



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE LORRAINE HANSBERRY ACADEMY  
**DBN (i.e. 01M001):** 12X214  
**Principal:** DAVID CINTRON  
**Principal Email:** DCINTRO@SCHOOLS.NYC.GOV  
**Superintendent:** MYRNA RODRIGUEZ  
**Network Leader:** RUDY RUPNARAIN

### 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
David Cintron	*Principal or Designee	
Princess Andrews	*UFT Chapter Leader or Designee	
Migdalia Moure	*PA/PTA President or Designated Co-President	
Deborah Robinson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Adam Torres	CBO Representative, if applicable	
Victor Willert	Member/ CSA	
Fidelita Zohoski	Member/ CSA	
Marcia Abraham	Member/ Teacher	
Sherma Harrison	Member/ Teacher	
Francis Robinson	Member/ Teacher	
Jasmin Pujols	Member/ Parent	
Janil Rhodes	Member/ Parent	
Lizette Flores	Member/ Parent	
Candida DeJesus	Member/ Parent	
Kashannali Lopez	Member/ Parent	
Sydie Requena	Member/ Parent	
Dorcas Albelo	Member/ Albelo	
	Member/	
	Member/	

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

# **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.

Increase instructional rigor by fully aligning student tasks with common core standards by June 2014.

### **Comprehensive Needs Assessment**

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

The school is a Title 1 school with a 2012-2013 Progress Report of B. The 2012-2013 NCLB status for the schools is "In Good Standing".

### **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**

- Kindergarten to Grade 5 will continue utilizing Reading Street curriculum to increase student exposure to non-fiction texts. In addition, the Middle School will continue utilizing the Prentice Hall curriculum to increase student exposure to non-fiction texts, to deepen instruction, and to better differentiate tasks.
- Introduce a revised school wide protocol for inquiry for evaluating student learning.
- All teacher teams will meet weekly (Elementary School) and daily (Middle School) to enhance and refine recently developed units of study to ensure alignment with key Common Core Standards. This process will also assist in eliminating gaps within and across grades.
- Grade level teacher teams will look at sampling of student work quarterly to identify strengths and needs and the gaps within and across the grades
- Use iReady Diagnostics as baseline assessment for Grade 3 to Grade 8 in English Language Arts and Mathematics
- Utilize the instructional components of the iReady to help teachers to align intervention strategies to common core standards.
- Teacher teams will routinely examine student work to develop inter-rater reliability within their teams and to identify gaps in understanding between student outcomes and standard levels of performance.
- Instructional coaches for English Language Arts and Mathematics will meet weekly to develop culminating activities and to adjust the scope and sequence of the units of study to ensure tight alignment with key Common Core Standards.
- Establish and implement STARS grading system from Kindergarten to Grade 8 and orient staff and general community via staff and family handbooks and information sessions with faculty and parents.
- Fountas and Pinnell benchmark assessments will be used three times a year to ensure students are making adequate progress in grades K-2 to meet rigorous promotion requirements.
- Initiate a pilot program that will use the SIOP (Sheltered Instruction and Observation Protocol) model in collaboration with Fordham University that will provide Professional Development to both special education and general education teachers to equip them with two or three strategies that can be implemented in their classrooms to address the needs of ELLs and new immigrants.

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

1. Classroom teachers, Instructional Coaches, ESL teachers, AIS providers

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

1. Increase the percentage of students scoring at or above grade level by 10% in English Language Arts and Mathematics on the 2014 NYS tests.

2. Increase the percentage of English Language Learners and students with disabilities performing at or above grade level by 25% on the NYS tests.

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

1. September 2013 to May 2014

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

1. Advance, NYC Talent Coach, Professional Development sessions on selected components of the NYC Framework for Effective Teaching from January to June 2014

**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).

- At least three parent workshops will be held throughout the year for parents to experience at least one common core aligned activity in ELA and Mathematics on each level (early childhood, elementary school, and middle school).
- The EnGrade program will continue to provide grades K-8 students and their families with up-to-date achievement data so that interventions and home support can be implemented in a timely fashion.
- Electronic progress reports will be used to communicate with parents more frequently and reported-out to the School Leadership Team.

**Budget and Resource Alignment**

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

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

Citywide Implementation Funds

**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.

Use formative evaluations of teacher practice from short frequent cycles of classroom observations, to drive individualized professional development and support for all teachers throughout the 2013-2014 school year.

**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.

The new teacher evaluation system in effect for school year 2013-2014.

**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**

- The New York City Framework for Effective Teaching will be used to facilitate further in-depth study of each component and element throughout the year.
- Each team will facilitate at least two teacher-to-teacher team inter-visitations and formative classroom observations followed by debrief sessions before June

2014.

- Supervisors will be provided with professional development on how to use the Framework to collect low inference evidence of teaching and learning, and how to better engage teachers in reflective collaboration to improve teacher practice.
- Focused administrative and core team walkthroughs will be held monthly to provide timely feedback to teachers that are aligned with the Framework for Effective Teaching.
- Teacher professional growth plans will be aligned with the NYC Framework for Effective Teaching.
- “Framework for Effective Teaching” and include ongoing reflective feedback and progress updates. Teachers will monitor their progress by collecting evidence of improved student outcomes.
- Monthly observational evidence and feedback will be collected and aggregated.
- Monthly classroom walkthrough results will be collected and analyzed.
- Formal and informal observations will be organized over six to eight observation cycles to ensure alignment with walkthrough results.
- Teachers will be grouped according to specific competencies for learning sessions to improve their teaching practices.

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

1. Administrators, Instructional Coaches, IEP Coach, Classroom teachers ,NYC Talent Coach

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

1. At least 75% of all teachers will achieve an effective level of performance on all components of Domains 2 and 3 by June 2014.

2. 100% of instructional plans will reflect student groupings and activities that are aligned with student needs and common core standards.

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

1. October 2013 – June 2014

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

1. Advance, NYC Talent Coach, engageNY, Professional Development on selected components of the NYC Framework for Effective Teaching, STARS

**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).

- Share information about the new teacher evaluation at parent meetings.

**Budget and Resource Alignment**

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

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

- Network sponsored Charlotte Danielson certification trainings for principal/APs.

**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.

- Expand and systematize all youth development and support systems school-wide to improve student performance.

### **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.

The overall student rating for engagement decreased to a .9 in the 2012-1013 Learning Environment Survey indicating a need for improved student relations to boost student achievement.

