
4. Differentiated Instruction for all students taking into consideration their current level of performance, learning style, and their current level of language acquisition as per the NYSESLAT or/and LAB-R/NYSTIL data.
5. Selected ELLs students & students with interrupted formal education (S.I.F.E) attend a Title III program after school. This program takes places twice a week in order to further support the ELL population achieve grade level standards and mastery of the second language: English.
6. Two Instructional coaches provide enrichment in ELA and in Math to all students including ELLs and SWD: Grades 3-5
7. Lesson plans geared towards the ELL population must include a language and a content objective
8. Monthly Instructional Cabinet meetings: (One Lead teacher representing the grade attends). Pivotal curricular and instructional decisions are discussed and made at these meetings, which impact upon the academic and language achievement of both sub-groups outlined on the goal: SWD and ELLs

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

1. The principal, All certified teachers as per organization sheet, Assistant Principals, Instructional Coaches, ESL Teachers, and all Specialists

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

4. The effective use of color-coded criteria charts: standards based genre specific rubrics, to enable students to self-assess and monitor their writing process.
5. Consistently expose students to short and extended response questions
6. The strategic use of effective conferencing to further support the writing development of all students, reinforce the use of grade level academic vocabulary in students' writing, skills and strategies aligned to CCLS, focus on organization and quality of writing for all students.
7. May 31-June 1, 2014- School Wide Retreat- presentation on Instructional Goals for SY: 2013-14
8. A Summer Institute held during the last week in August of 2014 facilitated by Learner Center Initiatives: LCI. The foci will be "Refining Units of Study and Academic Rigor embedded in the planning.
9. Learner Centered Initiatives will support teachers in developing Writing performance tasks aligned to the Common Core Learning Standards.
10. Monthly Instructional Cabinet meetings: (One Lead teacher representing the grade attends).
11. Throughout the school year, multiple sources of data will be analyzed: (NYC Performance Assessment, Running Records, NYSESLAT, LAB-R/NYSTIL results and students' writing evidence from the previous grade will be periodically reviewed in order to continually monitor student progress.
12. As a class, each teacher will devise class goals for each of the areas to be taught per unit.
13. Principal, & Assistant Principal's conduct informal and formal observations and meet regularly to debrief regarding best practices
14. Monthly Learning Walks in alignment with the Citywide Instructional Expectations: ELA Shifts
15. The implementation of the Writers Workshop using the workshop model
16. Continuation of America's Choice color coded element charts per genre/Unit of Study
17. 6+1 traits Rubric is utilized to measure student's progress
18. Monitoring Lesson plans to ensure assessment for every writing lesson
19. Two Instructional coaches providing enrichment in ELA in Grades 3-5
20. ELA Test Sophistication unit for grades 2-5
21. Specific skills will be taught within the Literacy Block (Data –Driven)
22. Extended Day – Tuesdays and Wednesdays: Targeting the lowest 1/3 of underperforming students
23. Students with interrupted formal education (SIFE) meet Tuesdays and Wednesdays in the Title III after school program to achieve grade level standards and learn English.
24. The principal will host monthly Data Meetings with a focus on "Looking at Student Work" using a genre-specific rubric and a Tuning protocol. Teachers will be able to acquire instructional strategies to implement in their classrooms to improve their students' writing.

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

1. TIMELINE: SY: September 2013-June 27, 2014

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

1. Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
2. The funds allocated to support the achievement of the goal outlined above are carefully structured. The school has established a head-start program that focuses on

- improving the oral language abilities, and emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- 3. An attendance teacher supports the school's efforts to improve attendance for SWD's and ELLs.
- 4. Principal –Fair student funding Assistant Principals – Fair student funding (Title I) Coaches – Title I /Contract for Excellence AUSSIE Consultant – Title I

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).

- The principal, the Assistant Principal assigned to Parental Involvement and two Instructional Coaches co-hosts a series of workshops for parents throughout the school year to familiarize parents with the rigorous Common Core State Standards. The workshop is delivered in both English and in Spanish.
- The school hosted a curriculum night in the early Fall of 2012, in order to present all members of the school community with the SY: 12-13 curricular expectations as per the NYCDOE Instructional Expectations
- Our existing library has a section dedicated solely to parents as a "Resource Library". Our parent coordinator facilitates this lending process for our parents.
- Early September, parents are provided with a "Parent Handbook", which is available in English and in Spanish
- All parents receive a monthly newsletter and a calendar highlighting important events; published in English and in Spanish.
- Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parents' questions and inquiries regarding curriculum.
- Parents will be trained on how to use the ARIS Parent Link by the Parent Coordinator using the new computers in the Parent Room.

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

Goal and Action Plan #3

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

Annual Goal #3

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

- By June 2014 students in Grades 3-5 performing at Levels 3 and 4 on the NYS Math assessment will increase by 3-5%.
- By June 2014 students in Grades K-2 math performance will increase by 8-10% as evidenced as from the Houghton Mifflin Harcourt's Go Mathematics Program end of year assessment compared to the baseline assessment that was administered in September 2013.

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.

After conducting an analysis of the performance data on state assessments from SY: 2012-2013, it was determined that students enrolled in grades 3-5 did not make adequate yearly progress as per the 2012-2013 Progress Report.

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. Extended Day – Tuesdays and Wednesdays: Targeting the lowest 1/3 of underperforming students
2. Two ESL teachers support all ELLs who are enrolled in monolingual classes providing each student with the mandated units for second language acquisition
3. Differentiated Instruction for all students taking into consideration their current level of performance, learning style, and their current level of language acquisition as per the NYSESLAT or/and LAB-R/NYSTIL data.
4. Selected Ells students & students with interrupted formal education (S.I.F.E) attend a Title III program after school. This program takes places twice a week in order to further support the ELL population achieve grade level standards and mastery of the second language: English.
5. Two Instructional coaches provide enrichment in ELA and in Math to all students including ELLs and SWD: Grades 3-5
6. Lesson plans geared towards the ELL population must include a language and a content objective
7. Monthly Instructional Cabinet meetings: (One Lead teacher representing the grade attends). Pivotal curricular and instructional decisions are discussed and made at these meetings, which impact upon the academic and language achievement of both sub-groups outlined on the goal: SWD and ELLs

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

1. : certified teachers as per the organization sheet, AP's, Instructional Coaches, related service providers, ESL, Language Arts clusters

