



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/MS 280
DBN (i.e. 01M001): 10X280
Principal: JAMES WEEKS
Principal Email: JWEEKS3@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: LYNETTE GUASTAFFERO

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
James Weeks	*Principal or Designee	
Nancy Hernandez	*UFT Chapter Leader or Designee	
Patricia Carias	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karina Gil	Member/ Parentt	
Elan Schy	Member/ Staff	
Valentina Gorvokaj	Member/ Staff	
Antoinette DiBiase	Member/ Staff	
Yaneth Garcia	Member/ Parent	
Victor Luna	Member/ Parent	
Rachel Dempsey	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve teacher effectiveness by strengthening and understanding what quality teaching looks like with an instructional focus on quality questioning and discussion techniques, as prescribed by component 3b on the Danielson rubric. Teachers will engage in activities that build a shared school-wide understanding of what effective teaching looks like under component 3b: Questioning and Discussion Techniques.

Measurable Objective: 65% of teachers will receive a rating of Effective or Highly Effective on Component 3b: Using Questioning and Discussion Techniques 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.

During the 2012-2013 school-year, administrators and coaches used the Danielson Framework for Teaching as a tool to provide teachers with formative feedback after instructional walkthroughs. Low inference observations showed that a majority of teachers were Developing in competency 3b.

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. Teachers will engage in professional development sessions to learn about strategies to increase effective questioning and create the opportunity for student engagement in quality discussions. (i.e. Close Reading of Text ,Effective Questioning in the Common Core Classroom, Think-Pair- Share, Turn and Talk, Socratic Seminars, Viewing and analyzing from ARIS LEARN Danielson Component Study Guides)
2. Effective Questioning in the Common Core Classroom

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

1. Professional development provided by the principal, assistant principal, school-based coaches, Network Achievement Coaches and Training Staff
2. Principal, assistant principal, coaches and teachers will attend a PD hosted by Teaching Matters. The staff will turnkey information during team meetings. Assistant principals and coaches will use PD resources from the Danielson Component Guides in ARIS Learn for a school-wide PD on effective questioning and discussion techniques.

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

1. Targets to evaluate the progress, effectiveness and impact of the professional development on teaching practice will include: 1) teacher attendance at various professional development sessions offered by the school, network and coaches. 2.) Agendas for related professional development sessions. 3.)Teacher reflection on the professional development session to include the implication for their teaching practice. 4) Teacher growth on the Danielson Rubric for competency 3b. Questioning and Discussion Techniques
2. Teachers will participate in professional development session to learn about and view examples of quality questioning and discussion techniques, as evidence by agendas and attendance. Teachers will design, implement and reflect on tasks using quality questions that require higher order thinking, as evidence by teacher created tasks and lesson plans. Students will engage in whole class, small group and independent activities and discussions designed to promote higher order thinking, as evidenced by lesson plans and student work on performance tasks and low inference observation notes. Teachers will analyze student responses to tasks that require higher order thinking, as evidence by team meeting documents. Teachers will demonstrate Effective and Highly Effective on competency 3b, as evidenced by formal and informal observations.

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

1. Weekly grade meetings and monthly after school PD sessions during faculty conferences and consistent scheduling of necessary PD for individual or groups of staff members from, September 2013– June 2014
2. Weekly grade meetings and monthly after school PD sessions during faculty conferences and consistent scheduling of necessary PD for individual or groups of staff

members from, September 2013– June 2014

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

1. Teachers attending professional development outside of the school building will be covered to attend scheduled sessions. Teachers attending PD sessions will turnkey information to staff at grade level meetings. Weekly grade level team meetings and monthly Faculty Conference Days will be used for school based PD sessions.
2. Teachers attending professional development outside of the school building will be covered to attend scheduled sessions. Teachers attending PD sessions will turnkey information to staff at grade level meetings. Weekly grade level team meetings and monthly Faculty Conference Days will be used for school based PD sessions

Strategies to Increase Parental Involvement

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

1. Parents will be invited to partake in a Parent Workshop on the Common Core Learning Standards. They will be given resources for ways in which they can support their children at home (ie. A resource with questions parents can use to promote discussions on common ore aligned work being done in school and at home.

2. Parents will be invited to partake in a Parent Workshop on the Common Core Learning Standards. They will be given resources for ways in which they can support their children at home (ie. A resource with questions parents can use to promote discussions on common ore aligned work being done in school and at home

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

To increase parent involvement. To build a stronger partnership with parents so they will be more likely to play an active role in supporting their children's education.

Measurable Objective:

PS/MS 280 will increase its score on at least 4 of the 7 sub categories on the Parent section of the school learning environment section entitled; Engagement- parents feel engaged in an active and vibrant partnership to promote student learning, by June 2014. The sub categories and scores from the 2013 survey are:

My child's school:

1. makes me feel welcome. (8.9)
2. makes it easy for parents to attend meetings by holding them at different times of day,
3. providing an interpreter, or in other ways. (8.8)

4. is responsive to parent feedback. (8.6)
5. has teachers who are interested and attentive when they discuss my child. (8.8)
6. offers a wide enough variety of courses, extracurricular activities and services to keep
7. my child interested in school. (8.2)
8. communicates to me and my child what we need to do to prepare my child for college, career and success in life after high school. (6.2)

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.