### **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**

- The 4Rs (Reading, Writing, Respect, and Resolution) curriculum has been expanded to include grades PreK-8; sessions will be streamlined for grades 3-8 and increased to 3 times per week. Pre K to 2 will have two (2) sessions per week. One consultant will be hired to support teachers and teacher teams in supporting students' development of social-emotional competencies.
- The Social Emotional Learning Team will continue with representation of key stakeholders, which consist of teachers, counselors, school aides, and administrators. The team will revise the school wide scope and sequence, as well as set and monitor goals for SEL programming.
- The Morningside Center has been contracted to provide ongoing professional development and 1:1 coaching to all middle school and elementary school advisors focused on conducting effective student advisories and the effective use of the 4R's and Be the Change Curricula, with an emphasis on new advisors. In addition whole group team building and skill building professional development will be provided on a monthly basis.
- The peer mediation program will continue to include all grades and the roster of peer mediators and responsibilities will be expanded to include "on-call" mediators to provide coverage for every period of the school day.
- Two periodic student surveys will be administered in January, and March.
- Student pass rates and average performance data will be exported from STARS and Engrade.
- 2014 Learning Environment Survey participation rate.
- Initiate a Success Coach Program for chronically absent students; students who scored less than a proficient on the NYS ELA and/or Math tests, and recent immigrants

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

1. Guidance Counselors, Social Workers, Family Worker, Classroom Teachers, Morning Side /CBO Specialist, Staff and Personnel

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

- By June 2014, at least 80% of all students will report that:

- Most adults treat all students with respect as compared to 58% in 2013.
- Most students at my school treat each other with respect as compared to 51% in 2013.
- Most students at my school treat adults with respect as compared to 58% in 2013.

1.

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

1. September 2013 to June 2014

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

1. Success Coaching Program, Better Buck Attendance Challenge, V.I.P. Incentives, Eagles Stores , 4Rs, Be the Change Curriculum, PAZ/Extended Learning Time
  - Continue and expand PBIS related services and bring in additional anti-bullying and violence prevention workshops, videos, consultant, for students, teachers, and parents.
  - Success Coaching Program - The Success Coach Program is a mentoring program with the goal to improve student attendance and to increase supports. . The adult coach will be selected from the school community to provide support to chronically absent students with personalized outreach to those students and their families.
  - Better Buck Attendance Challenge- The purpose of the incentive program is to acknowledge and reward classes who have achieved outstanding attendance. The incentives are designed to inspire the entire school community to achieve high attendance. These incentives will be rewarded to the class with the highest attendance on a monthly basis. Class Incentives also have impact on students learning because it motivates group unity and accountability. The overall goal for the incentive program is to encourage and engage students to attend school daily and to provide additional tutoring and services to at-risk students.
2. VIP club -The mission of the VIP club is to recognize individual students that have successfully improved their attendance for a specific period of time

**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).

- Success Coaching Program - The Success Coach Program is a mentoring program with the goal to improve student attendance and to increase supports. . The adult coach will be selected from the school community to provide support to chronically absent students with personalized outreach to those students and their families.
- Reports of attendance data during Parent Meetings and School Leadership Team Meetings
- STARS and Engrade reporting

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

- Develop and implement a series of family engagement workshops focused on common core standards to equip all parents with the information and strategies to assist their children in achieving college and career readiness throughout 2013-2014 school year.

**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.

Parents need information on the Common Core Standards aligned ELA and Math NYS tests

**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**

- 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 skill.
- 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;
- Incentives that will be provided to improve parent attendance to workshops/activities may include raffles, trips, and community trips.

1.

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

1. Instructional Coaches in ELA and Math, Parent Liaison, classroom teachers, PTA members

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

- By June 2014, parents will have been exposed to at least one workshop/activity focused on each common core curriculum area.
- Parent Attendance will increase to an average of 50 participants per session.

1.

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

1. October 2013 to May 2014

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

1. ELA workshops, Math workshops, engrade system workshop

**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).

Annual Goal #4

- Develop and implement a series of family engagement workshops focused on common core standards to equip all parents with the information and strategies to assist their children in achieving college and career readiness throughout 2013-2014 school year.

Objectives:

- By June 2014, parents will have been exposed to at least one workshop/activity focused on each common core curriculum area.
- Parent Attendance will increase to an average of 50 participants per session.

**Strategies to increase parental involvement**

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 possible in the languages that parents can understand;

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

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

1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

	<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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Read Well, Small Group Instruction, Readers are Leaders, AIS Service Providers, Expanded Learning Time (After School Program), Achieve3000	Small Group, Push-in Services, Pull out Services, Differentiated Instruction	Before School Begins, During , After school, and Saturdays
<b>Mathematics</b>	Voyager Math, Envision Math, Impact Math, Small Group Instruction, AIS Service Providers, Expanded Learning Time- Morning Side  ( After School Program)	Small Group, Push In Services, Pull out Services, Differentiated Instruction	Before School Begins, During , After school, and Saturdays
<b>Science</b>	Textbooks, LAB Work	Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips	During school days, After school,
<b>Social Studies</b>	Common Core writing tasks, Prentice Hall, Trade Books, Food/Coat Drives, Penny Harvest	Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips	During school days, After school,
	<p>Art, puppets, toys and games, film, Computer activities, A.I.D.P., 4Rs ( Reading, Writing, Responsibility, and Conflict Resolution) , and Be the Change curriculum, National Lemonade Day, Cookshop,</p> <p>Advisory, Peer Mediation, Each One Reach One Mentoring Program,</p> <p>Open Airways for School Program,</p> <p>P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions</p>		

The Success Mentor Program is a mentoring program with the goal to improve student attendance. The adult mentors will be selected from the school community to provide support to chronically absent students with personalized outreach to those students and their families.

VIP Program- The mission of the VIP club is to recognize individual students that have successfully improved their attendance for a specific period of time.

**Better Buck Challenge incentives**

Student/teacher incentive program is design to provide a positive atmosphere for our better bucks' attendance program. The purpose for the incentive program is to acknowledge and reward classes who have achieved outstanding attendance. The incentives are design to inspire the entire school community to achieve high attendance. These incentives will be rewarded to the class with the highest attendance on a monthly basis. Class Incentives also has an impact on students learning because it motivates group unity and accountability.

The overall goal for the incentive program is to encourage and engage students to attend school daily.

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

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
Professional Development in aligning instructional tasks with Common Core Standards will be provided.
Monthly professional development and evaluative feedback will be provided to teachers.
When interviewing prospective applicants, demonstration lessons will be focused on key components on NYC, "Framework for Effective Teaching".
Professional development on Social Emotional Learning will be provided and the Morningside Center for Teaching Social Responsibility (Community Partner) will participate in screening the candidates.
Special Education School Improvement Specialist will provide weekly professional development and coaching.
Applicants are now being required to produce their teacher certification exam scores reports and college transcripts prior to interviews.

**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).
On-going Professional Development on selected components of the NYC Framework for Effective Teaching, Professional Development on Social Emotional Learning, Teacher Leader Team monthly meeting ,Success Coaching Program

**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.).
Services for students in Temporary Housing (STH) Violence Prevention Program

## 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.).

PreK teachers meet weekly with the early childhood staff developer to plan and revise curriculum, and to ensure tight alignment with the common core learning standards.

