



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 205  
**DBN (i.e. 01M001):** 10x205  
**Principal:** CAROL ANN ROSADO  
**Principal Email:** CROSADO3@SCHOOLS.NYC.GOV  
**Superintendent:** MELODIE MASHEL  
**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
Carol Ann Rosado	*Principal or Designee	
Sandra Hernandez	*UFT Chapter Leader or Designee	
Adriana Trujillo	*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	
Noemi Reyes	Member/ *PA/PTA President or Designated Co-President	
Irene Ocampo	Member/ Parent	
Leticia Delgadillo	Member/ Parent	
Carolina Rojas	Member/ Parent	
Irma Farciert	Member/ Parent	
Jenneth Lagares	Member/ Administrator	
Indhira Ventura	Member/ Teacher	
Christina Figueroa	Member/ Teacher	
Julie Seda	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

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, the school will fully implement the teacher effectiveness and teacher evaluation system utilizing Danielson's Framework for Teaching.

### 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 accordance with the Citywide Instructional Expectations, schools are required to evaluate teachers using Charlotte Danielson's Framework for Teaching.
- Schools are required to use a researched-based teacher evaluation and development system.
- *Ensure teachers' deep understanding of the components of Danielson Framework for teaching included in the new teacher evaluation and development system to help improve instruction and student learning.*
- To continue to strengthen teacher practice by establishing clear expectations of what effective teaching looks like and to have a shared language to discuss what's working and what needs to be improved.

### 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

##### Activity #1:

##### Ongoing Professional Development:

- *Provide teachers opportunities for professional development activities designed to develop a clear and shared understanding of what effective teaching looks like in the school community.*
- *Watch ARIS Learn training modules aligned to elements of the Danielson Framework.*
- *Teachers will develop personal learning plans and decide on learning opportunities.*
- Administrators and coaches will identify resources and structures within the school to support teachers in developing a thorough understanding of the Danielson Framework for Teaching through ARIS Learn.
- *Provide support for new teachers through classroom visits, modeling lessons, co-planning, co-teaching and other interactions.*
- *Administrators and coaches will engage in calibration and norming practices on Danielson Framework for Teaching.*
- *Administrators, coaches and teachers will participate in the Teacher Development Initiative under the direction of a Talent Coach.*
- *Staff members will input professional development plans in Google Docs.*
- Administrators will have a transparent system for using observation data to effectively design and facilitate professional development opportunities.
- Administrators will guide teachers using the ADVANCE system for resources and support.
- Teachers will collaboratively meet to lead discussions around the Danielson Framework.
- Teachers will collaboratively meet to identify possible high quality artifacts.
- Inter-visitations will be scheduled as needed to share best practices.
- Learning Walks will be scheduled regularly using school wide initiatives as a focal point.

**Activity #2:****Implementation of the Danielson Framework for Teaching:**

- Utilize ARIS Learn to engage teachers in Self-Assessments to identify strengths and development areas. Areas of improvement will be followed up with professional development and classroom visits.
- Teachers will create two professional learning goals with an action plan.
- Administrators will schedule Initial Planning Conferences with teachers to discuss observation option and explain the MOSL to which they will be accountable for.
- Administrators will meet with individual teachers to discuss their professional goals and develop a professional learning plan.
- Administrators will follow an observation protocol for informal and formal observations.
- Data will be used to make effective adjustments to meet all students learning needs, including ELLs, high achieving students and students with disabilities.
- Conduct frequent cycles of observations using the Danielson Framework for Teaching rubric.
- Provide teachers with high-quality oral and written feedback to increase the rigor and effectiveness of instruction.
- Teachers will analyze, reflect and self- assess their practice through the lens of student learning. This systematic way of thinking will have a positive impact on student learning.
- Administrators will follow up on feedback previously given in future feedback conversations.
- Through the course of feedback, teachers and administrators will develop clear and measurable next steps together.
- Staff will establish high expectations for all students and effectively communicate a path to college and career readiness.
- Teachers will create a culture for learning based on a coherent set of beliefs about how students learn best. Our “Core Beliefs” are informed by the instructional shifts and the Danielson Framework for Teaching.
- Administrators will hold “Summative End of the Year” conferences with each teacher and discuss ratings using the Danielson Framework.
- Administrators will document evidence of teacher practice through observation, artifacts and outside evidence.
- Administrators will input ratings within the ADVANCE system using the Danielson rubric.

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

1. Administrators, CEI Consultants, Talent Coaches, School Coaches, Teachers

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

- Self-Assessments Results
- Teacher’s individual goals
- Agendas, minutes and attendance sheets from Teacher Teams meetings
- Professional development agendas and attendance sheets
- Informal and formal observations
- Written Feedback
- Observation Reports
- Teacher participation in Learning Walks and Inter-visitations
- Debriefing best practices

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

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

- Teachers will meet weekly to discuss components of the Danielson Framework during Teacher Led Discussions and Common Plan periods.
- Administrators will “go deeper” on targeted Domains and highlight specific components during monthly grade conferences.
- Coaches will support teachers by modeling, co-teaching and planning to achieve their instructional goals.
- Administrators and coaches will engage in professional conversations with teachers to discuss their practice and its impact on students' core learning.
- Professional conversations with teachers will be scheduled after informal and formal observations to provide teachers with immediate feedback to enhance their teaching practice.
- Administrators will attend a series of professional development to become expert observers in the Danielson Framework.
- Administrators and teachers will use the ADVANCE Intranet page to find resources that support teachers in the development of their professional practice.

**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).

- Inform parents of the new teacher evaluation system: Parent Workshop/Letters.
- The Parent Association (PA) meets monthly to disseminate information to all parents.
- PA members are well represented at monthly School Leadership Team meetings.
- Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
- Parents are provided access to student data.
- Parents will have access to Skedula, STARS and ARIS Link.
- The Parent Coordinator will be a means of support for the parents as they become more involved in school activities.

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

**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, 75% of students in grades K-5 will demonstrate mastery in Tier 2 grade level academic vocabulary as measured by 15% growth from the baseline to the endline.

**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.

- By June 2014, Citywide Instructional Expectations require students to constantly build the vocabulary they need to access grade level complex texts.
- The following data demonstrated a need for engaging students and teachers in strengthening the instructional core in academic vocabulary:
  - Student Work

- Conference Notes
- Formative Assessments
- Summative Assessments

### **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**

##### **Activity #1:**

**Professional Development:** Teacher teams will develop a shared understanding of the connections between the Common Core Shift 6 (Academic Vocabulary) and Charlotte Danielson's Framework for Teaching. On-going staff development will be conducted by the Literacy Coaches. Coaches and Teacher leaders will model strategies and share best practices.

- Teacher teams will participate in professional development and inter-visitations focusing on activities in the following: content areas (eg. Literature centers, homework instruction, reading groups, Math, Writing, Social Studies), Speaking and Listening (class discussions, Turn-and-Talk, brainstorming, role play, modeling how to use words in a sentence, response prompts), Room environment (procedure charts, directions for center work, tally charts for use of vocabulary words, vocabulary scavenger hunt)
- Teachers will use Common Planning and Teacher Led Discussion to share best practices and continue to focus their instructional plans to best meet the needs of all students

##### **Activity #2:**

**Teacher Team Articulation:**

- Teacher teams will analyze current student work in order to identify needed vocabulary in order to align shift 6 with curricular materials and classroom instruction.
- Teacher teams will surface gaps in student work in order to embed Grade Level Tier 2 Academic Vocabulary words into the following areas:
  - o *Content Areas:* incorporate vocabulary words into the task directions, literature center activities, writing prompts using vocabulary, dictionary work, science/social studies/math/literacy word walls, etc.
  - o *Speaking & Listening:* incorporate vocabulary words into oral directions and class discussions, turn-and-talk activities, word prompts for explaining their answers, listening center activities, think-pair-share, etc.
  - o *Room Environment:* separate word wall for vocabulary words, procedure charts using vocabulary words, vocabulary boxes, vocabulary scavenger hunts/read-the-room, etc.
- Teacher teams will revise units of study to address the gaps that surfaced when analyzing the baseline, midline, and endline vocabulary assessments.
  - Teacher teams will develop activities/tasks that provide multiple entry points for all learners:
    - o *English Language Learners:* pictures to match words (illustrated), color-coded words, acting out words/role play, tactile/realia, TPR, etc
    - o *Students with Special Needs:* using highlighters to identify words, repeated modeling, pictures to match words (illustrated), acting out words/role play, tactile/realia, scripted discussion prompts, etc.

