



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 204X
DBN (i.e. 01M001): 09X204
Principal: MARCY GLATTSTEIN
Principal Email: MGLATTS@SCHOLS.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
Marcy Glattstein	*Principal or Designee	
Bernadette Alexander	*UFT Chapter Leader or Designee	
Karen Verges	*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	
Maria Macias	Member/ Parent	
Liddie McCabe	Member/ Parent	
Ebony Scullark	Member/ Parent	
Lisa Barnet Ellis	Member/ Teacher	
Mariano Maqueda	Member/ Teacher	
Debra Salgueiro	Member/ Teacher	
Lisandra Vera	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically in literacy, Social Studies, and Science, all students will engage in more challenging assignments and common assessments embedded within curriculum aligned to the CCLS that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will engage in mathematical study which requires fluency, application, and conceptual understanding.

Comprehensive Needs Assessment

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

In order to ensure that students are developing the skills leading to college and career readiness, it is necessary to develop units of study that are aligned to the Common Core Learning Standards (CCLS). During the 2012-13 academic year teachers created units of study in English Language Arts and utilized the Houghton Mifflin Go Math program to create units of study that promote critical thinking and rigor across grade levels. In order to continue aligning instruction to CCLS, during the 2013-14 academic year revision of units must occur focusing specifically on the Instructional Shifts. Using data from the 2013 NY State ELA and Math exams as well as diagnostic and progress monitoring data from iReady teacher teams will revise the units of study to address student needs. Specific focus will be directed on supporting Students With Disabilities (SWD), English Language Learners (ELLs).

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. Partner with Learning Centered Initiative (LCI) to provide on-going professional development on the development, implementation and revision of units of study through the use of learning walks
2. Designate staff members to serve as an Instructional Cabinet to meet bi-weekly to revise units of study
3. Administrators will facilitate weekly team meetings that will focus upon the creation, implementation and revision of science and social studies themed ELA units of study and math units of study
4. Utilize Atlas Curriculum Management Software to support revising curriculum in ELA and math, and archiving student exemplars
5. Establish systems for analyzing student work to plan instruction aligned with CCLS and adjust instruction to promote student progress

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

1. Learning Centered Initiative (LCI) consultant will provide professional development
2. Teachers, administrators and an instructional coach will serve as Instructional Cabinet
3. Administrators and teachers will meet
4. Grade level teams and Instructional Cabinet will work with Atlas Curriculum Management Software
5. Administrators and teacher teams will meet

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

1. Beginning in November 2013 and continuing throughout the year, LCI will partner with teachers and administrators to conduct learning walks in classrooms to support the revision of units
2. By October 2013, the Instructional Cabinet will form and begin meeting on a biweekly basis. Agendas for each instructional cabinet meeting will document the outcomes for each meeting
3. Using a monthly calendar, an implementation and revision cycle for each unit will be carried out. Agendas will provide evidence of weekly meetings
4. After the completion of each unit of study, the Instructional Cabinet and teacher teams will utilize Atlas Curriculum Management Software to revise ELA and math units.
5. Completion of the initial review of student data and the development for plans for improving individual student achievement through the revision of units in October 2013.

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

1. Fall 2013 and Spring 2014, LCI will provide professional development through the use of learning walks
2. October 2013- June 2014, Instructional Cabinet will meet bi-weekly

3. September 2013-June 2014, administrators and teachers will meet weekly
 4. October 2013-June 2014, revision of units in Atlas Curriculum Management will take place
 5. September 2013-June 2014- administrators and teachers will meet
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Partnering with LCI, teachers on grade level teams and administrators will conduct learning walks looking at instruction of the planned units of study. Based on the learning walks trends will be identified across classrooms and a plan for revision of units will be identified.
 2. The instructional cabinet will be comprised of teachers representing each grade level, administrators, and an instructional coach. The instructional cabinet will meet bi-weekly to support the revision of units of study and plan vertically across grades.
 3. During grade team common planning, teacher teams will use student data to create, implement, and revise units of study in ELA and Math
 4. Using Atlas Curriculum Management Software, teacher teams will revise units of study during and after the implementation of each unit. Using Atlas, resources and student exemplars will be archived to use in future years
 5. Using a student work protocol, teacher teams will analyze student work based on the identified standards. Teachers will identify what students are able to do and areas in need of improvement. Based on the analysis, teachers will plan next steps for instruction and revise units of study to meet student needs

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).

- Conduct parent workshops on the CCLS in ELA and Math
- Communicate with parents on a monthly basis on strategies to support students at home in meeting the CCLS
- Host grade level meetings for parents on grade specific curriculum

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of teachers will meet with administrators to identify individual teacher goals and develop action plans based upon Danielson's Framework for teaching and analysis of student work in order to improve student performance as measured by a minimum increase of one level on baseline assessments in reading, writing, and math.

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.