Three parent workshops are facilitated by the PreK Social Worker and Kindergarten teacher to orient parents to the Reading Street Reading and Envision Math Kindergarten curricula.

During “Week of the Young Child” students in the PreK program celebrate their academic achievements and are scheduled to spend one day in Kindergarten classes to orient them to the program and space.

### 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.

A committee of teachers has been established to examine the assessments the school uses and determines which to eliminate and/or add to the measures used each year. Once selections are approved by the principal, a professional development consultant is hired to provide front-loaded onsite and/or internet-based training to all teachers on the use of the relevant assessments.

Staff developers facilitate ongoing professional development on how to use the results from the pre-selected measures to make classroom level adjustments to instruction.

## TA Schools Only

### Use of Program Resources

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

N/A

### 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).

N/A

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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>12</b>	Borough <b>Bronx</b>	School Number <b>214</b>
School Name <b>P.S. 214X - LORRAINE HANSBERRY ACADEMY</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>DAVID CINTRON</b>	Assistant Principal <b>VICTOR WILLERT</b>
Coach <b>V. MAPP</b>	Coach <b>K. JOHNSON-PARHAM</b>
ESL Teacher <b>W. SCHNEIDER, M. MAEHARA</b>	Guidance Counselor <b>X. TERRERO</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>M. GONZALEZ</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	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>2</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>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</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>0</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>1041</b>	Total number of ELLs	<b>124</b>	ELLs as share of total student population (%)	<b>11.91%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	1	2	1	1	2	1	2	3	3					16
Pull-out							1	1	1					3
<b>Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	40
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	26

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	70	0	9	22	0	9	26	0	15	118
Total	70	0	9	22	0	9	26	0	15	118

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<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	3	17	8	7	13	4	21	20	22					115
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							1	1	0					2
Urdu							0	0	0					0
Arabic		1					0	0	0					1
Haitian							0	0	0					0
French							0	3	2					5
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	1	0					1
<b>TOTAL</b>	3	18	8	7	13	4	22	25	24	0	0	0	0	124

## 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)	1	2	1	0	2	1	5	7	7					26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	6	3	2	8	1	5	4	7					36
Advanced (A)	2	10	4	5	3	2	12	14	10					62
Total	3	18	8	7	13	4	22	25	24	0	0	0	0	124

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	1	0	1	1	3				
	I	0	1	3	0	0	1	1	3	4				
	A	0	0	3	5	5	2	10	7	9				
	P	0	0	1	1	5	1	7	7	4				
READING/ WRITING	B	0	1	4	2	3	3	4	4	5				
	I	0	0	2	1	7	0	7	6	7				
	A	0	0	1	1	1	1	8	9	8				
	P	0	0	0	2	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	2	0	0	11
5	4	0	0	0	4
6	20	0	0	0	20
7	19	0	0	0	19
8	18	2	0	0	20
NYSAA Bilingual (SWD)	1	0	0	0	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	10		2		0		0		12
5	4		0		0		0		4
6	18		2		0		0		20
7	14		7		0		0		21
8	19		2		0		0		21
NYSAA Bilingual (SWD)	1		0		0		0		1

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	0	0		
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.

To assess the early literacy skills of the ELL students our school uses Fountas and Pinnell. This assessment allows teachers to gain insight into the current reading level and reading strategies utilized by the ELLs and plan appropriate instruction. Weekly and end-of-unit assessments are part of Pearson's Reading Street curriculum. They allow teachers to closely monitor students' progress and adjust their plans if necessary. Both F&P and Reading Street baseline assessments are ongoing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In grades K-3 the trend was for all students, except for those at the Advanced level, to gain one proficiency level on the NYSESLAT. In grades 4-5 the students who made no gains in proficiency levels were both Advanced and Intermediate. Overall, in grades K-5, the students who did not move up the proficiency scale improved in Reading but showed decline in the Writing modality. This phenomenon can most likely be attributed to the changes introduced to the NYSESLAT writing component.

Many students across the grades are either Proficient or Advanced in the Listening/Speaking modality. Few students have reached Proficient in the Reading/Writing modality; however, many ELLs are performing at the Advanced or Intermediate level in this modality. This trend is especially true in the middle school (Grades 6-8) where a bulk of the long-term ELLs are located.

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

ESL teachers will target Reading/Writing skills when making instructional decisions for ELLs in order to meet the requirements of AMAO II. Special attention will be given to reading and understanding nonfiction texts since both the NYSESLAT and NYS ELA heavily emphasize these skills (in case of the NYSESLAT, all four modalities tested require ELLs to be able to analyze and synthesize nonfiction informational texts). Language objectives will continue to be incorporated and addressed in ELA reading/writing lessons, which will help us meet AMAO III.

In the middle school, Pearson's Literature offers a companion Reader's Notebook for ELLs and Spanish Reader's Notebook for Spanish speakers. The ELL consummable notebooks offer a majority of the literature found in the actual textbook (omissions of texts are due to copyright permission); however, in the ELL notebook narratives are a melange of original text and adapted text. Additionally, this ELL notebook provides support for ELLs by chunking text and asking questions in the sidebar related to English language-learning development as well as reading comprehension/literacy skills (i.e. contractions, multiple-meaning words, idioms, cultural understanding, etc.). Each text commences with "Before You Read" (vocabulary, making connections and discussion), "Summary" (preview of the text and linking it to a prompt related to the unit's essential question), "Note-taking Guide" (a graphic organizer emphasizing a literary skill, or retelling of important details) and "After You Read" (reading comprehension questions and means to extend student understanding of the text by making connections and engaging in discussion). The notebook also offers additional practice in language (i.e. verb tense, irregular verbs, prefixes/suffixes, idioms, etc.). The Spanish notebook provides support for newcomer ELLs by translating text into Spanish. Literacy skills are represented graphically in the preface for students to use as a constant reference. The Spanish notebook follows the same format as the ELL notebook; however, the "Before You Read" section pairs Spanish vocabulary/definitions with the English equivalent/definitions. The "Summary" section also provides an English translation of the Spanish summary for students to read and make comparisons. Pearson's Literature offers many other interactive components including: audio read-alouds of text, videos, vocabulary practice and student access to material online. For a listing of all curriculum materials/components see Part B. #14.

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?

The school only offers ELLs the free-standing ESL program. See #2 in this section.

Generally, ELLs across the grades fare better on the NYS Math compared to the NYS ELA assessment. Only a few Beginner/Intermediate proficiency level ELLs opted to take the NYS Math assessment in their L1. We are unable to make a true comparison of how this impacted their performance given the dramatic difference in the state tests from 2012 to 2013, the unreliability of comparing assessment data from two different academic years and, in some instances, this was the first year the student ever took a NYS assessment (newcomers).