- o *Enrichment*: matching tier 2 words to similar tier 3 words, synonym and antonym activities, dictionary activities, etc.
- o *Remediation*: note cards to review missed words, differentiated HW, magnetic letters to scramble for vocabulary words, games/songs, etc.
- o *Different Learning Styles*: visual aids, listening center with vocabulary words, cut-and-paste activities, charades, clay/sky writing, smart board activities, etc.
- o Intra-/Interpersonal Relationships: independent work, 1-on-1 with a teacher, small group activities, partners assessing each other on selected words, cooperative learning groups/jigsaw, etc.
- Teacher teams will revise formative and summative assessments based on analysis of student work.
- In literacy, teacher teams in grades K-5 will create rigorous tasks that focus on incorporating Tier 2 Vocabulary into everyday vocabulary (oral and written)
- In math, teacher teams in grades K-5 will engage students in cognitively demanding mathematics units that require them to demonstrate the ability to incorporate Tier 2 Vocabulary into their math work: Explaining their answers, explaining to support answers, Math word walls, Math vocabulary tally chart every time they use it.

**Activity #3:**

Teacher Team Collaboration Across Grade Bands: Teacher Teams will share strengths and weaknesses as identified during Teacher Team Articulation to better prepare future teachers as well as improve current practices to best prepare students for the coming grade.

- Teacher teams will embed vocabulary words into task directions to encourage the use of Tier 2 Vocabulary words.
- Teacher teams and coaches will analyze student work from each unit of study in math and literacy and discuss the level of students that incorporated Tier 2 Vocabulary words into everyday vocabulary (Oral and Written)
- Teacher teams will refine practices and make adjustments in planning, implementing and assessing each unit of study based on teachers' observations and assessments of students utilizing of Tier 2 Vocabulary words.
- Teachers will participate in inter-visitations, debrief and share best practices on how to implement grade specific Tier 2 Vocabulary into their daily plans.

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

3. Administrators, Coaches, Teaching Staff in grades K-5, CEI Consultants

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

- Baseline/Midline/Endline Assessments
- Individual Progress Monitoring by Grade Band
- Classroom Summative and Formative Assessments
- Rubrics
- Criteria Charts
- Checklists

**5. Timeline for implementation and completion including start and end dates**

September 2013-June 2014

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

- Grade Level Tier 2 Academic Vocabulary Lists
- Grade Level meetings to discuss the variety of programs and activities that can be used to aid students in understanding and mastering the Grade Level Tier 2 Academic Vocabulary Words (i.e., Making Meaning, Being A Writer, Fountas & Pinnell Assessments Kit, Word of the Day, Smart Board Activities, Reading Reform, etc.)
- Teacher-created materials (Graphic organizers, Vocabulary games, etc.) Units of Study, Performance Based Tasks, Final Performance Based Assessments, Literacy and Math Resources
- Protocol for Looking at Student Work

**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).

- Parent Workshops will be presented by the Math and Literacy Coaches to all parents of students in grades K-5 to provide them with activities that will help them infuse Tier 2 Vocabulary words into their children's school work
- Parents will be given resources to help them support their child in incorporating Tier 2 Vocabulary words in their everyday school life.
- Parent Coordinator will be available to parents to assist with supporting their child.
- Parents will be given access to SKEDULA and ARIS Parent Link to review their child's performance and available resources.
- Teachers will confer with parents on student progress.

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

**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 school will deepen the work around the CCLS and incorporate the Common Core Instructional Shifts in Literacy and Mathematics.

**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.

- This goal will develop a deeper understanding of the CCLS and the Common Core Instructional Shifts among teachers in Literacy and Mathematics.
- This goal will help our school show more progress/growth on the NYS ELA and Mathematics Assessments as the work being generated will be fully aligned to the CCLS and the Common Core Instructional Shifts.
- ☐ In addition, this goal will strengthen our practice by using ReadyGen and Go Math, new Common Core aligned programs being implemented.

**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**

**Activity #1:**

**Teacher Team Collaboration:**

- Teacher teams will work collaboratively to improve the quality of instruction for all students with an emphasis on rigor and engagement by closing curricular gaps, identifying areas of strength and improvement.
- Teacher teams will refine existing units of study to CCLS by showing evidence of the 12 Common Core Instructional Shifts in literacy and math.

**Teacher teams will address the ELA Shifts by:**

- teaching content knowledge through informational texts by scaffolding for students when texts contain difficult content.
- reviewing current grade-level materials and resources to determine appropriate text complexity.
- designing questions and tasks that require students to respond both orally and in writing to questions about a text in which answers are found within the text and not based on prior knowledge, experience, or opinion
- providing opportunities to use research-based instructional strategies that teach both vocabulary acquisition and word meaning strategies.

**Teacher teams will address the Math Shifts by:**

- providing opportunities for students to apply math in context. Students are expected to use math and use appropriate concepts for application even when not prompted to do so.
- connecting learning across grades so students can build new understanding onto foundations built in previous years.
- incorporating mental math daily to build fluency and improve speed and accuracy through repetition leading to memorization.
- engaging students in cognitively demanding tasks that requires them to demonstrate their ability to model with mathematics and, or construct and explore the reasoning behind arguments and choose the appropriate application to show their understanding.
- Teachers will share best practices for incorporating UDL into their planning.
- Teacher teams will analyze student work and revise instructional plans and teacher practice to meet the differentiated needs of learners.
- Grade level teams will continue to administer rigorous tasks in literacy and mathematics to assess student performance and to drive instruction.
- Teacher teams will refine formative and summative assessment tools in alignment with the CCLS.
- Teacher teams will use data to make modifications in planning, implementing instructional strategies and designing assessments. They will support and monitor the goal setting process as part of ongoing work to improve learning.

**Activity #2**

**Professional Development:**

- Provide learning opportunities to help teachers understand the different competencies within The Framework for Teaching that support the design and implementation of Common Core-aligned units and tasks. Learning Opportunities include articles, videos, web links and other resources that

will help teachers improve their craft and prepare all students to thrive in college and their future careers.

- Support teachers in implementing classroom structures and assessment practices that encourage student self-reflection and engagement of students in the learning process through the use of rubrics.
- Teachers and support staff collaborate across the grade bands to promote coherent planning for the implementation of curricular units.
- Coaches will support Literacy / Math teacher leaders on each grade to refine CCLS Units of Study in order to show evidence of the 12 Common Core Instructional Shifts in literacy and math.
- Coaches will collaborate and provide learning opportunities for the Literacy / Math teacher leaders on each grade in the Go Math and the ReadyGen program in order to turn-key to grade level colleagues.
- Coaches will present and facilitate sessions on current information offered by CEI and UFT on the CCLS and 12 Instructional Shifts in literacy and math.