Educational research shows a positive correlation between effective parental involvement and student achievement. With that knowledge our needs assessment, which consisted of gathering feedback from our school SLT and revealed that we need more effective parent involvement led us to create this goal to help increase student performance in relation to the 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. Use of new PS/MS 280 website to provide parents with a wide source of information
2. All grade 5-8 teachers will use Engrade which will provide parents with timely accurate updates on their students' performance.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Curriculum Night – September, 2013
 - b. Parent-Teacher Conferences in November, 2013 and March, 2014
 - c. Frequent reports to parents
 - d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Author/Writing Celebrations
 - b. Earth Day Celebrations
 - c. Holiday Assemblies
 - d. Bimonthly Award Assemblies
 - e. Classroom Volunteers
 - f. Volunteer to go on trips or outings
 - g. Schoolwide Parades
 - h. Field Day in June

5. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and ELA.

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

1. Our technician, Mr. Luna is responsible to update the school website.
2. All 5-8 classroom teachers
3. All staff
4. All staff
5. Testing coordinator and coaches

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

1. We will ask parents for feedback at each monthly PA meeting
2. Administrators will monitor Engrade and provide the teachers with feedback.
3. Parent sign in sheets will be collected and reviewed.
4. Parent sign in sheets will be collected and reviewed
5. We will ask parents for feedback at the Spring PTC's

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

1. The website will be running by the first day of school and at minimum will be updated weekly
2. Teachers should update Engrade weekly
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Curriculum Night – September, 2013
 - b. Parent-Teacher Conferences in November, 2013 and March, 2014
 - c. Frequent reports to parents
 - d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Author/Writing Celebrations
 - b. Earth Day Celebrations
 - c. Holiday Assemblies
 - d. Bimonthly Award Assemblies
 - e. Classroom Volunteers
 - f. Volunteer to go on trips or outings
 - g. Schoolwide Parades
 - h. Field Day in June
5. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and ELA- Time-line- By the Fall PTC's

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

1. Parents will be provided with access to website, Engrade, opportunities to volunteer and participate in school-wide and class activities.

Strategies to Increase Parental Involvement

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

All PS/MS 280 staff will be more open to welcome our parents in to be partners with us in fostering their child's educational experience to be the best it possibly can. Administration will inform the staff of this initiative at the opening faculty conference

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language 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.

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

Goal and Action Plan #3

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

Annual Goal #3

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

Describe a goal you have identified for the year.

Improve academic progress of the school's lowest 1/3 students in both ELA and Math

Measurable Objective:

Set the measurable target that will define whether you have met your goal.

ELA- We will increase the "median growth percentile for the school's lowest 1/3 students" in ELA by 2.0% by June 2014. For example the "median growth percentile for the school lowest 1/3 students" on the 2014 New York State ELA test was 74.0. It will be our goal to increase this to 76.0 or more.

Math- We will increase the "median growth percentile for the school's lowest 1/3 students" in math by 1.0% by June 2014. The "median growth percentile for the schools lowest 1/3 students" on the 2014 New York State Math test was 80.0. It will be our goal to increase this to 81.0 or more.

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.

A review of our 2013 NYC progress report revealed that our bottom 1/3 students median growth percentile of 74.0 on the 2013 New York State ELA test was only in the 42.2 percentile when compared to all NYC schools and our bottom 1/3 student median growth percentile of 80.0 on the 2013 New York State math test was in the 71.0 percentile when compared to all NYC schools. Therefore we decided that we needed to focus this goal on all of our students who are in the lowest 1/3 of each grade to ensure that there will be an increased rate of performance on state academic content and achievement standards that will thus translate into a better rate of progress that more closely matches the other schools in NYC on the 2014 New York State 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

1. Have each of our 3 Inquiry teams focus on bottom 1/3 students
2. Increase the use of multiple and varied assessments in all grades.
3. Provide long term professional development on differentiated instruction
4. Use of intervention programs(ie, Foundations and Wilson to small groups of students).
5. Incorporate a Study Skills/ Peer Tutoring program 2x/ week in grades 6-8
6. Provide differentiated instruction to these target populations through the use of higher order tasks that challenge students to develop deeper answers.
7. Provide students with AIS programs after school hours as well as on Saturday's. Increase parent contact to ensure that the students who need to attend these programs do on a consistent basis.
8. Monitor student progress through child studies, and IEP's

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

1. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach
2. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach
3. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach
4. AIS and SETTS teachers
5. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach
6. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach
7. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach, parent coordinator.
8. Middle school math, coach, middle school assistant principal, elementary math coach, and elementary literacy coach, special ed. Liaison, and SETTS teachers

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

1. Inquiry teams will consistently monitor progress throughout the year
2. We will ask the teachers for feedback about the assessments during weekly grade meetings.
3. We will ask the teachers for feedback about the assessments during weekly grade meetings.
4. The AIS teachers will consistently track student progress throughout the year.
5. We will ask the teachers for feedback about the effectiveness of the peer tutoring program during weekly grade meetings.
6. We will ask the teachers for feedback about the assessments during weekly grade meetings.