School leadership and teachers use results of ELL periodic assessments to program students/classes, create schoolwide goals, create student goals, target students for intervention/inquiry groups, differentiate lessons to accommodate ELL needs/language acquisition, create teacher professional growth plans and develop professional development schedules for classroom teachers with a high concentration of ELLs.

Periodic assessments (i.e. Performance Series, Rally!) are administered quarterly to all students in Grades 3-8. These assessments have

shown ELL growth; however, results from these assessments have not correlated well with results of the NYS exams. Generally, ELLs

perform better on these periodic assessments as compared to the state exams. This is particularly perplexing given that these periodic assessments (except for Performance Series math) are offered only in English. This academic year we plan to replace Performance Series with another computer-based periodic assessment program, iReady (twice a year). Additionally, students will be assessed using

Rally! twice a year.

Additionally, in the middle school, at the close of every ELA unit, teachers are designated common planning time to evaluate student portfolio pieces/writing. Teachers follow a set protocol to examine and evaluate student work that is representative of student performance within a given grade/class. Teachers collaborate, researching and discussing potential instructional strategies that can be implemented to strengthen student learning/understanding in future lessons. The middle school ESL teacher participates in this process.

Some content area teachers are bilingual (English and Spanish) and are able to provide some native language support for Spanish-speaking ELLs. Curriculum material in the content areas offer Spanish translations of the textbooks (i.e. science, social studies and math). Classroom libraries of ELA classes containing ELLs are equipped with Spanish literature.

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

Our school uses data (LAB-R, NYSESLAT, ELA, Fountas and Pinnell, unit tests, etc.) to provide high quality instruction for ELLs. Both the classroom teachers and ESL teachers use the data to identify the areas of need, group students and plan appropriate instruction. This Tier I intervention takes place throughout the day including the time when push-in ESL services are delivered.

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

In the elementary school, teachers use Reading Street's native language support materials to facilitate language acquisition, enhance student engagement and learning of content knowledge.

In middle school ELA, the use of Pearson's Literature curriculum considers a child's second language development in instructional decisions. The curriculum offers native language support and student-centered multimedia activities to build background knowledge, engagement and ability for students to make connections. For a list of the curriculum's offerings that are particularly relevant to ELLs see #3 in this section and Part B. #14.

7. For dual language programs, answer the following:

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

NA

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

\*Meeting AYP for ELLs

\*NYSESLAT results/meeting AMAO for ELLs (i.e. Beginners scoring at the Intermediate level their first year, ELL movement from one proficiency level to another, number of ELLs testing proficient, etc.)

\*NYS ELA and Math assessments (i.e. number of ELLs performing at grade level)

\*ELLs meeting school-wide goals

\*ELLs meeting their quarterly goals (i.e. according to iReady and Rally! assessments)

\*ELL improvement from unit pretests to posttests

\*ELA writing portfolio pieces

\*Math performance tasks

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The ELL identification process begins with the Home Language Identification Survey (HLIS), in which the Pupil Accounting Secretary, or an available ESL teacher informally interviews parents in English and/or Spanish (the first language of most of our ELL population) and assists them in filling out the HLIS form. Translation services are made available for parents of ELLs who speak languages other than Spanish. Next, ESL teachers review the HLIS forms. They conduct informal oral interviews with the students and administer the LAB-R accordingly. This process is carried out within 10 school days of the students' admittance. In order to ensure that all students who are eligible to take the LAB-R have been tested, the RLER report is generated approximately every 10 days. Additionally, the list of students eligible for the LAB-R is cross-referenced with ATS (i.e. student exam history) and ARIS databases. Students who do not pass the English version of the LAB-R and whose home language is Spanish are administered the Spanish LAB by the ESL teacher and Foreign Language teacher/staff member who speaks Spanish fluently (for the oral and listening portions of the Spanish LAB ONLY). This is done to assess students' proficiency in their native language. In cases of newly admitted ELLs that have already taken the NYSESLAT, RLAT and RNMR reports are used to identify these students and their proficiency levels. To identify Special Education ELLs, IEPs are checked and cross-referenced with the information documented in ATS and CAP systems. This screening and identification process of ELLs is done on an ongoing basis throughout the year as new admits filter into the school.
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.  
As soon as the LAB-R is hand-scored, the ESL teachers provide the parent coordinator with a list of students whose parents need to view the ESL orientation video and complete the Parent Survey and Program Selection form. The parent coordinator sends these parents the Parent Survey and Program Selection form and letters informing them of dates that they can view the video and

complete the form at school. The first orientation video session of the academic year is typically scheduled for a date in late September or early October.

To ensure parent understanding of all three programs, screenings of the Board of Education's informational video are presented throughout the year. During these video presentations, ESL teachers, the parent coordinator and translators are available to answer parents' questions about these program choices. Orientation sessions and other workshops/activities with parents are conducted in English with translation provided to parents' whose L1 is not English.

Parents of ELLs who do not attend the orientation session are contacted by phone to schedule a meeting to view the orientation video at their convenience. If parents are unable to attend orientation sessions, they provide responses to the Parent Survey and Program Selection form over a phone interview. Phone calls are made by the parent coordinator, who speaks Spanish as well as knows many of the ELL parents on a more personal level. This is done on an ongoing basis throughout the school year.

Additionally, as a last resort, the school family worker has made home visits to parents who have not completed the Program Selection form. He visits the parents with the orientation video and form for parents to complete. Should the parents have any questions about program selection, the family worker contacts the ESL teachers via phone for clarification.

In addition to meetings scheduled solely to view the orientation video, attempts are made to have parents view the video and complete the Program Selection form during parent-teacher conferences.

This year the first orientation session/parent workshop for ELL parents is scheduled for October 7th and will be followed up by parent-teacher conferences in mid-November and in the spring.

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](#)].)

Initial Entitlement, Continued Entitlement, Non-Entitlement Letters and language preference forms are sent to parents as soon as NYSESLAT/LAB-R scores become available to the ESL teachers. The ESL teachers are responsible for distributing the varying entitlement letters and collecting the language preference forms from students/parents. A tracking tool spreadsheet (Appendix K: ELL Admissions Program Data), listing all ELL parents who received letters and the date letters/forms are returned, is stored and kept secure in the ESL classroom. This administrative data is maintained by the ESL teachers.

Parent Survey and Program Selection forms are collected after they are completed by parents during video orientation sessions conducted in the school. In cases where Parent Survey and Program Selection forms have not been returned, or parents have failed to show, information containing dates and times of future orientation sessions are distributed to students/parents.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All ELLs are initially placed in a free-standing ESL program (the only program offered at P.S. 214X) and receive services primarily through a push-in model. During the video orientation session, parents are reminded that free-standing ESL is the only program offered at P.S. 214X; however, we will assist them in finding schools in which alternative programs are available and have open seats if they opt for the TBE or dual language programs.