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

1. Math Institutes will be conducted by National Recognized Staff Developer, Dr. Nicki Newton, foci will be mathematical shifts, problem solving, guided math, math stations, and CCLS aligned daily lesson plans.
2. Teachers will confer with students to further support the students' grasp of mathematical concepts and conferences will be monitored by APs/Principal.
3. The consistent use of the Thinking Notebook to develop procedural fluency and to support students' self-assessment and monitoring skills following a structured multi-step problem solving framework. (Grades 3-5 follow the state rubric)
4. School wide focus will be for students to explain their thinking in their math thinking notebook.
5. May 31-June 1, 2014- School Wide Retreat- presentation on Instructional Goals for SY: 2013-14
6. A Summer Institute held during the last week in August of 2014 facilitated by Learner Center Initiatives: LCI. The foci will be "Refining instructional objectives.
7. September 2013-Teachers will administer a baseline assessment to determine the students' current level of performance.
8. Monthly Instructional Cabinet meetings: (One Lead teacher representing the grade attends).
9. Throughout the school year multiple sources of data will be analyzed: (in Grades Pre-k-2: End of unit assessments will drive teachers' decisions on next steps for each of their students. Grades 3-5: End of Unit assessments along with I-ready assessments focusing on Math will provide essential data to drive teachers' instructional decisions sand planning.
10. Each teacher will devise class goals for each of the areas to be taught per unit.
11. The I-ready web based tool will be available to all teachers in order to progress monitor each student throughout the school year. Teachers will be trained the effective use of this tool in order to be able to create individualized learning plans.
12. Teachers will engage in monthly planning meetings using the CCLS to plan math lessons. For grades 3-5 with a focus on the Pre-April Standards.
13. AP's, Coaches- monitor implementation, use of Data Binder, goal mastery, provide PD
14. Principal, & Assistant Principal's conduct informal and formal observations and meet regularly to debrief regarding best instructional practices with teachers
15. The Workshop model will be used to impart Mathematical lessons.
16. Conferences will be archived in the Data Binder. The data will drive teachers' instruction.
17. AP's will monitor Lesson plans to ensure appropriate standards-based planning
18. Setting/ monitoring short and long term goals based on data analysis
19. Two Instructional coaches provide enrichment to selected students in Grades 3-5
20. Math Test Sophistication unit will be implemented before the April 2014 State Assessments.

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

5. TIMELINE: SY: September 2013-June 27, 2014

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

1. Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
2. The funds allocated to support the achievement of the goal outlined above are carefully structured. The school has established a head-start program that focuses on improving the oral language abilities, and emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
3. An attendance teacher supports the school's efforts to improve attendance for SWD's and ELLs.
4. Principal –Fair student funding Assistant Principals – Fair student funding (Title I) Coaches – Title I /Contract for Excellence AUSSIE Consultant – Title I

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).

- 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). The PIP template is provided on pages 11 through 15 in this CEP.
- The Principal, the Assistant Principal assigned to Parental Involvement and two Instructional Coaches co-hosts a series of workshops for parents throughout the school year to familiarize parents with the rigorous Common Core State Standards. Each workshop is delivered in both English and in Spanish.
- The school hosted a curriculum night in the early Fall of 2013, in order to present all members of the school community with the SY: 13-14 curricular expectations as per the NYCDOE Instructional Expectations
- Our existing library has a section dedicated solely to parents as a "Resource Library". Our parent coordinator facilitates this lending process for our parents.
- Early September, Parents are provided with a "Parent Handbook". Available in English and in Spanish

- All parents receive a monthly newsletter and a calendar highlighting important events; published in English and in Spanish.
- The school hosts a yearly event known as “Day of the Arts”. Students in grades 3-5 participate in a Play and in our school’s Chorus. Parents attend this yearly event.
- Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parents’ questions and inquiries regarding curriculum.
- Parents will be trained on how to use the ARIS Parent Link by the Parent Coordinator using the new computers in the Parents Room

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100 % of all teachers will have received <u>additional</u> Professional Development in the Charlotte Danielson’s Frameworks for Teaching, Guided Reading, Differentiated Instruction, and assessment with the goal of strengthening our teachers’ core pedagogical practices.

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.
<ul style="list-style-type: none"> • As an Instructional cabinet led by the school principal, the following sources of data are used to formulate the outlined goal above: Student performance Data, Learning Walks feedback, analysis of lesson plans, and teachers’ areas of needs of improvement.

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
<ol style="list-style-type: none"> 1. Sequential ELL and SWD training sessions facilitated by Assistant Principals and Instructional Coaches 2. Instructional Coaches develop classroom strategies and lesson planning with classroom teachers in 6-8 week coaching cycles focusing on subgroups.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. : Administrators, certified staff, consultants, network instructors
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. August 2013: • Professional development conducted by LCI on Academic Rigor 2. September 2013: Data Analysis Training for Cabinet members (Assistant Principals) training on the new Common Core Learning Standards for teachers and administrators 3. September 2013-June 2014: Instructional Cabinet will attend the Common Core Lab Trainings and turnkey pivotal information to the rest of the staff 4. Ongoing Assistant Principals/Teachers - Teachers will continue to use the book titled: <u>Guided Reading</u> by Fountas and Pinnell to support one of our school’s instructional goals and to consequently further improve the delivery of guided reading, 5. Instructional coach’s model guided reading lessons whenever needed. 6. Teachers will also share successful strategies in monthly grade level meetings 7. Grade and cross grade inter-visitations 8. Meetings hosted by Learner Center Initiative: to train all teachers on Unit - Planning 9. Extended cabinet provides professional development on: Questioning Techniques, Standards based unit planning, alignment of the Shifts with our school’s Instructional Roles 10. Review of lesson plans to provide teachers with effective feedback 11. Conference binder will be reviewed 12. Professional development plan, calendar, agendas, and sign in sheets

13. Coach logs • Formal and informal observations
14. Winter of 2013-2014 Talent Coach from the Department of “NYCDOE office of Teacher Effectiveness” along with school administrators will conduct a series of visits to classrooms and provide effective feedback on lesson planning, questioning techniques, and assessment.
15. Teacher lesson plans will be reviewed periodically in order to provide teachers with timely feedback on effective planning.
16. Data analysis of student performance
17. Lab-Sites will be support the professional development goals
18. Grade and cross grade inter-visitation will take place during our Learning Walks.
19. Teacher Effectiveness professional development in June & September of 2013.
20. Throughout the school year Math professional development will be provided in alignment with the schools instructional goals.

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

5. August 2013-June 27, 2013

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

1. Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)
2. The funds allocated to support the achievement of the goal outlined above are carefully structured. The school has established a head-start program that focuses on improving the oral language abilities, and emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.

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).

- 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). The PIP template is provided on pages 11 through 15 in this CEP.
- The principal, the Assistant Principal assigned to Parental Involvement and two Instructional Coaches co-hosts a series of workshops for parents throughout the school year to familiarize parents with the rigorous Common Core State Standards. The workshop is delivered in both English and in Spanish.
- The school hosted a curriculum night in the early Fall of 2013, in order to present all members of the school community with the SY: 13-14 curricular expectations as per the NYCDOE Instructional Expectations.
- Our existing library has a section dedicated solely to parents as a “Resource Library”. Our parent coordinator facilitates this lending process for our parents.
- Early September, Parents are provided with a “Parent Handbook”. Available in English and in Spanish
- All parents receive a monthly newsletter and a calendar highlighting important events; published in English and in Spanish.
- Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parents’ questions and inquiries regarding curriculum.