Due to increase in student enrollment, PS 204 hired 4 new teachers for the 2013-14 school year. Teachers used data from the 2012-2013 academic year to identify areas of need in order to develop their pedagogical practice to prepare students to be college and career ready. Additionally, the following trends were identified with student performance on NYS ELA and Math Exams and the Diagnostic Reading Assessment (DRA2) for the 2012-13 school year:

ELA

- Overall, the school had 7% of students performing at level 1, 38% at level 2, 53% at level 3 and 1% at level 4 on the NYS ELA Exam
 - In grade 3, 37% of students performed at level 1, 37% at level 2, 27% at level 3 and 0% at level 4
 - In grade 4, 32% of students performed at level 1, 58% at level 2, 8% at level 3 and 3% at level 4
 - In grade 5, 38% of students performed at level 1, 44% at level 2, 16% at level 3 and 2% at level 4
- Overall, 21% of African American students and 18% of Hispanic students performing at above the proficiency level on the NYS ELA Exam
 - In grade 3, 27% of Black/African American students performed at or above the proficiency level compared to 27% of Hispanic/Latino students
 - In grade 4, 15% of Black/African American students performed at or above the proficiency level compared to 8% Hispanic/Latino students

- o In grade 5, 21% of Black/African American students performed at or above the proficiency level compared to 18% Hispanic/Latino students
- Overall, students with disabilities performed at lower levels than their peers in grades 3, 4 and 5, with 0% of SWD performing at or above the proficiency level on the NYS ELA Exam
 - o In grade 3, 67% of SWD performed at level 1, 33% at level 2, 0% at level 3 and 0% at level 4
 - o In grade 4, 67% of SWD performed at level 1, 33% at level 2, 0% at level 3 and 0% at level 4
 - o In grade 5, 65% of SWD performed at level 1, 35% at level 2, 0% at level 3 and 0% at level 4
- Overall, English Language Learners performed at lower levels than their peers in grades 3, 4 and 5, with 7% of ELLs performing at or above the proficiency level on the NYS ELA Exam
 - o In grade 3, 54% of ELLs performed at level 1, 31% at level 2, 15% at level 3 and 0% at level 4
 - o In grade 4, 50% of ELLs performed at level 1, 50% at level 2, 0% at level 3 and 0% at level 4
 - o In grade 5, 100% of ELLs performed at level 1, 0% at level 2, 0% at level 3 and 0% at level 4
- In 2012-13, 62% of students in grades K, 1 and 2 met or exceeded grade level as measured by the DRA2
 - o In Kindergarten, 8% of students performed far below grade level, 10% were approaching grade level, 21% performed at grade level and 62% exceeded grade level
 - o In grade 1, 18% of students performed far below grade level, 21% were approaching grade level, 28% performed at grade level and 26% exceeded grade level
 - o In grade 2, 29% of students performed far below grade level, 27% were approaching grade level, 36% performed at grade level and 10% exceeded grade level
- Overall, there was an increase in the number of students who progressed one or more years in their reading ability as measured by the DRA2 in grades K-2
 - o In Kindergarten, there was a decrease from 81% to 78% of students who progressed one or more years from 2011/12-2012/13
 - o In Grade 1, there was an increase from 38% to 68% of students who progressed one or more years from 2011/12 to 2012/13
 - o In Grade 2, there was an increase from 49% to 51% of students who progressed one or more years from 2011/12 to 2012/13

Math

- Overall, the school had 25% of students performing at level 1, 48% at level 2, 23% at level 3 and 5% at level 4 on the NYS Math Exam
 - o In grade 3, 18% of students performed at level 1, 56% at level 2, 21% at level 3 and 6% at level 4
 - o In grade 4, 27% of students performed at level 1, 44% at level 2, 26% at level 3 and 4% at level 4
 - o In grade 5, 30% of students performed at level 1, 43% at level 2, 22% at level 3 and 5% at level 4
- Overall, 25% of Black/African American students and 28% Hispanic/Latino students performed at above the proficiency level on the NYS Math Exam
 - o In grade 3, 27% of Black/African American students performed at or above the proficiency level compared to 26% of Hispanic/Latino students
 - o In grade 4, 26% of Black/African American students performed at or above the proficiency level compared to 31% Hispanic/Latino students
 - o In grade 5, 21% of Black/African American students performed at or above the proficiency level compared to 28% Hispanic/Latino students
- Overall, students with disabilities performed at lower levels than their peers in grades 3, 4 and 5, with 7% of SWD performing at or above the proficiency level on the NYS Math Exam
 - o In grade 3, 56% of SWD performed at level 1, 44% at level 2, 0% at level 3 and 0% at level 4
 - o In grade 4, 65% of SWD performed at level 1, 24% at level 2, 12% at level 3 and 0% at level 4
 - o In grade 5, 70% of SWD performed at level 1, 25% at level 2, 5% at level 3 and 0% at level 4
- Overall, English Language Learners performed at lower levels than their peers in grades 3, 4 and 5, with 21% of ELLs performing at or above the proficiency level on the NYS Math Exam
 - o In grade 3, 19% of ELLs performed at level 1, 56% at level 2, 13% at level 3 and 13% at level 4
 - o In grade 4, 27% of ELLs performed at level 1, 46% at level 2, 27% at level 3 and 0% at level 4
 - o In grade 5, 82% of ELLs performed at level 1, 9% at level 2, 9% at level 3 and 0% at level 4

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. Meet with each teacher to develop individualized professional development plan to address progress in achieving teacher goals
2. Conduct formal and informal observations using Danielson's Framework for teaching

3. Assign a mentor to provide support for new teachers through classroom visits, modeling lessons, co-planning, co-teaching, and other interactions
2. Key personnel and other resources used to implement each strategy/activity
1. Administrators and teachers will meet 2. Administrators will conduct observations 3. New teachers and mentors will meet
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completion of individual professional development plan for each teacher by November 2013 2. Based on experience and need, a monthly quota of teacher observations will be conducted 3. All new teachers will meet twice a week with a new teacher mentor. Based on need classroom visits, co-planning, co-teaching, and other interactions will be identified and carried out
4. Timeline for implementation and completion including start and end dates
1. September-October 2013- teachers and administrators will meet during an Initial Planning Conference 2. October 2013-June 2014- administrators will conduct formal and informal observations 3. September 2013- June 2014 new teacher and mentor will meet weekly
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. During an initial planning conference, teachers and administrators will review student data from the previous school year. Through self evaluation, teachers will identify two professional goals based on Danielson's Framework for teaching and create an action plan to achieve each professional goal. Throughout the year teachers and administrators will meet to address progress towards achieving teacher goals 2. Using Danielson's Framework for teaching, formal and informal observations will be conducted. After each observation, administrators will meet with teachers to provide feedback 3. New teachers and mentors will meet twice a week. The new teacher mentor will work with the new teachers through classroom visits, co-planning, and co-teaching in progressing towards teacher identified goals.