### **Activity #3:**

#### **Analyzing Student Work**

- Teacher teams will use a protocol for analyzing for analyzing student work in order to surface the gaps and identify points of alignment with the CCLS.
- Teacher teams will analyze student work and revise instructional plans and teacher practice to meet the differentiated needs of learners.
- Teachers will set learning goals for all students after collecting information about student performance from multiple sources.
- Teacher teams will develop mini-tasks to monitor student progress throughout the unit of study.
- Teacher teams will create grade level rubrics to assess student learning towards meeting the CCLS in literacy and math.
- Student work will be analyzed across the grade bands to develop a common understanding of strengths and areas in need of improvement.
- The needs of individual and groups of students will be identified in order to provide targeted assistance through UDL.

#### **● Key personnel and other resources used to implement each strategy/activity**

1. Administrators, Literacy and Math Coaches, Teachers, Paras, AIS Support Staff, CEI Consultants

#### **● Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Baseline/Midline/Endline Assessments
- Individual Progress Monitoring by Grade Band
- Classroom Summative and Formative Assessments
- Rubrics
- Criteria Charts
- Checklists
- Units of Study

- Student Work
  - **Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - Existing P.S. 205's Reading, Writing and Mathematics Units of Study - Aligned to the CCLS
  - ReadyGEN Reading/Writing Program
  - Go Math Program
  - Literacy and Math Resource Rooms

**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).

- Parent Workshop on the CCLS
- Parent Workshop on the NYS ELA and Mathematics Exam
- Parent Workshop on the NYC Performance Assessment

**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	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 #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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>4. Timeline for implementation and completion including start and end dates</b>
1.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
6.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

## Academic Intervention Services (AIS)

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

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
ELA	<p><b>Avenues:</b> This is an ESL literacy research based program. This program has heavy emphasis on a multisensory approach using stories, songs, rhymes, and an abundance of photo file cards.] Each lesson is structured to include work in phonics, word-learning activities, reading fluency development.</p> <p><b>Reading Reform:</b> A research based multisensory approach to teach reading, handwriting and spelling. Specific techniques are learned for teaching sound-symbol relationships, syllable division and spelling rules.</p> <p><b>Reading A-Z:</b> Leveled reading, phonemic awareness, reading comprehension, fluency, alphabet vocabulary materials and lessons are used various reading settings from whole class group to individual work.</p> <p><b>Imagine Learning English:</b> An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.</p> <p><b>Good Habits/ Great Readers:</b> Focuses on specific Reading, Phonics skills as well as ELL’s intervention.</p> <p><b>Wilson:</b> This research based comprehensive multisensory program designed for students who struggle with</p>	<p>Advanced ELL’s- 4X’s a week for 50 minutes, intermediate ELL’s- 5x’s a week for 50 minutes in small groups, beginner- 5x’s a week, 30 minutes in a small group.</p> <p>Conducted as a whole class for grades K-2, 5x’s a week for 60 minutes.</p> <p>Conducted in small groups for grades K-3</p> <p>Conducted 4x’s a week for 20 minutes.</p> <p>Conducted in small groups for grades K-1, meeting weekly for 30 minutes.</p> <p>Conducted in small groups 2x’s a week for grades K-5.</p>	<p>The service is provided during the school day and during the extended day.</p> <p>This service is provided during the school day and during extended time.</p> <p>This service is provided during the school day.</p>

	decoding and spelling.		
<b>Mathematics</b>	<b>Go Math! Program:</b> This is a program to help students active fluency, speed and confidence with grade-level concepts. It is aligned to the new Common Core Learning Standards and provided opportunities for ongoing assessments.	Conducted in small groups and whole class lessons. a 75-minute block for grades K-2 and 90-minute mathematics block for grades 3-5	This service is provided during the school day and during extended time.
<b>Science</b>	Measuring UP: A Multisensory approach using investigative strategies and hands on manipulatives is utilized. Technology is integrated with the use of A+Mobile cart. New York City Science Edition Text - Harcourt School Publishers.	Conducted in small groups and whole class lessons. Grades K-1: 50 minute periods once a week. Grades 2-5: 50 minutes periods 2x's a week.	This service is provided during the school day.
<b>Social Studies</b>	<b>Measuring Up:</b> NYS Learning Standards (Social Studies), Includes assessments and test practice.	Conducted in small groups and whole class lessons. Grades K-1: 50 minute periods once a week. Grades 4-5: 50 minute periods twice a week.	This service is provided during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Depending on students' needs, services may include conflict resolution, the use of strategic games, team/community building, self-esteem activities and technology use/integration.	Conducted in one-to-one and in small groups.  Conducted as per weekly #201.  Conducted as per weekly #201.  Conducted on a one-on-one, small groups, and whole class, developing profiles of students' strengths and weaknesses.  Conducted in small groups.	This service is provided during the school day.  This service is provided during the school day.  This service is provided during the school day.  This service is provided during the school day.

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

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

**Title I Status**

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

**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.
<ul style="list-style-type: none"> <li><input type="checkbox"/> Mentors are assigned to support new teachers to the school.</li> <li><input type="checkbox"/> Coaches are assigned to support new teachers to the school and new teachers to the grade.</li> <li><input type="checkbox"/> Administrative staff and coaches regularly attend workshops for supporting new teachers.</li> <li><input type="checkbox"/> Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.</li> <li><input type="checkbox"/> Opportunities are provided for professional development to attain required PD hours to ensure highly qualified teachers.</li> <li><input type="checkbox"/> The pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.</li> </ul>

**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"> <li>• Provide teachers opportunities for professional development activities designed to develop a clear and shared understanding of what effective teaching looks like in the school community.</li> <li>• Provide teachers with high-quality oral and written feedback to increase the rigor and effectiveness of instruction.</li> <li>• <i>Administrators and coaches will engage in calibration and norming practices on Danielson Framework for Teaching.</i></li> <li>• <i>Administrators, coaches and teachers will participate in the Teacher Development Initiative under the direction of a Talent Coach</i></li> <li>• Teacher teams will develop a shared understanding of the connections between the Common Core Shift 6 (Academic Vocabulary) and Charlotte Danielson's Framework for Teaching. On-going staff development will be conducted by the Literacy Coaches. Coaches and Teacher leaders will model strategies and share best practices.</li> <li>• Staff members will input professional development plans Google Docs and learning opportunities in the PS 205 Newsletter.</li> <li>• Coaches will support teachers in implementing classroom structures and assessment practices that encourage student self-reflection and engagement of students in the learning process through the use of rubrics.</li> <li>• Staff members will participate in outside PD and turnkey information to colleagues.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
--

- ❑ Referrals are made to local Community Based Organizations (Kennedy Center, Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family and Children's Services, Montefiore Hospital, North Central Bronx Hospital, Good Shepherd Counseling Services, Belmont Family Service Center, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Prospect Family Support Services) for families that struggle economically or academically.
- ❑ Families are provided with information about afterschool programs in the neighborhood (Beacon, Belmont Daycare and Boys and Girls Club).
- ❑ New families and families who change their address are screened using the McKinney Vento Residency Questionnaire in order to determine their housing status. If students are in temporary housing, the school assists them with academic services and/or personal needs (extended day, AIS, uniforms and supplies) in order for them to achieve academic success.
- ❑ The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian biweekly to assure good attendance.

### **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.).

#### **Transition Plans to Assist Preschool Children**

The following plans are used to assist preschool children from early childhood programs to the elementary school program at PS 205:

- Pre-Kindergarten programs students are invited to visit the Kindergarten classrooms and meet with the teachers.
- Incoming Kindergarten parents participate in a Parent Orientation. At this meeting, the parents have the opportunity to meet the classroom teachers as well as other school staff. Information regarding curriculum, Parent Association activities, a variety of parent workshops, homework, CCLS, programs, assessments, etc.
- During registration, parents are given a Kindergarten preparation packet created by teachers in order to help prepare and assist the students during this transitional period.