Parents will be trained on how to use ARIS Parent Link by the Parent Coordinator using the new computers in the Parent Room.

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

NA

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.

NA

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.

NA

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. NA

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

1. NA

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

1. NA

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

5. NA

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

1. NA

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).

NA

Budget and Resource Alignment

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

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

NA

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p><u>Extended Day:</u> Population: Lowest 1/3</p> <ul style="list-style-type: none"> ➤ Regular Ed.: Each pedagogue has 10 students under their guidance. ➤ Teaches of students of self-contained classes have 5 students under their guidance during extended day. <p>K-2: Teaches use the researched based intervention: Foundations. Grade 3 and 5: Teachers use Wilson during Extended Day to provide additional support to the lowest 1/3. RTI-Tier 1: Core Instruction: Differentiated Instructional Strategies: whole group: RTI-Tier 2: Specific skills are taught with the reading approach: Guided Reading every day during the reading period. Teachers of grades K-1 have a Phonics Curriculum, which outlines a monthly pacing: Fountas & Pinnel. Skills. Students are supported in small groups every day during the skills block period.</p> <p>Circular 6</p>	<p>Small group</p>	<p>During the school day</p>
<p>Mathematics</p>	<p>Kindergarten – 5th grade: At the end of every unit assessment, instructors analyze the standards that each of their targeted population did not meet. Specific interventions in the targeted areas are then implemented. Daily Instruction for small groups takes place every day during the Math Workshop period. Teachers monitor student progress and keep annotated records of their progress in the Data Binder. The</p>	<p>Small group</p>	<p>During the school day</p>

	binders archive students' conferences. Teachers are constantly devising class goals based on the current unit and aligning their instruction in order for every student to contribute for the attainment of the class goals. Circular 6		
Science	RTI Tier I intervention in the classroom Teachers are well aware of the strategic use of data to drive their instruction. We have trained our teachers on how to conduct focus groups in the content areas in order to support students who need it in their classrooms through ongoing professional development and the use of technology.	Small group	During the school day
Social Studies	RTI Tier I intervention in the classroom Teachers are well aware of the strategic use of data to drive their instruction. We have trained our teachers on how to conduct focus groups in the content areas in order to support students who need it in their classrooms.	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling as per the Students' needs Tier 1 Teachers are using Shakespeare Pride tickets to recognize positive behaviors around 3R's: Be Ready, Be Responsible, and Be Respectful. Teachers are provided with professional development to develop best practices with classroom management and character development strategies. The Astor program is a weekly group that meets twice a week during the students' lunch hour. Astor staff members meet with the classroom teacher to establish a goal for the month around team building, self-esteem, relationships and overall wellness.	Small group/one to one	During the school day

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

2. All elements of the *All Title I Schools* section must be completed*.
9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
10. 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.
Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers
The personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Mentors are assigned to support teachers in need of individualized professional development. • As per our Professional Development Goal for the year, each teacher is highly supported in strengthening their pedagogical practices based on their professional goals created during the Initial Planning Conference with the Principal and Aps.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • The funds allocated to support the achievement of the goal outlined above are carefully structured. The school has established a head-start program that focuses on improving the oral language abilities, and emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades. • An attendance teacher supports the school's efforts to improve attendance for SWD's and ELLs. • Principal –Fair student funding Assistant Principals – Fair student funding (Title I) Coaches – Title I /Contract for Excellence AUSSIE Consultant – Title I

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 administrative staff holds a forum for the parents and guardians of Pre-K students. They will be informed of academic and social expectations for Kindergarten. The parent coordinator conducts a learning walk with parents of universal pre-k schools within the school community. This provides the parents with curriculum and instructional updates. The parents are encouraged to ask clarifying questions and a representative from the Early Childhood office will participate in this forum.

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.
NA

TA Schools Only

Use of Program Resources

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

NA

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).

NA

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

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

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

Parent Involvement Policy (PIP) Template

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

The Shakespeare School Parental Involvement Policy

The Shakespeare School, in consultation with parents, will develop the following parent involvement policy. The school in consultation with the parents will encourage relevant and agree upon activities that will support effective parental involvement to strengthen student academic achievement.

Part I- General Expectations

The Shakespeare School agrees to implement the following statutory requirements:

- The Shakespeare school offers academic intervention programs, as well as enrichments programs during and after school hours to selected students. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A Parental involvement requirements, to the extent practicable, the Shakespeare school will provide full opportunities for the participation of parents with Limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under section 111-state Plans of the ESEA/NCLB in an understandable and uniform format and, including alternative formats upon request and to the practicable, in a language parents understand.
- The Shakespeare school will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent during Title 1 parent meetings.

Part II

Description of how the Shakespeare School will implement the required school parental involvement policy components

1. The Shakespeare school will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB.

The school will support the goals of the District to educate all students effectively. The Shakespeare school and the parents will work as partners. Although the parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school district and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

Actions

The Shakespeare School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and school improvement of the ESEA/NCLB: Activities such as:

- School-Wide Needs Assessment Survey (once or every two years)
- Focus Walks, Learning Walks, Curriculum Meetings
- Parent Survey
- Monthly Newsletter/Calendar in English and Spanish
- Home-School Notebook – goals sent home to parents in six week cycle
- Use of the Shakespeare Blog to increase communication with parents
- Outdoor marquee to inform parents of school events, half days, etc.
- Wall-mounted televisions in main office and east-yard to enhance communication with parents
- Parent resources in Room 105 including computers.
- Parent Face-book page.
- English Language Arts Workshop on the CCLS.
- Spring Family Night

Mathematics:

- Workshop on Math Skill Building-monthly
- Monthly workshops to support learning for parents
- PTA meetings
- Common Core Learning Standards & State Assessment Parent Workshops
- Spring Family Night

English Language Learners:

- ELL Workshop on ESL Methodologies

Pre-K

- Curriculum Night
- Pre-K Open House
- Pre-K Orientation
- District parent Pre-K meeting

Academic Intervention Services- School-Wide Program (Title I)

- Pull- out
- Push-in
- Reading resources
- Math resources
- After-School programs
- Project Arts
- Astor Program (CBO)
- Extended Day program'
- Directions for our Youth After-school program

Actions

2. The Shakespeare School will coordinate and integrate parental involvement strategies under the following programs:

Volunteer Tutoring Services, Student/ Community Workshop, Learning Leaders, Family Literacy/Math Night, Principal/Parent Advisory Committee, Parent Breakfast with the Principal, parent computer classes.