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).
<ul style="list-style-type: none"> Analyze responses on Learning Environment Survey and on school administered surveys to determine any areas of concern as identified by parents and teachers Develop an action plan to respond to concerns and areas of need identified by parents and teachers Meet with School Leadership Team to develop school wide goals and determine resource allocation to meet the needs of all learners

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		x	Title IA		Title IIA		Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

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, the RTI team will assess all students in PreK-5, collaborate with grade level teams to identify students for interventions at all three tiers, and develop toolkits to meet students' needs as measured by an increase of a minimum of one year of growth on the DRA2 and iReady Assessments.

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.
An analysis of NYS ELA and Math exams, the DRA 2 and the iReady assessment were conducted and trends were identified. This data, along with a review of the minutes from RTI meetings revealed many students would benefit from strategies employed in occupational therapy and are experiencing problems with cognitive processing. As a result, students are receiving services on an as needed basis and special education service providers meet with grade level teams to support tier 1 and 2

instruction.

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

- 6. Schedule monthly planning meetings to allow for collaboration of RTI team and grade level teams targeting Tier 1 instruction and interventions
- 7. Meet weekly on Fridays with RTI team to determine alternative instructional interventions for students identified for Tiers 2 and 3
- 8. Schedule universal screening of students and monitor progress using iReady assessments for students in grades K-5 and ECERS-R for Pre-K

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

- 1. RTI team, grade level teams and administrators will meet
- 2. RTI team and administrators will meet
- 3. Teachers will assess the students

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

- 1. After completion of baseline assessments in reading, writing, and math, the RTI team will provide professional development to staff based on the needs of the students.
- 2. During each meeting, intervention strategies for identified students will be discussed and implemented by the classroom teachers and support staff. Six weeks after the initial meeting, the RTI team will reconvene to discuss next steps or different strategies for the identified students.
- 3. During October 2013, January 2014, and May 2014, students will take iReady diagnostic assessments. Through monthly progress monitoring teachers will monitor student progress towards identified goals

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

- 1. September 2013-June 2014- Meetings held once a month with special education service providers and grade teams
- 2. September 2013-June 2014- RTI meetings held weekly on Fridays
- 3. October 2013 and May 2014- administration of DRA2, October 2013, January 2014, and May 2014- administration of iReady assessments

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

- 1. During school wide professional development, teacher teams will collaborate with RTI teams to identify Tier 1 strategies and interventions to incorporate into classroom practice as well as daily lesson and unit plans.
- 2. During weekly RTI meetings, the RTI team and administrators will meet to discuss Tier 2 and Tier 3 interventions for identified students. After a six week cycle the RTI team reconvenes to discuss the impact of the strategies implemented. Based on the results from the Tier 2 or 3 support, next steps or a different strategy is discussed and implemented for that student
- 3. The iReady assessment will be used for both universal screening during October 2013, January 2014, and May 2014 as well as a progress monitoring tool on a monthly basis. Teachers will monitor students' progress towards identified goals in order to create instructional groups and plan Tier 1 and Tier 2 instruction to meet student needs.

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).

- Conduct parent surveys on the student learning styles and interest inventories
- Present school wide data to parents at parent meetings
- Parents are given multiple ways (including email, telephone and in person meetings) to contact teachers and administrators to discuss the academic and social emotional development of their children
- Maintain a parent library
- Monthly newsletters by all teachers and special education service providers offer strategies for supporting students at home

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.

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.
N/A

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.
N/A

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

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).
N/A

Budget and Resource Alignment

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

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

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.
N/A

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.
N/A

Instructional Strategies/Activities

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

- Strategies/activities that encompass the needs of identified subgroups**
1. N/A

- **Key personnel and other resources used to implement each strategy/activity**
1. N/A
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
6. N/A
- **Timeline for implementation and completion including start and end dates**
1. N/A
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. N/A

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).

N/A

Budget and Resource Alignment

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

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

N/A

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Foundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program during the school day in a small group setting by the AIS teacher.</p>	Small Group	During the school day, extended day
	<p>Wilson – This grade 4 and 5 reading Intervention system teaches students how to fluently and accurately decode sound symbols for reading and spelling. It is an interactive and multisensory program that helps improve reading comprehension.</p>	Small Group, one-to one	During the school day, extended day
	<p>AIS – This small group instruction services students in grades 1 and 2 by AIS teachers with a focus on accuracy, fluency and comprehension.</p>	Small Group, one-to-one	During the school day, extended day
	<p>The Title III Enhance Language Proficiency after school program meets two times a week for one hour and fifteen minutes. The program targets first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition.</p>	Small Group	After School
<p>The Title 1 Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA2,</p>	Small Group	After School	