A TBE program is encouraged for parents of identified ELLs whose language/literacy skills are low in their native language (according to the Spanish Lab), or newcomer ELLs. Identified ELLs with strong language/literacy skills in their native language should be able to easily transfer those skills when learning English through a free-standing ESL program. Ultimately, parents are encouraged to make the choice based on their personal preferences.

Additionally, parents who choose a TBE or dual language program are informed that if twelve parents of ELL students opt for a TBE program in two consecutive grades, the school would be required to create such a program.

After the Parent Survey and Program Selection forms are reviewed, parents who did not choose the free-standing ESL program as

their first choice are either assisted in finding another school, or placed in the free-standing ESL program. Once again, parents are informed that rejecting a transfer to a school with the program of their choice will require their student to attend the free-standing ESL program offered at P.S. 214X.

Parents of ELL students who did not score Proficient on the NYSESLAT are sent the Continued Entitlement Letter informing them that the student will continue receiving services in the same free-standing ESL program unless the parent decides to choose an alternative program. Additionally, the letter informs parents that ELLs tend to perform better academically if they remain in the same program. Regardless, parent choice is honored and the student is placed accordingly.

Most communication is done at orientation sessions, parent teacher conferences or by appointment with the ESL teachers. The parent coordinator or a translator is available to assist with communication when needed.

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.

A tracking tool listing all four modalities of the NYSESLAT is created prior to the administration of the test and is used to assure that all ELLs have taken all parts of the assessment. The test is administered by two ESL teachers.

Speaking:

The ESL teachers work closely together, reviewing the scoring procedures and sample responses found on the CD for all grade bands prior to scoring. The ESL teachers work together to assess all ELLs. The one-on-one speaking test is proctored by the ELL's ESL teacher, but is scored by the other ESL teacher. For example, an elementary school ELL will be asked the assessment questions by their elementary ESL teacher, but their responses will be scored by the middle school ESL teacher.

Listening:

In all grades, except Kindergarten, ELLs listen to the listening CD provided and bubble in their responses accordingly. The ESL teachers read the scripted directions aloud to the students prior to the assessment and then play the CD. The CD plays through once without pausing, stopping or repetition of any question. The CD may pause only if the school's change of period bell interrupts a question. In Kindergarten, the elementary ESL teacher reads the provided NYSESLAT script for the listening modality and adheres to the testing guidelines.

Reading:

The ESL teachers read the scripted directions aloud to the students, pausing and allowing appropriate wait time for students to respond to the sample questions. Students are given unlimited time to complete this portion of the exam.

Writing:

The ESL teachers read the scripted directions aloud to the students, pausing and allowing appropriate wait time for students to respond to the sample questions in each section. Students are given unlimited time to complete this portion of the exam.

Scoring:

The ESL teachers work together with a member from the school's testing team to score the writing portion of the NYSESLAT. This NYSESLAT scoring team works closely together, reviewing the scoring procedures, samples and anchor papers prior to scoring. Neither ESL teacher scores their own students. Each ESL teacher scores 50% of the writing portion of students that are not on their caseload and the remaining 50% is scored by a member of the school's testing team.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The program model offered at our school—free-standing ESL—is aligned with the majority of parent requests. The school annually monitors trends in parent program choice by calculating the percentage of parents opting for each of the three programs offered and comparing this data to previous years.

As of September (prior to our first parent orientation session), 50% of total ELL parents have returned the Parent Survey and

Program Selection form (this number includes several IEP students). 61% of ELL parents, excluding IEP students, have returned the Parent Survey and Program Selection form. 84% of total ELL parents chose the free-standing ESL program; 8% chose TBE; and, 8% chose the dual language program. 82% of ELL parents, excluding IEP students, chose the free-standing ESL program; 8% chose TBE; and, 10% chose the dual language program. This has been the trend in our school; hence, we continue to offer the free-standing ESL program only.

Parents who prefer to enroll their students in a TBE or dual language program are assisted in finding schools nearby that offer these programs and have open seats.

ELLs whose IEPs recommend monolingual services with ESL are served per IEP. However, parents of ELLs whose IEPs recommend bilingual instruction are made aware that the school does not offer a bilingual program at this time. Parents are assisted in finding an appropriate bilingual placement for their student. However, if the school had twelve students in two consecutive grades (special education and/or general education) whose parents opted for the bilingual program choice, we would create a bilingual program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])? ELL students are grouped in classes (general education, ICT and self-contained) with push-in ESL services. Beginner/newcomer ELLs in the middle school receive additional pull-out services in basic English.

The heterogeneous model (push-in) allows ELL students of mixed proficiency levels to benefit from interactions with other language learners as well as native speakers of English in the class. These groups are block and graded. This homogeneous model (pull-out) provides newcomers with the foundations of English in order to better access the curriculum in their normal school programs. This group is not blocked and ungraded.

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)?

The two ESL teachers serve the ELL population in the following manner: one of the teachers provides services in the elementary school and the other teacher in the middle school. By strategically placing ELL students in specific classes in each grade, we enable the ESL teachers to provide push-in ESL services with a minimal pulling out of ELLs. This careful programming also allows for making the best use of available human resources to meet the mandated number of instructional minutes.

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.

Currently, content area instruction is delivered with elements of the SIOP approach: (e.g. vocabulary activities, emphasis on cognates, use of graphic organizers). The predominant language-learning method is the task-based method. To make content comprehensible, teachers of ELLs increase wait time, model fluent reading, use explicit modeling/think-alouds, utilize graphic organizers (e.g. Picture Word Inductive Model and Frayer Model for math terms), textbooks with native language translations, visuals representing new concepts, manipulatives, and group English learners with English-fluent peers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
At this time we do not evaluate ELLs in their native language, beyond the initial Spanish Lab assessment.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Modalities tested throughout the year are: reading (weekly and end of unit assessments in the Reading Street program/Pearson's Literature, iReady and Rally!), writing (weekly and end of unit assessments in the Reading Street program, unit projects and on-demand writing, on-demand writing and portfolio pieces in Pearson's Literature), speaking (informal assessments), listening (informal assessments).

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

Since our school currently has no Students with Interrupted Formal Education, we have an evolving instructional plan for SIFE

students. Both ESL teachers received training through professional development workshop on SIFE identification and early assessment (i.e. Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. We keep in mind the unique needs of SIFE students who cope not only with the language barrier, but also with problems that arise due to lack of formal educational experience. To address these needs, we focus on the language, learning skills and acquainting them with the structures of a school environment. Our plan for SIFE students is based on strategically placing them in classes where additional help from staff (teachers and/or paraprofessionals) speaking the student's home language is available. In addition to regular ESL pull-out sessions, SIFE students would also be provided with additional instructional time during Small Group Instruction, Morning Tutorial, Expanded Learning Time (from 3:30 p.m. to 6:00 p.m.), Saturday Program, AIS and Summer Quest.