#### **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.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

- Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
- The process teachers participate in using and selecting assessments:
- Teacher teams create grade level rubrics to assess student learning towards meeting the CCLS in literacy and math
- Teacher teams use a protocol for analyzing student work in order to surface the gaps and identify points of alignment with the CCLS.
- Student work is analyzed across the grade bands to develop a common understanding of strengths and areas in need of improvement.
- Teacher teams use data to make modifications in planning, implementing instructional strategies and designing assessments. They support and monitor the goal setting process as part of ongoing work to improve learning.
- Teachers and support staff meet weekly to discuss their practice by establishing clear expectations of what effective teaching looks like and to have a shared language to discuss what's working and what needs to be improved to strengthen their assessments
- Teacher teams meet monthly to reflect on their instruction, their student progress and their next steps to reach their goals.
- Through professional development, Common Grade Planning and Teacher Led Discussion:
- Support is given to teachers in implementing classroom structures and assessment practices that encourages student self-reflection and engagement of students in the learning process through the use of rubrics
- Support is given in analyzing student work so that teachers can meet the individual needs of learners
- Support is given in the craft of engaging students in cognitively demanding task that require them to demonstrate their ability to construct and explain the reasoning behind arguments and choose the appropriate evidence/application to show their understanding
- Support is given to teachers and support staff in implementing the 12 Common Core Instructional Shifts in literacy and math to ensure rigor and coherency

**TA Schools Only**

**Use of Program Resources**

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

X

**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).

X

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>205</b>
School Name <b>Fiorello H. LaGuardia</b>		

### 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 <b>Carol Ann Rosado</b>	Assistant Principal <b>Ludy Caba</b>
Coach <b>Julie Seda- Literacy</b>	Coach
ESL Teacher <b>Lourdes Diaz-Austin</b>	Guidance Counselor
Teacher/Subject Area <b>Niurka Infante - ESL</b>	Parent
Teacher/Subject Area <b>Esther Garrido - ESL</b>	Parent Coordinator <b>Ana Lareano</b>
Related Service Provider <b>Sandra Hernandez</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### 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.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1024</b>	Total number of ELLs	<b>217</b>	ELLs as share of total student population (%)	<b>21.19%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1												2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained			1	1										2
Pull-out	3	2	2	1	3	4								11
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>15</b>							

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	217	Newcomers (ELLs receiving service 0-3 years)	186	ELL Students with Disabilities	31
SIFE	1	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	0

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	53	0	8	0	0	0				53
Dual Language	0	0	0	0	0	0				0
ESL	133	1		31	0				1	164
Total	186	1	8	31	0	0	0	0	1	217

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	28												53
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>25</b>	<b>28</b>	<b>0</b>	<b>53</b>										

\*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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	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	14	21	47	23	32	15								152
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1		2									5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1	1		1									4
Other	1			1										2
<b>TOTAL</b>	17	23	49	24	35	16	0	0	0	0	0	0	0	164

## 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)	35	6	8	8	2									59

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)	29	19	2	8	4									62
Advanced (A)	25	26	14	21	10									96
Total	89	51	24	37	16	0	0	0	0	0	0	0	0	217

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	14	15	2	0	!Und
4	18	7	0	0	
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25		10		4		1		
4	11		11		3		0		
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

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

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.

1. ASSESSMENT TOOLS:

Research-based tools are currently used in our school to assess early literacy skills. The LAB-R and the LAB are administered as an entrance and placement exam, which determines the child's proficiency level in English and/or the native language (Spanish). The DRA is a formal assessment administered quarterly, while the Fountas and Pinell (running record) is an ongoing assessment, which demonstrate the child's fluency and comprehension level in reading. Unit tests, baselines, rubrics and other assessment tools in Avenues and the Imagine Learning programs are used to track students' progress in all modalities.

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

The data patterns reveal that across the grades, 44% of our current ELLs are Advanced, 29% are Intermediate and 27% are Beginners.

Out of 89 students tested in the Kindergarten Grade band:

Proficient	4%
Advanced	28%
Intermediate	33%
Beginner	39%

Out of 51 students tested in the 1-2 Grade band:

1<sup>st</sup> grade

Proficient	13%
Advanced	51%
Intermediate	37%
Beginner	12%

2<sup>nd</sup> grade

Proficient	37%
Advanced	58%
Intermediate	8%
Beginner	33%

Out of 37 students tested in the 3-4 Grade band:

3<sup>rd</sup> grade

Proficient	20%
Advanced	57%
Intermediate	22%
Beginner	22%

4<sup>th</sup> grade

Proficient	24%
Advanced	63%
Intermediate	25%
Beginner	13%

Based on the NYSESLAT data, ELLs in the Advanced proficiency have demonstrated significant growth in the reading modality, despite it being common core ready. However, there was a decrease in the writing, being that it was indeed more rigorous than the previous tests.

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 [AMAQ tool](#))

Patterns across NYSESLAT modalities affect instructional decisions in that we can pinpoint weak areas and use different strategies and modalities to strengthen those areas in different content and scenarios. The areas which the data deem proficient, we challenge with extended and more rigorous activities. For example, if they scored a 3 in the writing, how can we transition to a high four? Perhaps, working on better choice words, increasing intensity of adjectives and the usage of adverbs. Also, promoting more sentence variety and elaborating on conclusions.

Our school uses our tailored made AMAQ data by disaggregating the NYSESLAT exam into the four modalities and their raw scores; facilitating functionality when analyzing. We discuss by how many points did the student miss the cut score and rationalize the reasons why as well as next steps. We address our predicted "met" number to achieve AMAQ and the actual number, which has surpassed in subsequent years.

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?

4a. Based on the 2013 NYSESLAT data, ELLs in the Advanced proficiency have demonstrated significant growth in the reading modality, despite it being new common core ready. We noticed a decrease in the writing, being that it was indeed more rigorous than the previous tests.

o Grades 3-5 will be targeted for literacy and math interventions, as well as more responsive test preparation (i.e. item analysis and targeted skill areas). Item analysis will be used to highlight specific skill areas in need of improvement. The ESL Team will more closely analyze interventions like Imagine Learning English to determine next steps for expanding use of this software program.

o Grades 3-5 need additional literacy interventions to ensure that they make additional progress in ELA as well as additional math intervention. Students will practice content specific vocabulary to facilitate problem solving skills and explaining the process taken, to reach the correct answer. The Imagine Learning English software may also be a good tool to scaffold reading and writing for these students.

#### 4b. PERIODIC ASSESSMENTS:

In October, ELL students take an ELL Periodic Assessment which is used to drive instruction and facilitates student grouping. Students are formally assessed again in March. Results for both will be instantly available for analyzing since the students will be using the Senteo SMART Response LE clickers to record their responses. This a step towards computerized testing which will be a reality for our students in 2015.

NYSESLAT End-Term Assessment: Each Spring, students take the NYSESLAT, used to measure Annual Yearly Progress (AYP) in the English language.

Formative Assessment: Throughout the year student progress will be tracked with ongoing assessment tools, using a variety of benchmarks, including the Avenues objectives tracker. Other individualized assessments include those derived from the Imagine Learning English program.

Student Portfolios: All student work, conferencing notes, long and short term goals, and rubrics will be included for each student in their individual portfolio to showcase their language development.

Individual student goals: All students have differentiated goals for each of the four modalities, listening/speaking, and reading/writing.