Actions

The Shakespeare School will assist parents of children by undertaking the actions described in this paragraph: Providing Professional Development Workshop on:

- The Common Core State Testing
- The requirements of Title I, Part A; ESEA/NCLB
- How to monitor their child's progress through ARIS workshops.
- How to work with educators.
- Communication between home and school is consistent and meaningful.
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance is sought. Tutoring is provided by learning leader agency
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning
- Phase I: Special Needs Students
- Phase II Special Needs Students

Actions

In state and out of state workshops, conferences and /or classes, equipment or material that may be necessary to ensure success.

- The Shakespeare School will provide materials, transportation, and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by NYSABE Conference, CSA Conference, and Learning Leaders Parent Training, Classroom parent Representative, Principal/Parent Advisory Committee, and Parent Academies.
- Parent Academy District Wide

Actions

The Shakespeare School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent possible, in a language the parents can understand by:

- Translated monthly newsletters
- Parent's Handbook (translated in English and Spanish)
- Calendars outlining monthly events
- General flyers
- Face-to-face contact by the parent coordinator (outreach)
- Student backpack flyers.
- School phone messenger system
- Outside Marquette

Part III Discretionary school parental involvement policy components

Other activities included:

- Provide necessary literacy training for parents from Title I, Part A funds, if the school District has exhausted all other reasonably available sources of funding for that training: (Parent Academies)
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions; Stipends, metro-cards
- Training parents to enhance the involvement of other parents; PTA Workshops
- In order to maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times
- Adopting and implementing model approaches to improving parental involvement; Conducting engaging parent academies. Parent Leader Training
- Participation in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs; PAC, CDEC, and CEC, Title I Parent Committee
- Development of appropriate roles for community-base organizations and business, including faith-based organization, in parental involvement activities and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement, as parents may request.

Part IV-Adoption

The School Parental Involvement Policy and the School–Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on September 2013 and will be in effect for the period of June 3 The school will distribute this policy to all parents participating in Title I, Part A children on or before June 2014 _____

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with Common Core Learning Standards to enable participating children to meet the CCLS 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; PTA meeting, monthly parent workshops
- 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; CEP, School Leadership Team Meetings
- 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;
- Telephone Audio mated System

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- 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;
- ensure child(ren) are wearing the school uniform and having school supplies in their backpack.

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time; as per school homework policy
- 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.

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

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

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 199
School Name The Shakespeare School		

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 Lilia Navarrete	Assistant Principal Yasmin Quezada
Coach Maria Abreu	Coach Taryn Thomas type
ESL Teacher Celeste Castillo	Guidance Counselor Alicedel Ramirez
Teacher/Subject Area Juana Cornieles, Bilingual Edu	Parent Jacque Williams
Teacher/Subject Area Magaly Bonnet, Bilingual Ed	Parent Coordinator Sandra Lopez
Related Service Provider Ms. De los Santos	Other
Network Leader(Only if working with the LAP team) type here	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		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)	796	Total number of ELLs	199	ELLs as share of total student population (%)	25.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	1	1	2	1	1								7
Pull-out	1	1	1	0	1	1								5
Total	3	3	3	3	3	3	0	18						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	199	Newcomers (ELLs receiving service 0-3 years)	168	ELL Students with Disabilities
SIFE	8	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)
				1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	100	8		1	0			0		101
Dual Language										0
ESL	68			29			1			98
Total	168	8	0	30	0	0	1	0	0	199

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	20	10	20	16	13								101
SELECT ONE														0
SELECT ONE														0
TOTAL	22	20	10	20	16	13	0	101						

*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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	9	19	17	17	13	15								90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		3		1	3								8
TOTAL	10	19	20	17	14	18	0	98						

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)	14	7	6	9	9	13								58
Intermediate(I)	7	15	10	15	13	8								68
Advanced (A)	10	17	14	13	8	10								72
Total	31	39	30	37	30	31	0	198						

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	17	4	1		22
4	19	4			23
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	7	9	7	3					26
4	14	11	3	0					28
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	0	6	6	3	8	1	3		27
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)		12	7	4				
Chinese Reading Test								

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

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

students' reading levels and STAR Reading Enterprise assessments measure overall student performance. We also are using Fountas and Pinnell which assesses letter recognition, letter sounds, word recognition and independent reading level. This year, the school administered the NYC Measures of Student Learning (MOSL) Performance Assessments in English language arts (ELA) and math to students in grades K-5. The recently administered September Performance Assessments will be used to establish baseline scores for our students who will be assessed again at the end of the school year to determine their growth in these two subject areas. This data will also be used to create individual goals for students. Students in the bilingual classes in grades 1 and 2 performed below grade level. This indicates that basic English language skills must be emphasized through daily practice in speaking, listening, reading and writing.

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

According to the spring 2013 NYSESLAT, 38% of ELLs scored at the advanced level. Thirty six percent of ELLs scored at the intermediate level. Twenty six percent of ELLs scored at the beginning level of English proficiency. The majority of ELLs in grades K-1 scored at the advanced and intermediate levels.

Upon examining the spring 2013 NYSESLAT results in each of the four language modalities, the ELL team found that students' areas of weakness were reading and writing. Therefore, the Common Core Standard based units of study have integrated reading, writing and the content areas. Writing instruction includes shared and interactive writing as well as independent writing. During the course of the year, ELLs will be exposed to a variety of writing genres across all subject areas. Performance tasks were created for each unit of study to assess mastery and diagnose needs.

Guided reading groups will provide ELLs with the opportunity to interact with a variety of texts at their reading levels. Students will be explicitly taught academic vocabulary and reading strategies in order to increase their comprehension. Students in the beginning and intermediate groups will strengthen their academic language by developing their phonemic awareness, vocabulary, reading skills, fluency and comprehension. Posters and books with supportive illustrations as well as scaffolding techniques will be used to make content accessible for the students. They will also be able to use SMART-Boards to engage in interactive activities that will build their English language proficiency. For example, language practice games provide an engaging, enjoyable atmosphere for language practice. These activities are specifically designed to increase comprehensible input.

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

The data obtained from the NYSESLAT informs instruction and is used to allocate resources. Overall, trends show that there needs to be a greater emphasis on reading and writing.

Even though a large number of students increased at least a level in the NYSESLAT, the percentage of students scoring out remains below 30% percent. It is evident that our English Language Learners need to be immersed in rigorous activities that promote their receptive and expressive skills. We strongly believe that providing equal access to the highest level of education is the key to our ELLs' overall academic success. All of our teachers differentiate instruction for our ELLs.

We provide all of our students with engaging tasks that support their second language acquisition, such as:

- Exposure to interactive read-alouds.
- Listening to focused activities.
- Immersion in reciprocal teaching, which empowers students in their roles as leaders and allows them to monitor their own learning.

Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Students will receive academic language scaffolding to support students' successful participation in content-area instruction as well as language development by identifying key academic vocabulary and language functions necessary for students to access the content being taught.

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction. Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. Our goal is to create, through balanced literacy, a rigorous curriculum that ensures quality education and access to core curriculum.