Newcomers in the middle school are pulled out five times a week and receive intensive English instruction. They utilize "Everyday English," which provides ELLs with basic vocabulary categorized in thematic units (i.e. school, neighborhood, home, grocery store, etc.). ELLs learn phonics, conversational English, basics of sentence-structure/grammar and even begin to read (through the use of graphic comic strips related to the thematic units) and write simple sentences in English.

ELLs receiving 4 or more years of service are targeted in the school's after school program, morning tutorial, Saturday school and other intervention services (i.e. inquiry groups). These ELLs are given priority for registering for these activities. All ELL students, regardless of years of service, receive push-in services to maximize their time in the classroom with concurrent language support. Lessons are differentiated and ELLs receive appropriate accommodations/support.

Expanded Learning Time for ELLs is taught by a licensed ESL Teacher, from 3:30 pm - 6:00 pm Mondays-Fridays. This program is funded through Title III monies. Material used for the program is the Journeys I program. The rationale behind the program is to provide Advanced/Intermediate middle school ELLs (typically ELLs with 4+ years of service) with extra support in order to perform at grade level on the NYS ELA test and test Proficient on the NYSESLAT. The goal of the program is to provide ELLs with vocabulary enrichment, reading comprehension strategies and writing practice. Additionally, the program provides extracurricular enrichment activities (cooking, art (varying mediums), martial arts, etc.) and homework help. The program is divided into three periods: tutoring, recreational activity and homework help. Once students finish a Journeys I "Expedition," the teacher reinforces student learning through meaningful field trips, connecting content explored in the unit to further students understanding of the material in the real world. Former ELLs continue to receive testing accomodations for two years after testing Proficient. Additionally, former ELLs are often programmed in classes with current ELLs and therefore receive the support of the push-in ESL teacher.

**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?**

Teachers of ELL-SWDs use the Reading Street program (Kindergarten through fifth grade), which provides adapted materials such as ELD (English Language Development) and ELL readers. They use graphic organizers, explicit modeling, reading partnerships, visuals and manipulatives, as well as support students' home language and culture.

In the middle school, ELL-SWDs use Pearson's Literature (Grades 6-8) and have an Adapted Reader's Notebook, ELL Reader's Notebook and/or Spanish Reader's Notebook. The companion reader's notebook to use is at the discretion of the SPED teacher (after conferencing with the ESL teacher). See #3 and Part B. #14.

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?

To attain English proficiency within the least restrictive environment and achieve their IEP goals, ELL-SWDs will receive AIS services from the special education teacher providing ICT services on a particular grade. The students will be pulled out one to four periods a week for ESL support with other, non-disabled ELL peers. Such environment will allow teachers to meet both the language and special education needs of ELL-SWDs.

**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:		FOREIGN LANGUAGE	SPANISH
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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**

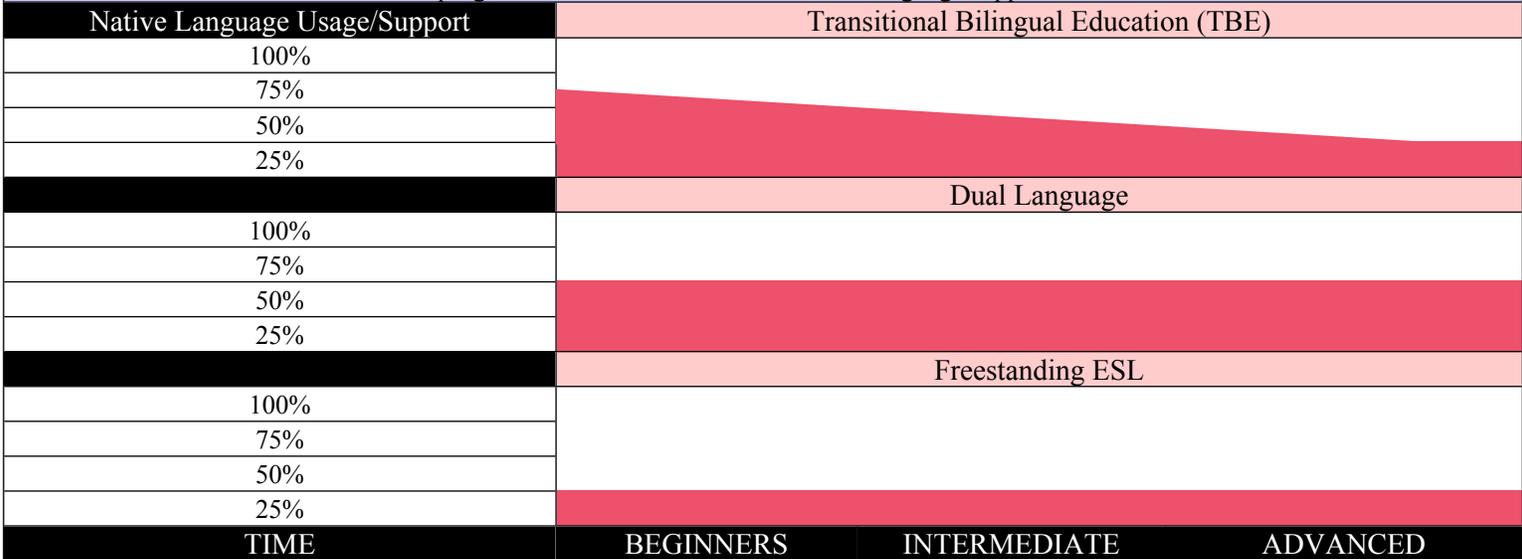
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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.

The following intervention and enrichment programs are offered to ELLs (as well as the general education population) in ELA and Math:

- Morning Tutorial (ELA/Math)
- Expanded Learning Time (After-School Program (ELA/Math))
- Saturday Program (ELA/Math)
- Summer Quest (ELA/Math)
- ESL (ELA)
- SETSS (ELA/Math)
- AIS (ELA/Math)
- Speech (ELA)

Other intervention programs (offered to all students):

- O.T.
- P.T.
- P.B.I.S.
- Counseling
- Small Group Instruction/Advisory (4Rs Program)
- Each One, Reach One (a middle school mentoring program)
- Peer Mediation and Conflict Resolution
- Lorraine Hansberry Eagles (basketball team)
- \*Lorraine Hansberry baseball
- Lorraine Hansberry Eaglettes (cheerleading team)
- Lorraine Hansberry Tribune (student-run newsletter)

Currently, there are no intervention/enrichment programs offered in Science and Social Studies; however, many materials used in the above mentioned programs provide informational texts rich with content from the sciences and social studies.

While ELLs (all subgroups, with a special focus on long-term ELLs), SPEDs, the school's bottom third and gifted students are targeted populations in Expanded Learning Time, all students are welcome as space permits.