#### 4c.

The data analyzed from the Periodic Assessment allows the school to:

- monitor student performance and progress
- plan and set goals for accelerating the progress of each student
- review student progress during parent-teacher conferences

- identify strength and weakness in order to drive instruction

According to the latest city and state assessment data for P.S. 205's ELLs, gains have been made in science, math, and language arts. However, due to the new common core state exams, the majority of ELLs in grades 3 through 5 scored at levels 1 and 2. Native language arts instruction, Imagine Learning English, and other literacy interventions will be used to further support our ELL's achievement. Through collaborative inquiry, teachers and coaches will continue to monitor student progress using each intervention's tracking tools.

6. The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies. Ongoing assessments throughout the year and a variety of benchmarks; including Avenues, Imagine Learning, ELL Periodic Assessment, student portfolios and individual student goals are also used to further evaluate the success of our program.

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](#).)

P.S.205 uses data to guide instruction for ELLs within the RTI framework by focusing on Tier 2 and Tier 3 students. They will be progress monitored every 3-4 weeks with an assessment that meets their individual needs. They will be assessed by the service provided at the beginning, middle and end of a 6-8 week cycle of intervention. Student progress will be revisited after each 6-8 week cycle. At this time instructional changes will be made if necessary.

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

A child's second language development will be considered in instructional decisions by differentiating tasks, scaffolding instruction, using multi-modal approaches in learning and providing opportunities ample opportunities for choices. Our content area teachers teach in such a scaffolded way that they build the necessary English language skills. Individual students needs are discussed and met during teacher led discussions, grade conferences and monthly RTI meetings.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not applicable

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

8. The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies. Ongoing assessments throughout the year and a variety of benchmarks; including Avenues, Imagine Learning, ELL Periodic Assessment, student portfolios and individual student goals are also used to further evaluate the success of our program.

## Part IV: ELL Identification Process

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

- 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](#).)
  - A meeting with the Parent Coordinator, A. Laureano, begins the registration process. The Parent Coordinator then informs a certified ESL teacher (all Spanish speaking), A. Austin or N. Infante for building A(grades 3-5) or E. Garrido for building B(grades k-1), that a new student is registering into the school. The certified ESL teacher conducts an oral interview that facilitates the completion of the Home Language Identification Survey (HLIS) as an initial screening for languages other than English spoken at home. At this time the parent is also given a one to one Parent Orientation (by a certified teacher) where the parent is informed of all available program options in the district, for ELL students. The informed parent is given a Parent Option Form to choose their child's program placement. Subsequently, an ESL teacher administers the LAB-R to the newly entitled student

(within 10 days after the initial registration date). Beginning February 2014, ESL pedagogues will administer the NYSITELL (Lab-R replacement). If the student scores "Proficient", the parent is informed in writing, that their student is not entitled to ESL services and is placed accordingly. However, if the student scores either "Beginning/Intermediate" or "Intermediate/Advanced," the new student is identified as a new ELL student, and the student's parent is informed in writing, that their child is entitled to ESL program services and is placed accordingly. Transfer students (from other NYCDOE schools) are checked for ELL entitlement through ATS exam history for proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., mainstream, bilingual, or free-standing ESL). Parents are always informed of the results and students are placed according to the parent's option.

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.
  2. Parents are invited to a group Parent Orientation meeting, which is presented by our ESL certified staff and our Parent Coordinator. This workshop is held to reintroduce parents to the ESL and Bilingual programs presented to them at registration. Parents then have an opportunity to watch a video which provides intricate/explicit information about each program option. The video is followed by a discussion, which facilitates parents' understanding of the Bilingual and ESL programs; an opportunity is available to address concerns and questions. The video and handouts are available in English, Spanish and all languages relevant to our student population. The ESL staff then assists the parents in completing the parent selection form and the entitlement letter to ensure proper placement for each student.
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 [\[see tool kit\]](#).)
  3. Throughout the year, teachers communicate with parents to track students progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. The Parent Coordinator follows up with parents to ensure that all option letters are returned and that support is available to foster learning at home. For those few parents who do not return the option letter, a list of names is given to the classroom teachers for their ELLs. Classroom teachers are directed to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ESL teacher in order to read and sign the Parent Option letter.
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.
  4. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. The option for ESL placement has increased in the upper grades. Programs are always aligned with the parents' choices for program placement. If parents do opt for a bilingual program for students in grades two through five, the student's name will be placed on a waiting list. When 15 students in the same grade are on the Transitional Bilingual waiting list, a Transitional Bilingual class will be formed. One of our dual licensed Bilingual teachers would be assigned to the newly formed class. In the interim those students will receive the mandated ESL.
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.
  5. In preparation for the NYSESLAT, we first run an ATS RLAT report, in which all eligible ELLs are listed. Next, we run the RLER so that newly admitted student LAB-R'ed are not excluded. We generate a testing memo with students' names, classes, grades, and IEP modifications. Information about the NYSESLAT test and dates is made available for all teachers and staff via our school newsletter. We communicate with classroom teachers and plan for testing in selected rooms at designated times. We also communicate with administration and office staff to avoid interruptions via the intercom. We adhere to the official NYSESLAT calendar from the office of OELL(modalities, time frame) and treat this test with the same importance as the ELA and Math state exams.
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. 
  6. As evidenced by our data in the ELL demographics below as well as our BESIS data, parents have demonstrated a preference for the TBE program in the early grades. The option for ESL only placement has increased in the upper grades. We currently have only 5 students who are on a waiting list for TBE. They are currently in the ESL program. Our programs are always aligned with the parents' choices for program placement.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1a. Organizational Models:

Currently, the school provides two language models: Transitional Bilingual/Early Exit Bilingual education (Cloud & Genesee et al, 2000) and Free-Standing ESL (self-contained and push-in/pull-out), to provide the most comprehensible learning environment for the ELL students.

b. Program Models:

Each program model is heterogeneously grouped, addressing the three language proficiencies; Beginning, Intermediate and Advanced.

Transitional Bilingual Program (Spanish/English) – Based on our students' level of English Language and Academic Proficiency, the following program requirements are provided:

- Native Language Arts (NLA) instruction for students in Bilingual K-1 classes, according to the CR-Part 154, the minimum required minutes of study are as follows:

NLA for Bilingual:

- Beginning/Intermediate – 180 minutes per week
- Advanced – 180 minutes per week
- 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1 unit of ESL) in the early grades (K-1)

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)?

2. Organization of Staff:

Programs are always aligned with the parents' choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades and ESL only in the upper grades. As a result, the option for ESL placement has increased in the upper grades.

In the primary grades, Kindergarten and First are assigned certified and fully qualified Bilingual and ESL teachers. Accordingly, the mandated number of instructional minutes is provided in the TBE and Free-standing ESL models according to proficiency levels cited in the Learning Standards for English as a Second Language resource from the New York State Education Department (NYSED). Explicit ESL, ELA and NLA instruction is delivered according to the CR Part 154.

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.
  3. Students are grouped heterogeneously across the grades in our TBE, and Freestanding ESL models. Literacy groups in grades K-5<sup>th</sup> are differentiated using DRA, Running Records, NYSESLAT proficiency levels and modality raw scores (listening, speaking, reading, writing), and the Periodic ELL Interim Assessment (grades 3-5). For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing (by establishing Long-term and Short-term SMART goals).

Content area instruction in the TBE classes are taught in their Native Language, in accordance with CR-Part 154. The other model uses English with L1(native language) support, TPR, and multi-sensory approaches targeting different learning styles and entry points to increase comprehensible input and ensure equal opportunity for learning.