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

The Performance of English Language Learners in the New York State English Language Arts Test in the 2012-2013 school year reflects the areas in which ELLs need to improve. This year there was an increase in the number of students who scored a level one. The performance trends as a result of an analysis of the overall ELA/math student progress over the past three years indicate that students have made some progress in both ELA and Math. However, faced with a newly designed test and a short time to acquire the language and skills necessary to excel academically, ELLs did not fare well in the 2013 ELA and math tests even though the later was administered in the students' native language. In math, 89% of ELLs in 4 grade scored at level 1, and 11% scored at level 2. In third grade, 62% of ELL students scored at level 1, and 38% percent scored at level 2. SIFEs did not fare well in the exams given in the native language since they are illiterate in their native language. Besides, a large number of ELLs in our school took the ELA and/or math tests for the first time this year. After looking at this data, intervention programs such as AIS, Imagine Learning, and afterschool programs have been put in place to support ELLs in their language acquisition and academic content knowledge. The focus is the development of academic vocabulary and writing which incorporates the 6+1 writing traits. Teachers in monolingual classes with large concentration of ELLs will be trained in the SIOP model and will be provided with ongoing professional development on ESL methodologies, so they can best address the academic needs of ELLs.

NYS Science Exam- This exam is given in the native language and in English. Forty four percent of the students who took this test met or exceeded the standards. Eleven percent of ELL students scored at level 4. Thirty three percent of ELLs scored at level 3, 33% scored at level 2, and 23% at level 1. The data shows that the newly arrived students in the bilingual classes who did not meet the performance standard in science and math may have lacked the content knowledge required for the test. Perhaps the test included questions that were not part of the curriculum in their native country.

ELL students in the Bilingual Program are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). They are also assessed formally and informally by their teachers. Students are administered running records in Spanish to monitor their progress in the native language. Overall, students fared well in this assessment. Building academic vocabulary in both the native language and in English is essential for the academic success of our ELLs. Our goal is to create, through balanced literacy, a rigorous curriculum that ensures quality education and access to the core curriculum

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](#).)

Our ELLs receive high quality Tier 1 core instruction. Our teachers are well trained in planning and delivering instruction to ELLs using ESL methodology. Our staff differentiate instruction as per students' language proficiency level, learning styles and current level of academic performance. The ELL team examines achievement at the class level and periodically measures students' progress to identify the competencies that need further intervention. ELLs who are not showing sufficient progress on specific skills are provided with additional intensive targeted intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Teachers and ESL providers have received training on the use of the NYSESLAT scores to plan lessons that target all four language modalities. Lessons target the development of English vocabulary with an emphasis on Tier I, Tier II and Tier III words. Students have the opportunity to practice newly acquired vocabulary by engaging in class discussions, written assignments.

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

Paste response to questions here: N/A

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

To evaluate the effectiveness of the current ELL programs to serve the needs of the ELL population, the school examines ELLs' performance in formal and informal assessments such as the NYSESLAT, NYS Tests, teacher observations and conferences. The success of the programs and the intervention provided are measured by whether or not the students are making adequate yearly progress (AYP). Based on this data, the ELL team identifies the strengths of the services provided and the areas in need of

improvement.

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](#).)
As per CR Part 154, our school completes the English Language Learners (ELLs) identification process of newly enrolled students within ten days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL or a trained bilingual pedagogue meets with the parent and the child to make an initial determination of the child's home language. An informal student interview in the native language and in English is conducted to assess language dominance. If the student does not speak any language other than English, then the student is placed in a general education program. After this initial meeting and informal interview, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the parent's home language if a translated version is available. The school makes every effort to provide translated materials to parents who speak a language other than English. When necessary, parents are offered over-the phone interpretation services from the Translation and Interpretation Unit. After a parent completes the HLIS, the ESL teacher reviews the Home Language Identification Survey and determines if the child is eligible to be tested using the Language Assessment Battery Revised (LAB-R), which is a test that establishes English language proficiency. Within ten school days of admission, the LAB-R is administered to eligible students. The children that score at or below the proficiency level on the LAB-R are designated as English Language Learners and become entitled to ESL/Bilingual Education services. In addition, if LAB-R results indicate that a child is an ELL and Spanish is spoken in the home, she or he must also take the Spanish LAB to determine language dominance.
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.
Within ten school days of enrollment, parents/guardians of students that are identified as ELLs are invited via a written notice and phone call reminders to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in English and in Spanish. A translator is also available to provide translation services to parents who speak other languages. During this orientation meeting, a video in which all programs are described in detail is viewed by all attendees. At this meeting, we inform and explain to parents the available program choices at our school: Transitional Bilingual and Free Standing ESL Programs.
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](#)].)
Parents of newly identified ELLs are invited to attend an orientation meeting. After the group presentation is completed, parents are provided with a Parent Survey and a Program Selection Form in order for them to select the program of their choice. Individual interviews with parents are conducted to help parents select the program that best addresses the needs of their children. The ESL teachers and the Bilingual/ESL supervisor answer any additional questions or concerns parents may still have. We also distribute literature regarding the programs available in the school and in other NYC public schools. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The following measures are in place for the 2013-2014 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.
In order to accommodate diverse schedules we ensure that the following takes place:
 - Parent Orientations are held frequently.
 - Parent Orientation meetings are held both in the mornings and in the afternoons
 - Individual meetings are held for parents.

- Follow-up phone calls for parents who do not attend orientation meetings.
- Home visits

Copies of the entitlement letters, program selection forms and placement letters are filed in a binder in a secured cabinet in the main office. Copies of the letters and survey forms are placed in the students' cumulative records.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Parents' choices are reviewed by trained pedagogues and used to determine placement. Parents are notified in writing of such placement. The placement letters are sent in English and in the parent's language of preference. Children whose parents do not complete the survey are placed in a Transitional Bilingual Program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). The RLAT, RLAB, and the LRER reports are used to ensure that every student eligible to take the NYSESLAT is tested. School administrators as well as the ESL teachers review the most updated ELL available data to ensure that students take all the four components of the NYSESLAT. Attendance is taken before the administration of each modality of the NYSESLAT, and a list of absentees, if applicable, is generated. Grids and booklets are set aside so students take make-up exams. A final inventory, of grids and booklets using ATS generated lists and school records, is done for each section of the NYSESLAT.

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 ELL team carefully reviewed past Parent Surveys and Program Selection forms to determine the trend in program choices. The results indicate that 50.3 % of parents selected the transitional bilingual program and 49.7% of the parents selected the Free Standing ESL program. For the current school year, 65% of the parents of newly identified ELLs chose the bilingual program. The school makes every effort to honor parents' requests. However, when a class cannot be formed because the number of students belonging to the same language group does not require the offering of a bilingual education program, the supervisor in charge of the ESL/Bilingual program informs parents about transfer options and other programs available in the New York City Public School System. According to the Parent Surveys and Program Selection forms, the prevailing choices are ESL and TBE. Therefore, the school offers a Transitional Bilingual class in grades K through 5 and ESL services. If a high percentage of parents select a Dual Language Program as their first choice, then the school will look into setting up a Dual Language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993) and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998).