	iReady assessments, formative and standardized assessments. Small group work will assist students in acquiring strategies and skills needed to become proficient readers.		
Mathematics	<p>AIS –This program services small groups of students in grades 3-5 students who are having difficulty understanding math concepts. The AIS teacher provides activities to strengthen students' number sense and review essential basic math skills during the school day.</p> <p>The Title I Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at levels 1 and 2. Grouping for instruction in this program is based upon data from iReady assessments, standardized assessments and Go Math unit tests. Small group work provides the students with opportunities to become effective problem solvers.</p>	<p>Small Group</p> <p>Small Group</p>	<p>During the school day, extended day</p> <p>After School</p>
Science	The Title I after school program services small groups of students at-risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning twice a week for 1 hour and 15 minutes.	Small Group	After School
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor services mandated and at-risk students. The school social worker takes care of mandated and at-risk services two days a week. The SETSS provider meets with at risk students on a weekly basis. There is a nurse who addresses health concerns daily.	Small group, one-to-one	During the school day, extended day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As of September 2013, 100% of our teachers are certified and 90% hold masters degrees. To ensure that there continues to be high quality instruction, we will implement the following: <ul style="list-style-type: none"> • Coordinate professional development activities with LCI for application of higher order thinking skills in the classroom • Provide workshops for developing practices on common core standard-setting instruction in specific content areas • Implement small, focused study groups for teachers to share and reflect on practices • Develop action research projects in which teachers formulate questions, examine school-based data, and address areas of instruction • Provide lab sites in ELA and math to improve instructional practices • Provide professional development on Danielson's Framework for teaching • Participate in city and state conferences

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"> • Plan weekly curriculum team meetings where administrators, consultants, teachers and paraprofessionals can collaborate on planning and revising units of study • Develop a professional development calendar that aligns with strategies outlined in curriculum calendars • Provide professional development in Common Core Learning Standards and unit planning • Provide professional development in Webb's Depth of Knowledge • Provide professional development in Danielson's Framework for teaching • Provide professional development to deepen understanding of effective data driven instructional practices • Implement study groups around professional literature and resources on engageny.org

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"> • Funds from Student in Temporary Housing (STH) are allocated for clothing and school supplies, school meals, transportation services, and counseling (student and parent) • Title I Funds are allocated for Saturday academy to improve the academic achievement of all students, particularly the lowest-achieving students. The Title I Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at levels 1 and 2. • Title III Funds are allocated for The Title III Enhance Language Proficiency after school program. This program meets two times a week for one hour and fifteen minutes. The program targets first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition. •

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.).
<ul style="list-style-type: none"> • Parent teacher conferences in November and March to share records and information with parents pertaining to

student progress

- At risk Speech and counseling is provided based on the ECERS-R
- Paraprofessional in the classroom works with small groups of students to target areas of need

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.

Grade teams meet on a weekly basis for grade team planning. During these meetings, teacher teams choose the targeted diagnostic, formative and summative assessments being used in the classrooms. After the assessments are given to the students, the grade teams work with administrators using a student work protocol to analyze the results of the assessments in relation to the targeted standards and revise curriculum in order to improve instruction and meet the needs of the students. Professional development is provided for teachers on analysis of iReady assessments to create instructional grouping.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 204
School Name P.S. 204 The Morris Heights 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 Marcy Glattstein	Assistant Principal Patricia Sousa
Coach type here	Coach type here
ESL Teacher Elizabeth Miskimmon	Guidance Counselor Dale Drakeford
Teacher/Subject Area Carmen Depompeis/Bilingual	Parent Karen Verges
Teacher/Subject Area Doreen Gonzalez/Bilingual	Parent Coordinator Lilly Nissing
Related Service Provider Reyna Rafael	Other Jacqueline Merced/Bilingual
Network Leader(Only if working with the LAP team)	Other Erica Sass/ESL

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	548	Total number of ELLs	64	ELLs as share of total student population (%)	11.68%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	13									13
Dual Language										0
ESL	35		5	10		6	2		2	47
Total	48	0	5	10	0	6	2	0	2	60

Number of ELLs who have an alternate placement paraprofessional: 1

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	13													13
SELECT ONE														0
SELECT ONE														0
TOTAL	13	0	13											

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	9	10	7	12	10								60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	12	10	11	8	13	10	0	0	0	0	0	0	0	64

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)	5	3	4		4	4								20

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	6	3	1	2	2	4								18
Advanced (A)	1	4	6	6	7	2								26
Total	12	10	11	8	13	10	0	0	0	0	0	0	0	64

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	7	4	2	0	13
4	4	4			8
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	3		9		2		2		16
4	3		5		3		0		11
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					5		6		11
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

The Diagnostic Reading Assessment 2 (DRA2) is administered to all ELL students in grades K-5 two times a year. Based upon student assessment results, differentiated goals are developed for each student. An individual Fountas and Pinnell level is assigned to each student for independent and guided reading. I-Ready is assessment tool used throughout the school that gives instructional planning for English language learners.

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

Grade	#Tested	Beginner	Intermediate	Advanced	Proficient
Kindergarten	8	1	2	2	3
1 st grade	15	1	4	8	2
2 nd grade	14	0	2	5	7
3 rd grade	16	3	3	7	3
4 th grade	11	3	3	2	3
5 th grade	10	2	1	6	1

The data indicates that students progress and become more proficient as they move from one grade to the next. However, in the 3rd grade, the test become more difficult and students may have difficulty reaching proficiency due to reading and writing. Also, students with an IEP have difficulty reaching proficiency in reading/writing due in part to their needs.

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 AMAO shows that a large percentage of our ELLs are moving forward in the modalities. However, students with IEPs tend to have more difficulty reaching advanced in reading and writing.