ELLs bring many resources such as L1(native language) and skills to boost L2(English language), talent and cultural practice and perspectives, which we build upon by implementing sheltered instruction strategies:

- allocating additional time, practice and repetition
- making instruction and expectations clear, focused and systematic
- addressing both language and content objectives in all lessons
- building background knowledge and scaffold instruction
- cognates for vocabulary instruction
- allowing opportunity for discourse and interaction; where language usage becomes a resource for communication, thinking and reasoning

It is imperative that we immerse our ELLs in a literacy-rich environment with a variety of language experiences, using formal register and domain specific vocabulary, in which students use academic language essential for high levels of achievement in the content areas.

Academic Intervention Services (AIS) certified teachers/instructors provide support for all classes during the literacy and math blocks. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

Free Standing-ESL – Based on students' level of English language and academic proficiency, the following program is implemented across the content areas:

- |   |                            |                      |
|---|----------------------------|----------------------|
| • | ESL Beginning/Intermediate | 360 minutes per week |
| • | ESL Advanced               | 180 minutes per week |
| • | NLA                        | As appropriate       |

Each model is instructed by a licensed ESL teacher. A Balanced Literacy Framework is implemented in the classroom. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used in the Freestanding push-in/pull-out model to structure lessons, in conjunction with the Quality Teaching for English Learners (QTELL) strategies, to support academic language.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas (in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ESL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad of learning experiences that are communicative and purposeful, increasing comprehensible output – language use and development in English.

The diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student's IEP. Content area instruction is delivered in each program model.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. To ensure that ELLs are appropriately evaluated in their native languages students are exposed to simulated math and science practice tests in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we use the new CCSS, Continental's New York ELLs Practice Book and their respective rubrics, as well as the Imagine Learning English software program; an interactive, individualized program which allows students to practice skills in all four modalities, repeat if necessary and assess for mastery. Imagine Learning English assesses the ELLs with a placement test and a post test yearly. In addition, we informally assess our ELL students on a daily basis in speaking and listening when discussing, sharing or working collaboratively.
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).

6. ELL academic learning is ensured by following the New York CCSS, as well as The Teaching of Language Arts to Limited English Proficient/English Language Learners.

- a. SIFE

According to the data we currently have one SIFE (Students with Interrupted Formal Education) student recently transferred from another NYC school. We understand that SIFE students require special attention to facilitate their transition to formal schooling and help decrease the educational gap.

The following interventions are in place for SIFE students:

- Individualized instruction on a daily basis
- Review of interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Continuous assessment of Long-term and Short-term goals to monitor progress and meeting benchmarks
- Extended day to provide reinforcement of essential skills
- Daily AIS to support literacy and content-area learning
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

#### b. NEWCOMERS

Newcomers entering P.S. 205 in the early grades have the option of selecting the Transitional Bilingual programs, which are offered in grades K-1. Newcomers entering the school in the second and third grades are offered a Self-Contained ESL class with a licensed ESL teacher. Our Self-Contained ESL also incorporates NLA (Spanish ) in the curriculum to support language development. An F-status bilingual pedagogue provides the NLA support. ELLs entering in the third, fourth and fifth grades currently receive Freestanding ESL (Push-In and Pull-Out), which is designed to support academic learning in mainstream classes. In addition, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during the regular school hours.

The following interventions are offered for newcomers in grades K though 5:

- Extended day program provides targeted, small group instruction
- ESL strategies incorporated to scaffold language development across the modalities
- Our school's parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) F-status teacher who Pushes-In to provide these services as needed.

#### c. ELL STUDENTS (4-6 years)

According to the analysis of the data we currently have thirty one ELL students with 4-6 years in our fourth and fifth grade classes. In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, and science exams.

ESL teachers, classroom teachers, and support staff provide the following services for our fourth and fifth-graders:

- Differentiated instruction on a daily basis
- Review of interim assessments to plan individualized instruction
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Extended day programs to provide tutoring and academic enrichment
- Academic Intervention Services (AIS) support

#### d. LONG -TERM ELLs (completed 6 years)

According to the data, we currently have no long term English Language Learners enrolled.

The following interventions are in place for Long-Term students:

- Individualized instruction on a daily basis with certified and highly qualified Bilingual and ESL teachers
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Academic Intervention Services (AIS) to support literacy and content-area learning.

e. Former ELLs (1 and 2 years after testing proficient)

According to the data, we currently have \_\_\_\_\_ proficient ELLs, in the 1-2 years after testing proficient.

The following interventions are in place for Former ELLs:

- Testing modification(extended time and separate location)
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Extended day programs to provide tutoring and academic enrichment
- Junior Great books- Students practice and apply critical thinking comprehension skills by using the Close Reading Process and SID's(shared inquiry discussions).

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?

7. A research based program Imagine Learning English is used for ELL-SWDs. The specialized program provides both access to academic content areas and helps in the acceleration of English language development.

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?

8. The diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student's 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

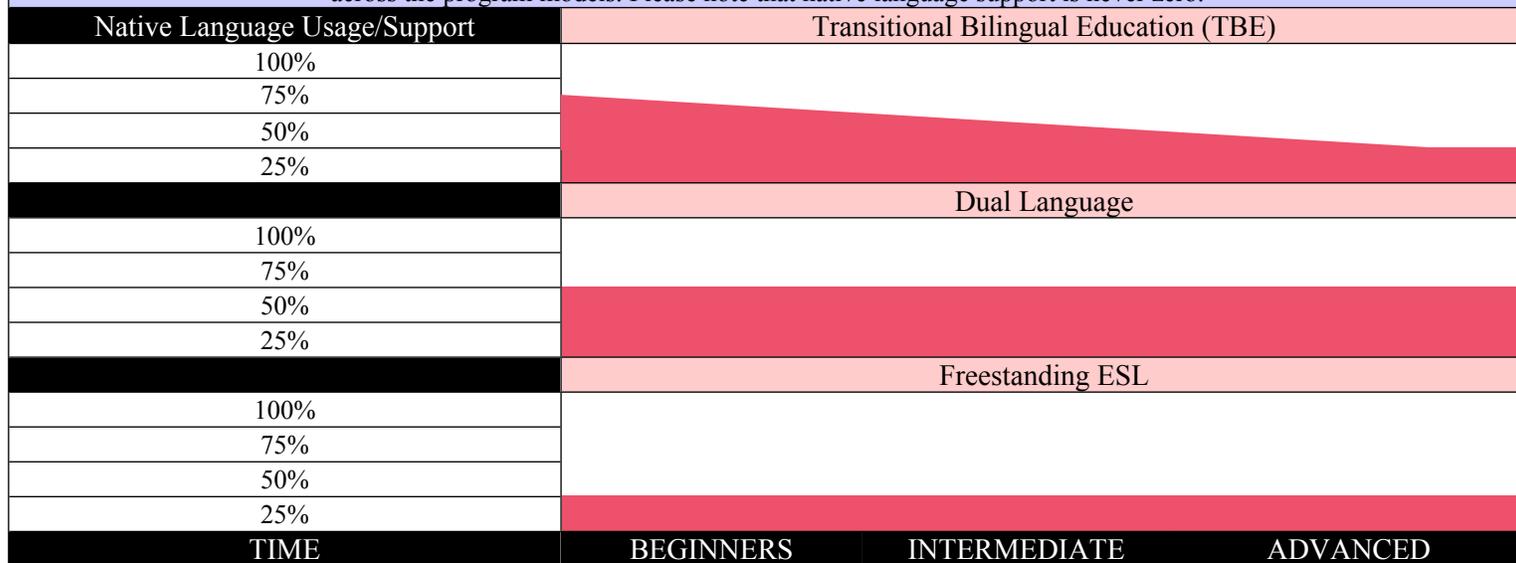
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

### 8. INSTRUCTIONAL PROGRAMS AND TARGETED INTERVENTIONS FOR ELLS:

- **Avenues (Appropriate for all ELL Sub-groups)**

Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

- **Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)**

Interactive program currently used to support the literacy development of targeted Second through Fifth Grade ELL students.

Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

- **English At Your Command (Appropriate for all ELL Sub-groups)**

Daily lessons are supplemented with English at Your Command, a language handbook that supports students in communicating, organizing and presenting ideas. It includes lessons and activities to develop students' independent practice for vocabulary, graphic organizers, handwriting, spelling, grammar, mechanics and research skills. It also supports writing frames and genres, plus revising and proofreading practice to augment communication and research. Extension projects promote the use of information technology and writing to explore topics which are relevant to content-area objectives in the classroom.

- **ReadyGen; a curriculum built to address the ELA Common Core Standards and New York City's Literacy requirements.**

- **Continental's New York ELLs (Appropriate for all ELL Sub-groups)**

On a weekly basis, students are also engaged in test prep activities and strategies designed to build English language proficiency. Continental's New York ELLs provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing, as well as prepare them for the NYSESLAT (for grades K-12) and the ELA (for grades 3-8).

- **Go Math Teacher Guide includes differentiated activities for every lesson with response to intervention Tier I, Tier II, Tier III, ELLs and for enrichment.**

-Go Math component-Strategic Intervention Response to Intervention Tier II and Tier III(online and print); helps build a solid foundation of math ideas and concepts. It's targeted for small group instruction to review prerequisite concepts and skills needed for the chapter. As is Master the Standard Mathematics for grades 3-5 available online

-Big Ideas in Math for grades 2-5.

-Ready NYCCLS (available online) for one to one instruction

- **Wilson** (Appropriate for all Special Education ELL Sub-groups Intermediate and Advanced Proficiency Levels)  
A research-based comprehensive multi-sensory program designed for students who struggle with decoding and spelling to improve their automaticity in their reading abilities. Thus, this program has been identified to address the decoding and spelling deficiencies of Beginner and Low Intermediate Special Education ELL students, as well as a way to improve their overall reading automaticity and fluency.

- **Culturally Relevant Materials** (Appropriate for all ELL Sub-groups)  
Books are available in students' native languages, and the ESL and Bilingual staff have a variety of reading materials focused on the students' native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals to support students' literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

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's effectiveness begins with our practice of following the grade content curriculum as well as the reading and writing genres. We keep continuous, open communication with classroom teachers, in addition to attending and participating in our school's routinely scheduled grade meetings.

Our current program is also meeting the needs of our ELLs in both content and language development. Common Core State Standards as well as ESL Standards are imbedded in our planning and instruction. We use all four modalities (listening, speaking, reading and writing), TESOL strategies (Teaching English to Students of other Languages) to increase comprehensible input, and Bloom's Taxonomy for rigorous questioning. We also teach students sheltered instruction learning strategies in conjunction with reading comprehension skills and strategies to enable higher reading comprehension and purposeful reading. The incorporating of Close Reading and Shared Inquiry Discussions facilitate academic language usage and better comprehension.

All of our pedagogues are indeed aware they are teachers of ELLs. Our general education teachers learn about the ways in which language diversity affects subject area learning via turn-keying of ELL workshops. One of our school goals for 2013-2014 is to increase academic vocabulary acquisition while implementing common core listening and speaking, newly added strands. Also, the application of scaffolding language through visuals, front-loading vocabulary, using language frames, realia and wait time

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

11. NEW IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:

**Common Planning** (Involves all Bilingual, ESL and Mainstream Classroom teachers when appropriate)  
Common planning periods are included for collaboration between the ESL and monolingual teachers during our weekly schedule. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our ELLs.

**Literacy:** ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

The goal of the balanced literacy approach is to provide a rigorous and challenging curriculum for our ELLs and ensure appropriate grouping based on individual needs.

Push-in collaborative team teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Readers & Writers Workshop. Additionally, Bilingual/ESL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the core curriculum: All Bilingual/ESL materials will support and/or augment the core reading and writing curriculum.

- **Content Area:** All staff collaborate to ensure that content area objectives are comprehensible to ELLs  
Push-in collaborative Team Teaching sessions are planned to provide more explicit support in the native language as a way to ensure students' content area lessons are not only rigorous, but accessible and comprehensible.

ESL and Bilingual staff work with classroom teachers and coaches to ensure that lessons and units are culturally sensitive

and relevant to the student population.

- Native Language Arts Push-In Support Program will enrich ELL learning across the content areas: The certified bilingual F- status teacher pushes-in to support and increase ELL comprehensibility and learning.

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

12. It is important to note that programs previously used will not be discontinued; however, all resources that are currently being used have been reevaluated as a result of summative and formative data to ensure the ELL materials are all being implemented under revised approaches to maximize student academic performance (i.e., ESL teachers will continue to use Avenues, however, will align their lessons and resources to the writing component of the Monthly Instructional Focus).

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

13. After-School and Supplemental Services for ELLs

To support ELLs access to the grade-level curricula, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades K-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the Imagine Learning technology program. This supplemental program is above and beyond the mandated units of service. Students in grades 2 are also invited to participate in the Homework Club, enabling further clarification and successful completion of homework assignments.

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

14. INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs

Some of the instructional materials used to support and/or augment ELL student learning in ELA, Mathematics and other content areas in both English and Spanish are as follows:

- Multimedia Children's Literature - Recorded Books Grades (K-5)
- Multicultural Tales on Tape (Grades K-5)
- Bilingual Read Alouds Fiction and Non-Fiction (Grades K-5)
- Everyday Math (Grades K-2) English and Spanish
- Hampton Brown Content Area Classroom Libraries (Grades K-5)
- Houghton Mifflin's Hartcourt Estudio Sociales(Grades 3-5)
- Houghton Mifflin's Hartcourt Ciencias (Grades 3-5)
- Matematicas Paso por Paso (Grades 3-5)

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

15. Transitional Bilingual Program and Freestanding ESL Program Native Language Support

Native language support is provided to all our students through use of bilingual dictionaries, native language classroom libraries and technology enrichment such as Imagine Learning in the native language and the buddy system. Additionally, students in self-contained ESL program receive native language support in the core content areas with a certified F-Status native language teacher.

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

16. Required Support Services and Resources

ELLs receive the required support services and resources that correspond to their ages and grade levels as per CR Part 154. This includes but is not limited to books, software, classroom libraries and materials in native language of our student population.

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.

17. Orientation For New Students( Including ELLs)

At the beginning of the school year, students take part in neighborhood walks and in-house tours, in order to familiarize them with their surroundings and create a comfort zone for the incoming students. They will be presented with the opportunity to meet and greet teachers and school personnel.

18. What language electives are offered to ELLs?

18. Language Electives

Currently, we do not offer a language elective in our school. In previous years, we offered Italian and sign language as part of our Enrichment Program.

19. For schools with dual language programs:

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

Not applicable.

## C. Professional Development and Support for School Staff

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

The principal, assistant principal, consultants, literacy coach and ESL Team provide professional development activities during common planning and Chancellor's Professional Development days. The Professional development plan for 2013-2014 is designed to focus on the teaching and learning process of all students.

• NYSESLAT and ELA analysis of data to drive instruction	September	2013
• Imagine Learning English program overview	October	2013
• Marzano Building Academic Vocabulary	November	2013
• Analysis ELL Periodic Assessment data	December	2013
• Differentiated Instruction for ELLs	January	2014
• Jose P. Training	Feb-ongoing	2014
• Preparing ELLs for the ELA and NYSESLAT	March	2014
• Using ESL Strategies in the Content Areas	April	2014
• Analyzing Data from Imagine Learning	May	2014
• RTI Team	Ongoing	

### 1. Common Planning: ESL Sessions

During common planning periods, ESL direct instructors provide turnkey workshops on essential ESL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ESL teachers may provide specialized workshops on requested topics.