Students in the TBE program are heterogeneously grouped by grade with different English proficiency levels as well as different Spanish proficiency levels. This program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. In this program, content area instruction is taught in

the students' native language. English is taught using ESL methodology to assist ELL students in attaining English proficiency so they

are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency levels. Students at the

beginning level are taught for 60% of the day in their native language and for 40% in English; Intermediate ELLs are taught in English half of the time (50%); advanced students receive most of their instruction in English (75%) and 25% in the native language .

Students enrolled in the Free Standing ESL Program receive services by two certified ESL teachers through a Push-In /Pull out model - In monolingual classes with a large population of ELLs, the ESL teachers pushes in. In this model, a certified ESL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects. The "Pull-Out" Model - In this

model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction by a certified ESL teacher.

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)?

In the Transitional Bilingual Program /ESL Program instruction is delivered through the workshop model using a balanced literacy approach. Students at the beginning level in a TBE class receive 1 unit of Native Language Arts (NLA) instruction per week (mini-lesson and independent work/conferring), 2 units of ESL per week, 1 unit of writing in the native language, 1 unit of math instruction mostly in the native language and forty-five minutes of enrichment classes such as art, music, dance, physical education and health. Each day, a 45-minute period (1 unit per week) is dedicated to social studies and science, which are taught mostly in the native language. Advanced students receive 1 unit per week of English Language Arts (ELA) instruction per week, 1 unit per week of writing (mini-lesson and independent work/conferring.), 1 unit of ESL per week. They also receive ninety minutes per day of math instruction (2 units per week) in English with native language support if necessary and 45 minutes of enrichment classes such as art, music, dance, physical education and health. A 45-minute period a day (1 unit per week) is dedicated to social studies or science, which are taught in English using ESL methodology.

Both programs adhere to the mandated number of ESL minutes as per CR Part 154 (360 minutes per week of ESL instruction for students performing at the beginning and intermediate levels, and 180 minutes for students performing at the advanced level).

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.

In our Transitional Bilingual Program, content area instruction is delivered by the classroom teachers as well as content areas specialists who support the classroom teachers. In the beginning stages of English language development 60% of instructional

time takes place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases. Grade-level academic work aligned with the Common Core Standards is provided in the student's native language, so that the student maintains academic progress while developing English proficiency. All teachers incorporate ESL methodologies, scaffolding techniques and differentiate instruction to make content accessible to the students.

Free Standing English as a Second Language (ESL) - Students in this program receive all instruction in English and the required ESL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. The classroom teachers and the ESL teachers articulate weekly, or more often if necessary, for planning and to collaborate on instruction to support academic growth and second language acquisition. Flexible groupings, differentiated instruction and instructional scaffolding are incorporated into the workshop model to ensure academic success. Bilingual libraries, visuals, media center, books on tape and other materials are used to increase language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in the TBE program are evaluated throughout the year in their native language. Data collection and analysis through formal and informal assessment (conferences, quizzes, observations, unit tests) are done on an ongoing basis in the native language. The ESL/Bilingual Supervisor collects NLA, science and math assessment data bi-weekly. In addition, every spring students enrolled in the TBE program in grades 3-5 are administered the ELE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Ongoing assessment is used to measure ELLs' academic progress and to plan for individualized instruction. Conferences, unit tests, observations and teacher-made assessments are some the tools used to measure progress and determine areas needs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Students with Interrupted Formal Education (SIFE) require additional support to facilitate their integration into the school system.

Our students with interrupted formal education (SIFE), receive small group instruction from either their classroom teacher or an Academic Intervention Specialist (AIS), using the Foundations and/or Rigby Programs, and attend the After-School Program. Teachers use extra-linguistic cues to embed language in meaningful contexts. In addition, our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their

individual needs. SIFEs participate in the extended day program where they have the opportunity to develop their phonemic and phonetic awareness.

b. The school offers the following support services to newcomers: Extensive vocabulary instruction through the use of visuals and a computer based language development program. The Extended Day program, which provides small group instruction to target their specific needs, an after school program funded by Title III and Academic Intervention Services (AIS). Individual writing

and reading conferences, read alouds, choral reading and shared reading are used to develop the four language modalities. In addition, the school provides opportunities to involve the children's families and encourages them to support their children with their native language, which strengthens their overall language development. Parents are invited to attend the monthly parent workshops and the Parent Coordinator provides support and information regarding the school and the community.

c. ELLs Receiving Service 4 to 6 Years -Our data shows there are 23 students with 4-6 years of service in our school. The school is committed to making sure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP). Therefore, the school provides the following support: extended day, differentiated instruction, ongoing assessment, small group instruction, AIS support and academic enrichment programs. Teachers scaffold the curriculum using varied media to

convey

key concepts. Additionally, the school provides students with targeted invention materials to support student learning -- Imagine Learning, a computer-based instructional program, Rigby: On Our Way to English and Foundations

d. Long Term ELLs (completed 6 years.) -The performance of long term ELLs is analyzed by the classroom teacher and the ESL provider to plan instruction . The following interventions are in place to support the academic growth of long term ELLs.

Teachers provide this specific population with a small group environment in which the affective filter is low; hence its conduciveness for second language acquisition. Students will use the Rigby Program, which supports language acquisition. They engage in a series of activities geared to promoting language acquisition such as shared reading and writing. Shared reading is an instructional technique specifically beneficial to ELLs because of the high level of support provided by the teacher. Long

Term

ELLs are required to stay for Extended Day instruction.

e. Former ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small group instruction utilizing a variety of methodologies that address the NYS Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.

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?

This school strives to meet the diverse needs of ELL-SWDs by making sure that all students have access to a high standard academic content curriculum. Rigor is maintained by ensuring that all ELL-SWDs receive curricula materials that are aligned to CCLS for the grade levels. Leveled libraries with books aligned with the units of study are used to ensure access to the current curriculum. Content and language instruction will be supported by the use of ESL methodologies, scaffolding and the SIOP model. Conferences and modeling through think alouds, use of graphic organizers, questioning and discussion techniques and teaching vocabulary in context will support both language development and content knowledge. When necessary, teachers provide non-linguistic representation of words while engaging in a "think-aloud" that helps students identify key components of the visual and their relationship to the new word. Vocabulary is crucial to reading comprehension. Therefore, ELL-SWD will receive direct instruction in word meaning and in the strategies used to learn new words. Teachers will plan lessons that offer multiple exposures to new words and opportunities to use them in different contexts. In addition, technology is used in the classrooms to enhance instruction and meet the needs of ELLs. Every classroom is equipped with at least two computers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students with special needs receive individualized instruction. The student's Individualized Educational Plan (IEP) is used to plan instruction. Also the ESL teacher assesses the demand of the curriculum and the language needs of the children and designs appropriate interventions. A multi-sensory approach is used to deliver instruction to ensure that students have the opportunity to experience language in a variety of ways. In addition to the ESL provider, an Academic Intervention Specialist (AIS) provides instruction in reading strategies to help students progress academically. There is ongoing collaboration between the ICT teacher, the classroom teacher and the ESL teachers to make sure that the students' needs are being met.