4. For each program, answer the following:

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

a. Our students tend to perform higher in listening and speaking than reading and writing. Students achieve proficiency in listening and speaking before reading and writing. In the 3rd grade last year, only 3 out of 15 students became proficient in the NYSESLAT. Last year the NYSESLAT was more difficult and there were two writing parts. This year, we will incorporate more fact-based essays in the curriculum. Our current bilingual population is in K and are not mandated to have native language reading test in Spanish. Therefore, there are no patterns on how our ELLs are faring in tests taken in English as compared to their native language.

b. The school administrators and the ESL teacher review the ELL Periodic Assessment data and look for trends in the item and analysis. The data is then used to further scaffold and differentiate instruction for ELLs based on the trends. The ELL Periodic Assessment allows ESL teachers to develop individual goals for the ELL students based on their results in the assessment. The Periodic Assessment informs teachers of what modality levels students are stronger and/or weaker in. This allows teachers to give more targeted individual instruction.

c. Since the Periodic Assessment is multiple choice and there is no essay, students that have Basic Interpersonal Communication skills tend to do just as well as students with more Cognitive/Academic Language. Newcomers and beginner students tend to perform low on the Periodic Assessment. The students native language is not explicitly used in the Periodic Assessment. However, there are instances when students will use cognates to comprehend words. However, we found that in the 5th grade listening section of the Periodic Assessment, even students that were advanced had difficulty comprehending the long listening passages and answering the questions correctly. We adjusted our lessons to include longer listening exercises, which we broke down into segments when needed.

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](#).)

RTI instruction for ELLs is a collaborative effort between service providers and general education teachers to develop strategies for ELLs using the data from the universal screener and other assessments. All students including ELLs are given the universal screener (i-Ready) three times a year along with tailored instruction. There are weekly grade meetings and RTI meetings to monitor progress

and discuss further interventions if needed.

6. How do you make sure that a child's second language development is considered in instructional decisions?
During grade meetings, all content area teachers develop ways to scaffold and differentiate work based on the needs of the students, including the ELLs in the classroom. During some activities, students are placed in collaborative groups. Within every classroom students have different learning styles, the teacher incorporates performance tasks that address the different learning styles of students. Also, when introducing new vocabulary and content, teachers will front load this new vocabulary and use visuals to illustrate the meaning of new words and concepts. Bridging new concepts and language with previous knowledge is used to tap into a student's prior knowledge and experiences. All students have access to bilingual glossaries and content picture dictionaries. Students use Imagine Learning which uses the student's first language and English. As the student develops more English, then the first language is used less and less. During extended day, students that are new to this country are paired with teachers and paraprofessionals that speak their Native Language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?(Not applicable) Our school does not have a dual-language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At our school, we base the success of our program for ELLs on meeting our school's AYP and meeting our AMAO I and II each year.

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](#).)
P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the NYC school system are required to complete a Home Language Identification Survey and an oral interview at registration. The ESL teacher, assistant principal and parent coordinator assist parents in completing the survey. There are three copies of the HLIS made, one is placed in the student's cumulative record, the other is placed in the ESL teachers' binder and the other one is given to the assistant principal. The oral interview is conducted in English and/or the parent's native language by the assistant principal. If a student is in Kindergarten and the HLIS and the interview are conducted in both English and a native language, then an interview with the student is given in English. The student answers ten questions in English. If the student answers the questions correctly then the ESL teacher will put an OTELE code of NO. If the survey and interview indicate that a language other than English is used at the home and by the student, the student is administered the Language Assessment Battery (LAB-R) In the beginning of the 2013-2014 school year, we will use the LAB-R and then beginning in February 2014 transition to the New York State Identification Test for English Language Learners (NYSITELL). First, the student is given the LAB-R in English. If the student does not pass the LAB-R and their native language is Spanish then they are given the LAB-R in Spanish. The LAB-R is administered to the student within ten days of the initial registration date by the ESL teacher. The results of the LAB-R determine whether students require services.
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.
After administering the LAB-R, parents are informed by telephone and in writing whether or not their child requires services. The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video, in their native language, which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs.

After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. This process is done throughout the school year, whenever there is a new student admitted to the school.

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](#)].)

Before leaving the orientation session, parents are given the entitlement letters, Parent Survey and program Selection form. Parents are encouraged to ask any questions regarding these forms before they leave the orientation and to call the parent coordinator or assistant principal with any further questions. The ESL teacher informs the parent coordinator if parents have not returned the forms and follows up with parents to ensure that everyone has returned the forms. There are three copies of the entitlement letter, Parent Survey and Program Selection made, one copy goes into the students cumulative record, the other is kept in the ESL teachers binder and the third is given to the assistant principal.

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.

We have found based on the Parent Survey and Program Selection form, that parents choose to have their child placed in a freestanding English as a Second Language program when the child is in grades 1st to 5th. Most of the parents whose child is in Kindergarten do choose to have their child placed in a Transitional Bilingual class. All consultation and communication activities are done in the language that the parents requested in the HLIS.

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.

The speaking section is the first subtest administered. This test is administered individually and in a separate location. It is scored in-house as determined by the speaking rubric. Then, the reading and listening subtests are administered in a group setting based on grade level. The listening subtest is administered in a group setting; in the lower grades the test proctor reads the listening section and in the upper grades there is a CD recording played for the students. Finally, the writing section is administered in a group setting. Open ended questions on the writing section are scored in-house according to the writing rubric.

All students with IEPs are tested separately depending on the accommodations/modifications listed on their IEPs. Some examples may include: extended time and separate location, directions read and reread, the listening section can be reread to them and scribing during the writing section.