### 2. Collaborative Planning: ESL, Bilingual, and Monolingual

All teachers, guidance counselors, and speech personnel meet to discuss the content-area and literacy calendars. ESL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ESL/ELA standards and are customized for individual student needs.

### 3. Jose P Training

All new teachers participate in meetings devoted to ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. In addition, teachers are given some needed 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.

### 4. UFT and OELL Training for ESL and Bilingual Teachers/Coordinators

A variety of workshops and seminars are offered which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. Trainees are encouraged to turn-key understandings for their colleagues and administration. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement.

Our guidance counselor, Jessica Sheehy works closely with students and families in order to make this process of moving on to middle school a smooth transition. She sends home flyers about Open Houses, special entrance exams, etc.. She also sends this information via the school's messenger system. The guidance counselor supports in assisting students with the middle school application process and schedules group and individualized meetings to guide students with their selections and information regarding middle school admissions and open houses. She plans group visits to zoned school, so that the students can become familiar with the new setting.

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children's education.

Parents are invited to visit their child's classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child's instructional program.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our numerous Young Audience Residency Programs and our Enrichment Program, in the classroom, with their children during the school day. An Adult Parenting Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly principal's newsletter ensure that parents are always informed about school activities and programs.

2. Our Bilingual Parent Coordinator provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

3. Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey.

4. Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children's academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

### **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: 10X205 School Name: Fiorello H. LaGuardia

Cluster: 5 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**

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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. 205's largest population is Hispanic. This has been confirmed by closely monitoring the Home Language Survey that is completed upon admission by the parent/guardian. This information is entered into ATS immediately. All communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. Additionally, the Parent Coordinator is bilingual and is always available to assist parents. She translates at all workshops, PA meetings and Parent Teacher conferences, as needed. Our monthly Parent Newsletter is also translated into Spanish by the Assistant Principal. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence

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.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. The school community was notified of this through PA meetings, school meetings, and the monthly newsletter.

## Part B: Strategies and Activities

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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.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions

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.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions

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>.

Our school, in accordance with Regulation A663, has designated Ana Laureano, our full-time Parent Coordinator, as our Language Access Coordinator. She is committed to addressing parents' language needs, has strong communication skills, has familiarity with the language needs of the school's parent population, and has familiarity with the school's budget and procurement processes.

Via DOE training she will be prepared to support schools in monitoring parent language needs, identifying school staff that are qualified and available to provide interpretation assistance, allocating funding to provide language assistance, and informing parents of the availability of language assistance services.

## 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: Fiorello LaGuardia	DBN: 10X205
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Reduced class size
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 4

## 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: To ensure compliance with No Child Left Behind, P.S. 205 will support our English Language Learners (ELLs) through the Transitional Bilingual and English as a Second Language (ESL) programs. Transitional Bilingual services are provided for students in grades Kindergarten through First. Students in grades two through five participate in the freestanding ESL programs, based on parent choice. All ELL students are fully served as per CR PT154.

At P.S. 205, we have once again met our Annual Measurable Achievement Objectives (AMAOs) for our English Language Learners (ELLs). It is evident that we are exiting students at an excellent rate, as well as having the majority of our students making effective progress. We would like to continue to build capacity and keep the momentum going.

We propose to continue our successful Native Language (Spanish), content-area program at P.S. 205 that will focus on and supplement classroom instruction, aligned with New York State standards. The Native Language (Spanish) program is designed to service beginner to high-intermediate students from grades two through five. The program provides students with native language support in the core content areas: math, science and social studies. Students receive these services three days a week with a certified, F-Status Native Language (Spanish) teacher, for 50 minute periods. The instructor, a highly qualified Bilingual (Spanish) teacher, will work with approximately 45 students identified by our AMAO data. Identified students will participate in small-group instruction focused on strategies to make content and language comprehensible. For example, during science lessons, the F-status teacher will provide native language support and content area instruction and scaffold (in Spanish) the lesson provided by the monolingual classroom teacher. Students will therefore be better prepared to comprehend content area instruction. This program will begin in January 2013 three times a week through the end of May 2013.

The Native Language (Spanish) Arts curriculum will parallel the research-based ESL and content-area instruction in the classrooms. Beginner to high-intermediate students will be engaged in supplementary activities based upon the content-area curriculum maps. Grade-specific, content-area themes will provide students with essential practice in the four modalities: reading, writing, listening, and speaking. To ensure development in critical thinking, content-area concepts, and oral language development, students will participate in differentiated units of instruction. Differentiated strategies and approaches will include explicit vocabulary, cognates, and phonics instruction. The Native Language teacher will provide small group, content-area instruction simultaneously with the classroom teacher.

To support access to the grade-level curricula for ELLs, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades 2-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program

**Part B: Direct Instruction Supplemental Program Information**

will be sent home to strengthen the collaboration between home and school. The reports facilitate individualized homework and extension activities while providing critical information for parents in the native language. During our after-school, students will have access to the Imagine Learning technology program.

F- Status Bilingual teacher will collaborate with monolingual and ESL classroom teachers to design assessments targeting critical skill areas. Assessments will be analyzed during common planning sessions on an ongoing basis. Supplemental textbooks will include Bilingual (Spanish) language texts, dictionaries, and glossaries. Houghton Mifflin Harcourt’s Estudios Sociales, Ciencias, and Matematicas Paso por Paso will be used for targeted student groups. Small-group instruction will be a critical part of native language support. As part of the assessment package, students will complete a variety of formative and summative assessments.

F-Status Schedule	9:10-10:00	10:05-10:55	11:00-11:50	11:55-12:45	1:45-2:40
Tuesdays	Class 4Z (M CI)	Class 5O(M CI)	Class 5O(Mo CI)	Class 3B(ESL CI)	Class 3B(ESL CI)
Wednesdays	Class 5K(M CI)	Class 5K(M CI)	Class 2U(ESL CI)	Class 3B(ESL CI)	Class 3B(ESL CI)
Thursdays	Class 4S(Mo CI)	Class 4S (M CI)	Class 2U(ESL Class)	Class 4Z(Mono CI)	Class 4Z(M CI)

**Part C: Professional Development**

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

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

Begin description here: To ensure quality, differentiated instruction for ELL students, P.S. 205 will provide professional development workshops by vendors at no cost to Title III. They will be provided to Title III F-Status Bilingual (1) (Spanish), ESL self-contained (2), ESL pull-out/push-in (2) , and Monolingual Classroom teachers (4 - with targeted ELLs in their class) on the following topics:

-Differentiated Learning for English Language Learners (ELLs) in English and Spanish - Provide multiple opportunities to engage students with grade appropriate materials. Provide students access to academic language while promoting high order thinking skills (January 2013 2hrs.)

-Imagine Learning English- To discuss student progress and assess data to drive instruction and strategically implement research based strategies. (February 2013 2hrs.)

-Avenues - Workshop will focus on teaching academic vocabulary by embedding words in multiple context and use frequently in class. (March 2013 2hrs.)

**Part C: Professional Development**

**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:

Activities which actively engage our parents ensure that the school can foster a collaborative community of learners. When parents are involved in their children’s academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our Young Audience Residency Program and our Enrichment Program in the classroom with their children during the school day. A Parenting Class held by the Parent Coordinator, Ana Laureano, is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child’s academic life. A school calendar and a monthly principal’s newsletter ensure that parents are always informed about school activities and programs.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		