The IEP team meets regularly to review IEPs, evaluate placement, student progress, and instruction. Based on the data, students are sometimes mainstreamed into general education for some subjects. In addition, ungraded groups have been formed and students are grouped according to their language proficiency to meet the diverse needs of ELLs.

The Rigby: On Our Way to English, Ready Gen, Units of Study and Foundations are used to provide literacy and content instruction.

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

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

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

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

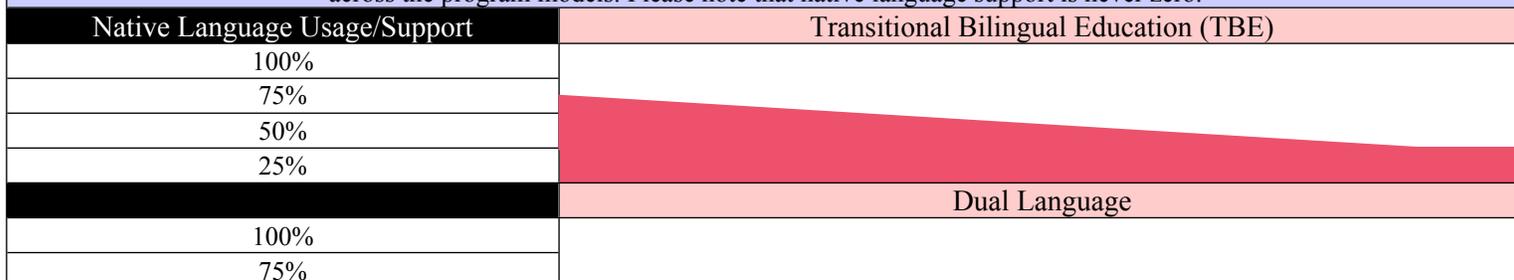
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

After analyzing the data from the New York State English Language Arts and NYS math tests, it is clear that ELLs are performing below their peers in both tests. The findings indicate that the school needs to strengthen its instructional practices to meet the needs of ELLs. Small focused math groups have been created to address specific needs. Trade books, math manipulatives, hands on activities and the use of technology provide ongoing differentiated support. ELL students are taught reading strategies in small groups and a variety of instructional materials and methodologies are used to support their learning. Current units of study have been designed to align the content areas with reading and writing to support both language development and content knowledge.

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

At the beginning of each academic year, all teachers receive training on the special needs of our ELL population. As a school community we are vested in ensuring that each ELL has equal access to a rigorous standards based curriculum. We are a data driven school. All teachers are provided with their students' NYSESLAT data in order for them to plan differentiated lessons which support the second language acquisition .

Our school has six transitional bilingual classes and a Freestanding ESL program. There is a bilingual class in each grade. This program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. This program is highly effective in providing language support as well as content knowledge. Our teachers follow Common Core aligned units of study . Each lesson is planned with each of our ELLs in mind and their unique strengths and areas of weakness. Our NYSESLAT scores have demonstrated that the existing program is effective in supporting their language and content achievement.

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

The IReady, a computer based tool, is being considered for the upcoming year.

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

ECLASS - Our school adopted the web-based tool I-Ready. This tool will support teachers who will be able to monitor students' progress on an ongoing basis.

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

In order to raise the standards for all ELLs, all school programs and activities are accessible to our ELL population. ELLs are invited to participate in the Title III After School Program and are mandated to participate in the school Extended Day program. Our ELL population is invited to participate in all of our extracurricular programs such as the Project Arts and the Directions for our Youth (DFOY).

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

Each classroom in the bilingual program is enriched with bilingual libraries and a large selection of books in Spanish and English. In TBE classrooms charts are posted in both English and Spanish. In the ESL program, students use bilingual dictionaries and glossaries. All classrooms have extensive libraries.

Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All classrooms are equipped with Smart Boards which enhance instruction and learning, and every classroom has at least two computers and laptops available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, Empire State NYSESLAT, On Our Way to English and ELLs: The Finish Line.

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

Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ESL program students use bilingual dictionaries and glossaries. Books in Spanish and other languages are available in the school library.

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

As a school, careful consideration is given to age and grade level in order for each student to be appropriately placed. Each of our common core aligned units of study is planned with strict fidelity to the grade level expectations. Each of our students' progress is carefully monitored using the school's assessments tools.

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.

Parents are invited to tour the school and meet the principal, assistant principals, parent coordinator and the staff. At this meeting, parents have the opportunity to learn and ask questions about the different programs in our school.

18. What language electives are offered to ELLs?

Language electives are currently not offered at P.S. 199x:

19. For schools with dual language programs:

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

Paste response to questions here: N/A

C. Professional Development and Support for School Staff

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

All constituents including the school psychologist, speech providers, guidance counsellors, classroom teachers and out of classroom support personnel are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weakness as per our student data. Therefore we plan our sessions in alignment with the survey data, the NYCDOE Instructional Expectations and with the city's and state's curricular expectations.

Staff development is carefully planned by the Principal, the three Assistant Principals and two Instructional Coaches. These professional development sessions take place throughout the school year with an emphasis on the Common Core Learning Standards. These consist of professional workshops and activities at lunchtime, grade meetings/planning sessions and after school meetings. Study groups engage in reviews of professional books and materials.

Topics for the academic year 2013-2014 include, but are not limited to the following

- Who is an ELL?
- Using Rubrics to Grade Student Work
- Scaffolding Instruction for ELLs
- Preparing the Students for the NYSESLAT
- Danielson's Framework for Teaching
- Questioning and Discussion Techniques

The ELL Team which consists of both ESL teachers, the administrators and the Instructional Coaches, and the Guidance Counsellor will host a newly created ELL Institute with a focus on specific needs of our ELL population.

The sessions will be conducted throughout the school year and presented by different ELL team members. The audience is all teachers of ELLs. These sessions will also serve as an open forum to engage in professional discussions, best instructional practices, and on social interventions for our ELLs.

The school offers 7.5 hours of ELL training to all faculty. These training sessions will take place during staff development days, and/or during the school day.

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?

The school recognizes that parental involvement is pivotal to the academic success of our students. Therefore, the school provides regular opportunities for parents to become involved. At Parent Curriculum Night in September, parents are given an overview of the curriculum and presented with the goals and standards for the year. Parents of newly enrolled ELL students attend an orientation session about available bilingual programs. On-going orientations address new students' needs. A monthly newsletter keeps parents informed about current and upcoming school events. Parents are invited to participate in school trips. Monthly parent workshops address all curriculum areas and mandated assessments. All parents are invited to monthly PTA meetings to share ideas or concerns they may have. The parent coordinator is present at all conferences to translate for Spanish speaking parents and a parent volunteer translates for parents who speak African languages. The parent coordinator voices the concerns of parents to school administrators.