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. 

Upon review of the parent selection surveys and entitlement letters over the past five years, trends show that parents had a preference for the Transitional Bilingual program in grade K and opted for the ESL Push-in/Pull-out program in grades 1-5. In previous years we had a Transitional Bilingual program for grade 2. Recently that trend has changed for first and second grade and parents are choosing ESL Push-in/Pull-out programs. For this reason, we will not have a Transitional Bilingual class for 1st and 2nd graders for the 2013-2014 school year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our school provides two language models, Transitional Bilingual Education and ESL Pull-out. Transitional Bilingual Education in Kindergarten and Pull-out in 1st grade to 5th grade.
 - b. Our Transitional Bilingual class is heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced). In the ESL Push-out program, there is bridging of 1st and 2nd graders based on the students proficiency levels. Also, Newcomers in 2nd grade to 5th grade receive extra class time in ESL every school day, targeting the specific needs of newcomers.
 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)?
- ELLs receive mandated instructional minutes according to CR Part 154 in Transitional Bilingual Education and ESL Pull-out classrooms according to their English proficiency level. The administration ensures that the appropriate mandated units are being implemented through ongoing administrative and staff articulation periods, common preps, grade meetings and collegial team meetings. Bilingual/ESL services are provided by certified Bilingual/ESL teachers.
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.

Transitional Bilingual Program (Spanish/English)

Our Kindergarten Transitional Bilingual class is designed to provide instruction in the student's native language along with intensive ESL instruction. The instruction is aligned with the New York State Standards to achieve proficiency in English. Differentiated instruction is provided depending on the student's level of proficiency in English. The Language Allocation Policy for the Transitional Bilingual program provides the following instructional time in English and Spanish:

- 60/40 (Spanish/English) model for beginners
- 50/50 for intermediate students
- 25/75 for advanced students

Students are grouped heterogeneously in the Kindergarten Transitional Bilingual classes. Literacy groups are differentiated based upon DRA2, Running Records, and NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing). For each instructional unit and individual lesson, the teacher target students' specific instructional needs in listening, speaking, reading and writing. The components of our bilingual Spanish reading program are in alignment with NYCDOE core curriculum of balanced literacy - guided reading, independent reading, independent writing, shared reading, interactive writing, read aloud and word study. There are both leveled and genre libraries in both English and Spanish in our bilingual classrooms.

ESL Push-in/Pull-out

The ESL Push-in/Pull-out program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ELL students in grades 1-5. Based upon the LAB-R and NYSESLAT scores, these students are at the beginning, intermediate and advanced proficiency levels. The students at the beginning and intermediate levels receive 360 minutes per week of ESL and students at the advanced level receive 180 minutes per week of ESL. ELL students receive explicit instruction by licensed ESL teachers. The following instructional strategies are used by the ESL teacher to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach, Visuals, Front-loading, tapping into Prior Knowledge, Experiments, Observations, use of Graphic Organizers and Role Playing.

Additionally, ELL students who are identified as levels 1 and 2 in reading and math receive targeted instruction from the AIS teacher during the day and during our extended day program. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

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

Every student whose Native Language is Spanish, are administered the Spanish LAB-R. Imagine Learning has Native Language support throughout the program. In addition, Imagine Learning periodically produces parent reports in the parents Native Language that the ESL teacher will send home so that the parent is informed of their child's progress. The Imagine Learning program constantly assesses the students strengths and weaknesses. As a student develops more English, then their less of their Native Language is used in the program. However, there is always some support in the students Native Language. When needed, students will be assessed in Spanish using Pruebas de Aprovechamiento Revisada by Woodcock-Johnson and Cuaderno de Practica by Trofeos may be used to further literacy in the students native language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition using the ELL Periodic Assessment, writing baselines, i-ready and Imagine Learning. I-ready and Imagine Learning give periodic assessments and suggestions as to what the students needs are and what the teacher should focus on.

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. SIFE's receive pull-out services with students with similar needs, use Imagine Learning as a supplemental tool 3-5 times a week and receive AIS services 3-5 times a week as well. Brainpop ESL is a program used to reinforce past English Language Learning and tap into prior knowledge. SIFE students are given Native Language Arts (Spanish) support as needed and counseling services and/or support as needed

b. Newcomers are pulled-out one period a day with other newcomers to develop speaking and build vocabulary. Additionally, newcomers are pulled out with their grade/leveled group one period a day. They are partnered with someone with a higher level of English. Brainpop ESL is a program used to introduce vocabulary and grammar in an accessible manner. Also, all newcomers use Imagine Learning once a day. Finally, during extended day, all newcomers are paired with an ESL teacher, bilingual teacher or paraprofessional that speaks their native language and given targeted instruction and /or support.

c. Instruction is targeted based on data and assessments, such as, DRAs, i-ready, Periodic Assessment, etc. ELLs receive the mandated hours of service based on their proficiency level in a pull-out setting with students with similar levels of proficiency. If needed, intervention services are given by AIS. There is differentiated instruction on a daily basis in the ESL pull-out class and grouping based on students proficiency levels.

d. In addition to the services mentioned in number 6, section c. Long-term ELLs might be referred to RTI for tier 2 instruction and in some cases, tier 1 instruction. If the student has an IEP we take this into consideration and compare their IEP with the modalities that the students needs help in to see if there is any correlation. Once, this is done then we develop instruction based on all of the information and data. Also, there is regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).

a-d. For all subgroups, the ESL teacher will do more front-loading of vocabulary and tap into students prior knowledge with

visuals, videos, powerpoints, explicit vocabulary instruction along with sentence starters, paragraph frames, TPR and manipulatives. All ESL students can participate in Title III after school, Saturday Academy and Extended day for further instructional support.

e. Former ELLs are allowed to continue with ESL pull-out classes if it is seen necessary by the teacher and ESL teacher.