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

Elementary school ELLs are provided with push-in ESL services mostly during ELA periods to enhance their language development. The effectiveness of the current program is particularly noticeable at the early childhood level, where almost 90% of ELLs made a gain of at least one proficiency level on the NYSESLAT or scored Intermediate or Advanced in Kindergarten. ELLs in Grades 3-5 improved in all modalities except writing. Only half of this population made a gain of at least one proficiency level. This data points to the effectiveness of the current push-in model in the areas of speaking, listening and reading, but signals the need for more targeted writing practice.

Middle school ELLs receive ESL services with the push-in model during their ELA periods to promote English language learning and language arts development. Students use adapted and native language versions of CCSS aligned grade-level texts from Pearson's Literature curriculum. The ESL teacher and middle school ELA teachers plan daily, integrating language objectives and appropriate ELL accommodations for each reading and writing lesson. Beginner (non-Newcomers)/Intermediate ELLs made the most dramatic gains, moving up one proficiency level. Advanced ELLs remained static. As in the elementary school, this data points to effectiveness of the push-in model in the speaking, listening and reading modalities, but a need for improvement in writing.

Due to the lack of growth among Beginner/Newcomer ELLs in the past academic year, we have restructured and created a

Beginner/Newcomer ELL class. The goal is to provide an entry point for these students to ensure they develop basic language skills, enabling them to better access to the standard ELA curriculum.

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

This year, elementary school ELL students will receive more rigorous learning opportunities in the area of writing within the established push-in model.

Additionally, middle school newcomer ELLs are pulled out of their programs to receive intensive support in English language development--basic vocabulary, conversation, phonics, reading and writing skills.

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

NA

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

See #9 in this section.

Expanded Learning Time for ELLs is taught by a licensed ESL Teacher, from 3:30 pm - 6:00 pm Mondays-Fridays. This program is funded through Title III monies. Material used for the program is the Journeys I program. The rationale behind the program is to provide Advanced/Intermediate middle school ELLs (typically ELLs with 4+ years of service) with extra support in order to perform at grade level on the NYS ELA test and test Proficient on the NYSESLAT. The goal of the program is to provide ELLs with vocabulary enrichment, reading comprehension strategies and writing practice. Additionally, the program provides extracurricular enrichment activities (cooking, art (varying mediums), martial arts, etc.) and homework help. The program is divided into three periods: tutoring, recreational activity and homework help. Once students finish a Journeys I "Expedition," the teacher reinforces student learning through meaningful field trips, connecting content explored in the unit to further students understanding of the material in the real world.

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

Elementary School:

- \*Interactive digital resources (e.g. Big Question Video, Concept Talk Video, Envision It! Animation) - Pearson's Reading Street
- \*Visuals accompanying the oral and selection vocabulary
- \*Audio Text CDs and Background Building CDs
- \*Digital Path (offering readers different levels of text complexity)
- \*Pearson's ELL Adapted Readers
- \*Reading Sleuth (short, high-interest, complex texts)

Middle School:

- \*Audio reading of texts - Pearson's Literature
- \*Interactive digital resources (i.e. Videos: Get Connected Video, The Big Question, Meet the Author, Background Video; Vocabulary Central) - Pearson's Literature
- \*Personalized student access to most interactive digital resources online (given usernames/passwords)
- \*Pearson's ELL Adapted Reader's Notebook
- \*Pearson's Spanish Reader's Notebook

All ELLs:

- \*English/L1 dictionaries
- \*Spanish books in libraries

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

The school only offers ELLs free-standing ESL in pull-out (Newcomers) and push-in models (all other proficiency levels).

In the elementary school, Beginner ELL students are provided with adapted versions of the main selections and their translations. During each unit, ELL students will read native language books on themes discussed in the unit.

In the middle school, Newcomer ELLs receive native language support with the use of Pearson's Spanish Reader's Notebook (containing most of the ELA material from the original textbook and literacy skills translated into Spanish), which complements the CCSS aligned ELA curriculum, Pearson's Literature. Libraries in ELA classes with ELLs contain Spanish literature and English/L1 dictionaries. Additionally, middle school ELLs receive native language support with the Spanish foreign language elective.

In some classes, students receive additional support in Spanish from bilingual teachers, paraprofessionals and staff.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
See Part III. #3 and #14 and #15 in this section.
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.  
See #11 and #15 in this section.

Prior to the school year, ELLs are targeted to participate in Summer Quest--a month long, half-day program offered Monday-Friday in July. Summer Quest is an enrichment program that provides students with additional support in ELA and Math. Additionally, students in the program go on field trips across the city once a week.

18. What language electives are offered to ELLs?  
Spanish as a foreign language is offered to middle school students.
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)?

NA

### 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.

ELL personnel have been receiving in-house professional development support from the NYS/ NYC Regional Bilingual/Education Resource Network, Fordham University Graduate School of Education. ESL teachers will also attend ELL Institutes organized by Fordham University.

School staff will have the opportunity to benefit from monthly workshops organized either in-house through Fordham University or

ELL Institutes organized by the NYC DOE OELL. A designated staff member holding a special education licence will attend the monthly workshops and then turnkey information to other teachers of ELLs.

Currently, ESL teachers are in the initial stage of developing professional development for all teachers of ELLs. The workshop will

encourage teachers of ELLs to develop heightened sensitivity to ELLs needs that primarily stem from limited English proficiency and

cultural knowledge. ELL teachers will receive information on appropriate ELL teaching strategies.

Support provided to staff to assist ELLs as they transition from elementary to middle school includes trainings on successful implementation of the advisory program and the Positive Behavior Intervention Program.

### 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?

To foster parental involvement we have organized a Common Core Workshop for parents of ELL students in early October. This workshop will focus on preparing students for the NYS assessments and what parents can do at home.

International Night is an annual event that encourages all parents to strengthen involvement in their children's education process and celebrate their various cultural backgrounds.

Other parental involvement events include the quarterly award ceremonies, Grandparent's Day, Back-to-School Night, parent-teacher conferences, PTA meeting, parents workshops, SLT meetings, and field trips.

Our school partners with the Hispanic Federation which provides literacy workshops for parents. Among parental needs addressed by the school are translation and babysitting services during workshops.

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS 214X****School DBN: 12X214****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DAVID CINTRON	Principal		1/1/01
VICTOR WILLERT	Assistant Principal		1/1/01
MICHELLE GONZALEZ	Parent Coordinator		1/1/01
WOJOCIECH SCHNEIDER	ESL Teacher		1/1/01
	Parent		1/1/01
MELISSA MAEHARA/ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
VANESSA MAPP	Coach		1/1/01
KENDRA JOHNSON-PARHAM	Coach		1/1/01
XIEOL TERRERO	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: 12X214 School Name: PS 214

Cluster: 6 Network: 608

**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.

The tools used to assess our school's written translation and interpretation needs include the home language survey, language preference form, and formal and informal interviews with the parents. All written communication with parents is in the language marked on the language preference form. In instances when no language preference form was returned, communication with parents is in the language documented in ATS as the student's home language, or the teachers decide at their own discretion which language is preferred based on their knowledge of the student and parent. Among parents whose children speak Spanish at home, 90% of those who returned the language preference form indicated Spanish as their preferred language for oral and written communication while less than 10% chose both English and Spanish. All other parents indicated their home language as their preferred language (either French or Bengali) with the exception of Arabic speaking parents whose preference was consistently English.