Parent workshops take place once a month. All parents of English language learners are invited to participate in these workshops. Workshops are presented in English and Spanish. If requested, a translator will be available for parents who speak African languages. Invitation letters to these workshop/activities are written in two languages (English and Spanish).

Workshops/Activities:

- Principal /Parent breakfast
- The New Report Cards
- Parent Holiday Celebration
- Preparing Your Child for NYSESLAT
- Parent Workshop (State ELA and Math tests)

To evaluate the needs of the parents, we conduct surveys and informal interviews as well as ask for feedback during meetings. The school also takes a close look at results of the parent annual evaluation, which helps us determine the needs and concerns of our parents. Parents are invited to monthly PTA meetings to share ideas or concerns they may have.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lilia Navarrete	Principal		1/1/01
Yasmin Quezada	Assistant Principal		1/1/01
Sandra Lopez	Parent Coordinator		1/1/01
Celeste Castillo	ESL Teacher		1/1/01
Jackie Williams	Parent		1/1/01
Juana Cornieles	Teacher/Subject Area		1/1/01
Magalys Fernandez	Teacher/Subject Area		1/1/01
Maria Abreu	Coach		1/1/01
Taryn Thomas	Coach		1/1/01
Alicedel Ramirez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Elizabeth De los Santos	Other <u>Speech Provider</u>		1/1/01
Grace Ann Fogah	Other <u>ESL Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X199 School Name: 199x

Cluster: _____ Network: 534

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.

1. The school determines the parent language of preference at registration when he or she completes the Home Language Survey, the student registration form and the emergency card. All of these forms inform us the language in which the parent prefers to communicate with school staff. Then the information is entered into ATS, and it is used to ensure that parents' written translation and oral interpretation needs are met. The Home Language Identification Survey which includes two questions regarding parents' language of preference, the emergency contact cards, registration forms, ethnic identification surveys as well as ATS reports were reviewed to identify the parents' language preference of communication.

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

The findings were reported to the staff during the First ELL Institute Meeting. At this meeting teachers were informed of the home language of their students. They were also informed that they can request translation services to communicate with parents. A listing of the language services is available and posted in the school lobby, in the parent room and in the main office. Parents were informed during the first PTA meeting. This information was also made available via the school Newsletter.

Part B: Strategies and Activities

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

All written documents are translated in-house by staff members, and all correspondence is sent in English and in Spanish. Our parent Coordinator, a guidance counselor, a speech therapist, two assistant principals and bilingual teachers are available for the translation of all school letters, notices and documents. To ensure that translations are done in a timely fashion, all documents and letters that need to be translated are submitted to the administrator in charge of translations at least three days prior to distribution. She in turn assigns a bilingual staff member to translate the document(s). A French-speaking teacher translates for our French speaking parents. Teachers can request translation services to communicate with parents. If necessary, the school will use the services of the Department of Education Translation and Interpretation Unit to assist with written or oral translation.

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.

In order to reach larger quantities of parents at once, translation devices are available during Parent-Teacher conferences. All school meetings are conducted in both English and Spanish. We also have enlisted a parent volunteer to reach our West-African parent population and a French speaking pedagogue is supporting our French-speaking parents. In addition, bilingual in-house staff is available to translate during Parent-Teacher Conferences. Teachers can also request translators to communicate with parents at other times. Two staff members in the school main office are bilingual(Spanish/English) and are available to assist Spanish speaking parents. If needed, the office staff will call the Department of Education Translation and Interpretation Unit to assist with oral translation.

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>.

As a school, we continuously strive to integrate our parents into our community Therefore, the school administration and staff make every effort to provide parents with information in their native language. All parent letters and notices are translated into Spanish. In addition, we have a parent volunteer who translate for Soninke speaking parents. Translation and interpretation posters are displayed in the main lobby of the school, the PTA room and the main office. Parents are informed of all available translation services via our monthly newsletter that is published in English and in Spanish. Parents who are hearing impaired can use the Relay Call System to communicate with school staff. When in-house staff members cannot provide the specific services, the Department of Education Translation and Interpretation Unit are requested

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: PS 199x	DBN: 09x199
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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:
of certified ESL/Bilingual teachers:
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: Rationale : Immigrant Funds will provide P.S. 199x with the opportunity to conduct supplemental English language and content instruction to English Language Learners (ELLs) and parent workshops. The funds provided will be used to enhance the educational opportunities of children who have recently immigrated to the United States and their families. Based on the recent NYS ELA and math tests, immigrant students did not fare well in these tests. The monies from this program can be used to provide additional tutoring in both math and ELA. One of the challenges faced by many immigrant students is the fact that they may encounter a different curriculum even though they are placed in the same grade level they were in their native country. Additional tutoring will bridge this gap.

Subgroups and grade levels of students to be served: The focus groups are ELLs and non-ELLs immigrant students in grades 3 to 5. Our identified population of immigrants are from the Dominican Republic, Puerto Rico, Gambia, Ghana, Nigeria, Mexico and Ecuador among other countries.

Schedule: This program will take place after school Tuesdays and Wednesdays from 3:15 P.M. to 5:15 P.M. It will run until April 2014.

The language of instruction will be English and Spanish.

A certified ESL teacher will provide instruction.

Materials - Non-fiction social studies and science leveled libraries by National Geographic, Hampton-Brown Publishing Company and math manipulatives

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale: At the core of the overall success of the instructional program to be implemented at P.S. 199x is the continuous professional development of our pedagogues. In light of the high linguistic demands from our English Language Learners, teachers are provided with on-going staff development so that they can help students and parents enrolled in this program accelerate second language acquisition. The

Part C: Professional Development

professional development will primarily focus on, differentiated instruction, vocabulary development and standard-based instruction.

- Teachers to receive training: All Title III Immigrant funds and Title III teachers will be invited to participate in these workshops.

One hour every two weeks will be dedicated to staff development.

Provider: Program administrator and/or professional development coaches.

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: Rationale: To improve parental involvement of immigrant students. A multicultural event for parents of immigrant children will take place in December. This activity allows parents to participate in a school event that values diversity and affords them the opportunity to be part of the school community. Parents are invited to participate in an international food and dance festival. Traditional foods from the parents' country of origin will be served. This event is a celebration of diversity and an acknowledgment of the students' and parents' culture.

Parents workshops will be conducted on such topics as improving literacy by reading to your child in the native language, using the NYC Public Library to promote reading and writing in English and the native language.

Name of Provider: School Administrators, Parent Coordinator and Coaches.

How parents will be notified of these activities? Parents are notified via Phone Messenger Service, flyers, phone calls and letters.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

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