Additionally, students still have accounts with Imagine Learning and are recommended to use the program 2-3 times a week.

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?

There are numerous instructional strategies and grade-level materials for teachers of ELL-SWDs including:

- Daily Individualized instruction by certified Bilingual Special Education and ESL teachers, SETSS and related service providers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support
- Academic Intervention Services (AIS) to support literacy and content-area learning
- Individualized Education Program (IEP) for eligible students.

Students also use, Imagine Learning, i-ready and DRAs to help monitor and assessment their strengths and weaknesses. SWD are grouped based on their level of English and are expected to do the same work as the other students with differentiation when needed.

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 are given services based on the Least Restrictive Environment (LRE). Whenever possible, students remain in the General Education class and receive part-time services such as SETSS (Special Teacher Support Services), Speech, and Counseling. If additional interventions are needed, students are placed in a self-contained classroom (12:1:1). For all program placements, students must receive mandated ESL services in accordance with their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

TARGETED INTERVENTION PROGRAMS:

The following are the targeted intervention programs that are being used by Academic Intervention Specialist (AIS):

- Imagine Learning, Grades K-5
- Getting Ready for the NYSESLAT and Beyond, Grades K-5
 - Foundations, Grades K-2
- NYS Coach ELA, Grades 3-5
- STAR Reading Program, Grades 3-5, Levels C, D, E
- Ladder to Success ELA, Grades 3-5 •ELAP, Grades 3-5
- Best Practice Reading Options C,D,E, Grades 3-5
- Buckle Down, ELA and Math, Grades 3-5
- Foundation, Math, Grade 4
- ELL Component of Go Math K-5
- NYS Coach Math, Grades 3-5
- BrainPop ESL grades 1-5
- Avenues Curriculum grades 1-5
- Language Log grades 1-5
- I-Ready grades k-5
- Ready NY grades 3-5

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

Our current program emphasizes all four modalities of language acquisition. Brainpop ESL and Imagine Learning focus on listening, reading and speaking. Our curriculums whether it is Avenues and/or Language Log, has multiple writing tasks. The teacher differentiates instruction and tasks and uses graphic organizers to scaffold writing. I-ready is a program that every student participates in, but it offers extra instructional support and teacher guidance for ELLs. All of the teachers use the assessments and recommendations given by i-ready to further develop their lessons and meet the needs of their students including ELLs. All teachers have received Jose P. training and are aware of and use ESL strategies for their ELL. Many of the ESL strategies used, can be adapted to suit most other students.

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

This school year we began using i-ready and we will use the recommendations of i-ready to further develop and improve instruction for our ELLs. We will use the recommendations given by i-ready to further our instruction of ELLs.

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

We may buy fewer licenses in Imagine Learning and gear the program just for our newcomers. If i-ready is successful and useful than more resources would be used to further ELLs use in i-ready as opposed to Imagine Learning.

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

All ELLs can participate in Extended day, Saturday Academy and Title III supplemental instruction in Monday Enrichment. Also, all ELLs are open to participate in programs such as after school and the basketball team, performance theatre, choir and ballroom dancing are open to all 4th and 5th graders.

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

Imagine learning, Brainpop ESL, voicestreams, bilingual glossaries, thesaurus, content picture dictionaries, Language Log and Avenues curriculum, sentence starters, sentence and paragraph frames and graphic organizers are all used to support ELLs.

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

There is always some support given to a student in their native language. Imagine Learning supports students in their native language and gives homework with directions in their native language. Also, students have access to books in the library that are solely in their native language or bilingual books to further develop native and second language acquisition. When a student is new, they are encourage by all teachers to read and write in Spanish.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ELL pull-out teacher, bilingual teacher and content area teachers scaffold reading writing and questioning in order to meet the needs of our ELLs. All staff collaborate to ensure that content area objectives are met by ELLs. Finally, the ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.
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.
Prior to the beginning of the school year, students and parents are invited to a school orientation. They are presented with the opportunity to meet and greet teachers and school personnel. Activities are conducted to familiarize students and parents with their surroundings and to create a comfort zone for them. Also, newly enrolled ELL students are placed in a Newcomers class along with other new ELLs. The age group of the students range from 2nd to 5th grade. This class focuses on early emergent speaking and BICS.
18. What language electives are offered to ELLs?
Not applicable
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

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

P.S. 204x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support professional growth. Professional development in ESL techniques and methodologies provide support for teachers and staff, including but not limited to secretaries, related service providers and parent coordinator while they master new strategies and improve their skills. The principal, assistant principal and consultants provide professional development activities during common planning and Chancellor's Professional Development days.

PROFESSIONAL DEVELOPMENT PLAN:

ELL Specialists and Network Professional Development Sessions-once a month

Dr. Anita Archer "Increasing Comprehension by Increasing Engagement"-Sept. 2013

Unpacking NYSESLAT: Instructional Implications for ELLs (2-part workshop)-November 2013

4-part hosted by the NYC DOE Division of Students with Disabilities and ELLs-November 2013-February 2014

Jose P training-throughout the school year

RTI and ELLs training-April 2014

Inquiry Team findings on best practices in ELL literacy instruction-ongoing

Teachers will be given the opportunity to receive mandated training and professional development. The instructional approaches presented are modeled by presenters and can be applied immediately in a variety of program models. Additionally, ESL and Bilingual staff share their understandings during common planning sessions. These sessions target how to utilize research-based strategies such as: language functions and structures within the context of an ESL content based lesson, how teachers can scaffold academic language to support students' participation and how to align language instruction to ESL and ELA standards.