All school-wide written translation and oral interpretation is delivered to students/parents in English and Spanish (our school population's highest-frequency L1). Spanish-speaking translators (school staff members) always attend and their services are readily available during parent teacher conferences, parent workshops or PTA meetings. At times, a parent volunteer may serve as a translator for a lower frequency L1 (e.g. Arabic) at these events. If a parent is unavailable, the school utilizes the translation services provided by the Translation and Interpretation Unit.

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.

See #1. Our school's written translation and oral interpretation needs are primarily in Spanish. Lower-frequency languages our students/parents speak include: French, Bangla, Arabic, Vietnamese and other African dialects. Other than the few French-speaking families, the families of these lower-frequency covered languages prefer communication in English. Regardless, they are informed of the availability and their right to request translation and interpretation services in their home language. In response to our school's demographics, all school-wide written translation and oral interpretation is delivered to students/parents in both English and Spanish (our school population's highest-frequency L1) and the other covered languages. These findings will be reported to the school community during professional development sessions and through newsletters sent home with students.

## 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.

All school-wide written translation is delivered to students/parents in both English and Spanish (our school population's highest-frequency L1). Written translation services are by in-house school staff. Assistant principal receives requests from teachers and assigns translations to a teacher hired on per diem basis to translate documents as needed. Additionally, many materials, documents or forms are accessed in the covered languages through the NYC DOE website. In case of other languages, the school will use the translation services through the Interpretation and Translation Unit.

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

Oral interpretation services the school provides are by in-house school staff or parent volunteers. Additionally, the principal, parent coordinator, PTA president and many staff members are bilingual (English/Spanish). Spanish-speaking translators (school staff members) always attend and their services are readily available during parent teacher conferences, parent workshops, disciplinary meetings, or PTA meetings. At times, if available, a parent volunteer may serve as a translator for a lower frequency L1 (e.g. French, Arabic) at these events. If a parent is unavailable, the school uses over-the-phone interpretation services through the Interpretation and Translation Unit. Currently the school is purchasing a portable simultaneous interpretation system for 20 listeners and 2 translated languages, which will allow for simultaneous, rather than consecutive, interpretation to parents attending meetings/workshops. This will streamline the interpretation process

and make it easier to accommodate more than one language.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by making translation and interpretation services available to parents of ELL students and increasing parental awareness regarding the availability of those services. Parents arriving at the school for the first time who do not speak English can use the Language Identification Card displayed to indicate their home language. In addition, school safety agents can connect parents to interpreters using the "over-the phone card" listing the Interpretation and Translation Unit's phone number. In the case of parents speaking Spanish, the predominant home language in our school, many bilingual staff members are able to assist those parents during their school visits. Documents containing important information are translated before they are sent to parents. The school uses either the translated templates of documents available online or relies on the services provided by the Translation and Interpretation Unit. Data regarding the preferred language of both written and oral communication is collected together with the program selection forms. To increase parental awareness, the parent coordinator provides information to parents regarding their right to and the availability of language 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>P.S. 214</u>	DBN: <u>12X214</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## 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:

ELLs are reserved spots in the Expanded Learning Time Program and have equal access to all other supplemental/extracurricular programs.

The Expanded Learning Time for ELLs is taught by one certified ESL teacher from 3:30 pm - 6:00 pm Mondays-Thursdays from October to mid-April. Saturday Academy will begin tentatively in December and last until mid-April. Hours have yet to be determined. These programs are taught by a certified ESL teacher. These programs will be funded through Title III monies.

The rationale behind these programs is to provide middle school ELLs (Grades 6-8) with 3+ years of service (particularly Longterm ELLs who are mid-high level 2s on the 2012 NYS ELA Test who are part of the school's inquiry group), with extra support, pushing them to perform at grade level or beyond on the upcoming 2012 NYS ELA Test. The goal of the program is to provide ELLs with vocabulary enrichment, vocabulary defining strategies, comprehension strategies, and short/extended response writing exercises.

The after school Expanded Learning Time is divided into three instructional periods: academic enrichment (direct instruction in phonemic awareness, vocabulary/word study, reading comprehension skills/strategies, writing, speaking and listening skills), a recreational activity, and homework help. The program provides the following recreational activities: cooking, dance, art, martial arts, and gym.

The curriculum used for Expanded Learning Time is Journeys I. Each thematic unit is organized into an "Expedition," incorporating vocabulary-building, reading comprehension skills, and writing skills/exercises. Some of these "Expeditions" will culminate with a field trip to enable students to build further connections with their learning. The curriculum makes use of sound ESL instructional practices/strategies.

Saturday Academy will be divided into reading and math periods. The curriculum used for Saturday Academy will be "Getting Ready for the NYSESLAT and Beyond." Additionally, this program material may be used during Expanded Learning Time.

The language of instruction for all programs is English.

## Part C: Professional Development

### 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: The rationale behind professional development for Title III Program teachers is to provide them with the knowledge necessary to best serve our ELL population. We recognize the need for an instructional approach to English Learners that is different than that of a regular class. As a result, a study group will be formed to analyze the most effective ESL strategies and practices. The professional development will be conducted during 10 morning sessions. They will take place every Thursday from 7:30 am to 8:00 am. They will be based on "Making Content Comprehensible for English Learners," a book by Jana Echevarria, MaryEllen Vogt, and Debora Short . The topics to be covered will include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Indicators of Review/Assessment, and Issues of Reading Development and Special Education for English Learners. All teachers who teach English learners will be invited to attend. The following certified ESL teachers will provide the professional development: Melissa Maehara and Wojciech Schneider.

### 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: While parental engagement activities are offered to all parents, a literacy workshop is offered with a focus on ELL parents. This workshop is a three part series facilitated by the Hispanic Federation and our Parent Coordinator. The three sessions will take place from 9:00 a.m. to 10:30 a.m. on October 24, November 8, and November 28. The rationale behind this workshop is to enable parents to help their students with reading even when they may not speak English themselves. This workshop is offered throughout the earlier parts of the school year on schoolday mornings.

Further workshops are in the process of being planned dealing with the topic of Common Core standards/tasks and the implications they have for ELLs. The rationale behind this workshop is to provide awareness to parents of the academic demands their students face and how better to assist them.

Most workshops are facilitated by the parent coordinator and an expert on the topic presented.

Parents are notified of this activity and other schoolwide activities through flyers (in parents' L1), phone calls, and face-to-face conversations with teachers, administration, and the parent coordinator.

**Part E: Budget**

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

Allocation Amount: \$0

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 and curriculum development contracts.</li></ul>		
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>		