Jose P and Mandated ESL workshops for Special Education Teachers:

All new special education teachers participate in a workshop that focus on ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. Additionally, teachers are given insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

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?

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education. Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops. Last year, we started to offer Zumba classes for the parents and community in order to educate and promote exercise and healthy living.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs. The ESL monthly newsletter is written in English and Spanish to ensure that most parents know what their child is learning in school and gives recommendations to the parents so they can further help and be involved in their child's education.

Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

The parent coordinator gives out a parent survey at the beginning of the school year. Through these parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. Workshops and activities are planned for the parents. The workshops and activities conducted not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

Starting last Spring, we now offer Parent/Adult ESL classes for parents in our school and adults in the community. This year we will have two sessions. The Fall session is for beginners and the Spring session will be for intermediate students. The class is free and is from 4:15pm-5:00pm Tuesday and Thursday and each session is 10-weeks long.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x204 School Name: P.S. 204

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.

P.S. 204X reaches out to the 59 parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. There are 1 parent/guardian who is a native Fulani speaker, one parent/guardian who is a Hausa speaker and the remaining parents are native Spanish speakers. Our Home Language Surveys indicate that translations are mostly needed in Spanish. Teachers are notified of individual student's home language so that oral and written translations can be provided as needed. The Department of Education (DOE) meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

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 DOE provides most of our written translation services. Our parent coordinator and bilingual teachers translate all other written documents. Oral interpretation is available by our parent coordinator for all parent meetings and workshops. The school community is informed of our translation and interpretation policy in the parent handbook.

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 Spanish to meet the needs of our parents in a timely manner by school staff. Parents who speak other languages than English and Spanish are offered translation services through the Department of Education Translation and Interpretation Unit.

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.

School staff will provide oral interpretation services during workshops, meetings and parent teacher conferences. Our parent coordinator, school secretary and school aides provide oral interpretation services to parents on a daily basis.

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>.

At the beginning of each school year, a Home Language Survey is administered to parents to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S. 204</u>	DBN: <u>09X204</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader: <u>Ben Waxman</u>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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: <u>3</u> # of certified ESL/Bilingual teachers: <u>3</u> # 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: P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This pre-kindergarten through fifth grade school has a population of 527. According to the latest ethnic data, 68% of students are Hispanic, 30% are Black, 1% is Native American and 1% is White. Within this population 14.6% of our students are ELLs. There are seventy-five ELL students in grades kindergarten through five. All of the ELL students receive Free Standing ESL as requested by their parents.

Upon examination of the needs of our students through the 2012 NYSESLAT and the AMAO data analysis, it is clear that our first, second and third grade ELLs need more support in all four modalities of listening, speaking, reading, and writing. The goal of the Title III program is to provide supplementary instructional support to enhance language proficiency for 40, first, second and third grade students who have not met the NYSESLAT criteria.

This year we are continuing to focus on technology. For this reason we are requesting Title III funds to help us invest in licenses for the number of ELL students that are being invited to participate in our Title III program. Our after-school program will utilize Imagine Learning which is a computerized, research-based program. Students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the NYSESLAT. There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity.

This program will begin on January 26, 2013. The first session will be on Saturdays from 9:00am-12:00pm. The second session will begin on January 28, 2013 and will be on Mondays from 3:00pm-5:00 pm. The program will run for eight weeks and will terminate when testing for NYSESLAT begins in April. The program will be implemented by one certified ESL teacher and two certified bilingual teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

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

Part C: Professional Development

Begin description here: P.S. 204 believes that effective learning opportunities are the key to increasing student performance. There will be workshops with consultants from Imagine Learning and Renaissance Learning to help us analyze the data from the progress reports to better meet the needs of our students. Professional development will be provided by Learner Centered Initiatives (LCI) on best practices for ELL instruction and aligning curriculum to the Common Core Standards throughout the year. In addition, staff will participate in network sponsored NYSESLAT Assessment professional development. Attendance at these workshops will take place from September-June at no cost to the program. In addition, the ESL provider will attend professional development workshops sponsored by the Department of Education and the UFT Teacher Center throughout the year.

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: P.S. 204 will implement Imagine Learning for ELLs in first, second and third grade. Staff will provide workshops for parents on the program three times per year on all components of the program including: assessment data and home connections. The Imagine Learning program features individual student data reports and differentiated supplemental activities that will be sent home with students in English and Spanish. These resources allow parents to support students and practice vocabulary and practice vocabulary with their children at home. Teachers will utilize the Star Renaissance Learning assessment to identify student goals and determine benchmarks. Goals and benchmarks will be communicated to parents at least three times per year.

P.S. 204X will continue to offer parent workshops through a partnership with Flame. Workshops will focus upon literacy and include workshops such as Parents and Children as Authors, and Reading with Children using Dual Language books. Workshops will be offered throughout the year, with a minimum of 6 workshops offered.

The Parent Coordinator will conduct dual language parent workshops through a partnership with Cookshop. Workshops focus upon supporting students at home by connecting literacy and nutrition.

Communication with parents will occur using multiple media; written notices, School Messenger, on the school message scroll, as well as through telephone communication.

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.
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Part E: Budget

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

Allocation Amount: \$

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