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

1. Weekly grade meetings and monthly after school PD sessions during faculty conferences and consistent scheduling of necessary PD for individual or groups of staff members from, September 2013– June 2014
2. Weekly grade meetings and monthly after school PD sessions during faculty conferences and consistent scheduling of necessary PD for individual or groups of staff members from, September 2013– June 2014
3. Weekly grade meetings and monthly after school PD sessions during faculty conferences and consistent scheduling of necessary PD for individual or groups of staff members from, September 2013– June 2014

4. Will be become a consistent part of intervention series for those students it is determined can benefit from these intervention programs from September through June.
5. Period 8 Monday through Friday, September through June.
6. Weekly grade meetings and monthly after school PD sessions during faculty conferences and consistent scheduling of necessary PD for individual or groups of staff members from, September 2013– June 2014
7. After school AIS will start in November 2013 and run consistently until the state tests in April. Saturday AIS will start in February and will go until the state test in April.
8. Periodic reviews consistently September-June.

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

Teachers attending professional development outside of the school building will be covered to attend scheduled sessions. Teachers attending PD sessions will turnkey information to staff at grade level meetings. Weekly grade level team meetings and monthly Faculty Conference Days will be used for school based PD sessions. Scheduled time will be allocated for teacher team meetings.

Strategies to Increase Parental Involvement

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

All PS/MS 280 staff will be more open to welcome our parents in to be partners with us in fostering their child's educational experience to be the best it possibly can. Administration will inform the staff of this initiative at the opening faculty conference

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language 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.

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Leveled reading instruction in phonemic awareness, phonics, word study and reading comprehension is provided one period a day during the school day	Small group	During the school day for all students and after school for grades 3-8
Mathematics	<p>Readiness assessments are given at the beginning of each unit to create small groups based on need.</p> <p>Focused lessons are provided by the Math Coaches, Math Teachers, Upper Grade Math Support Teachers and other Support Teachers to children who need additional assistance. One period a day is given to this initiative.</p>	Small group	During the school day for all students and after school for grades 3-8
Science	<p>Readiness assessments are given at the beginning of each unit to create small groups based on need. Focus on literacy component of curriculum.</p> <p>Leveled reading instruction in phonemic awareness, phonics, word study and reading comprehension is provided one period a day during the school day.</p>	Small group	During the school day for all students and after school for grades 3 - 8
Social Studies	Leveled reading instruction in phonemic awareness, phonics, word study and reading comprehension is provided one period during the school day.	Small group	During the school day for all students and after school for grades 3 - 8
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor meets once or twice a week with children identified as in need of emotional/social support	Small group	During the school day for all students

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Currently, 100% of the teaching staff is highly qualified teachers. In order to 100% HQT status, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. The Pupil Personnel Secretary will work closely with our network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers.

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).
Currently, 100% of the teaching staff is highly qualified teachers. In order to 100% HQT status, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers. The Pupil Personnel Secretary will work closely with our network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state, and local funds are used to meet their intended purpose of supporting students in temporary housing, violence prevention programs, housing programs, head start and other similar programs in several different ways. Some funds are allocated into per session programs which these students are specifically asked to participate in. We also put money into supplies and then provide these students with notebooks, pens, pencils, ect. In addition some money is put into guidance counselor per session, so one of our guidance counselors can stay and be paid on a need only basis for these students for additional counseling or monitoring.

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.).
To prepare our pre-school students for transition to Kindergarten, the delivery of the ELA and math curricula align with the CCLS. Pre-school students and newcomers to school, attend a kindergarten orientation. The parents participate in an orientation which includes a meeting with the principal and a meet and greet with the teachers.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are supported in the development of their understanding of long term learning targets and with this knowledge have become astute decision makers as to what measurement they need to use to monitor progress and meet goals.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 280
School Name P.S./M.S. 280		

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 James Weeks	Assistant Principal Christina Aiello
Coach type here	Coach Dahiana Adames
ESL Teacher tSandra Garcia-ESL Teacher	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider Lourdes Garcia-SETSS	Other Antoinette DiBiase-Testng. Co
Network Leader(Only if working with the LAP team) -type here	Other Rosalia Medina-ELL Coordinator

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	873	Total number of ELLs	140	ELLs as share of total student population (%)	16.04%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	1	1	1	1	1	1					12
Push-In						1								1
Total	2	2	2	1	1	2	1	1	1	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	114	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	114	0	16	24	0	18	2	0	2	140
Total	114	0	16	24	0	18	2	0	2	140

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	18	17	19	8	10	2	10	7					107
Chinese														0
Russian														0
Bengali	4		1	2			3	2						12
Urdu						1	1							2
Arabic			2	3	3	1		2	3					14
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1	1											3
Other					1				1					2
TOTAL	21	19	21	24	12	12	6	14	11	0	0	0	0	140

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)	7	3	0	4	1	3	1	6	4					29

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)	5	5	11	7	5	5	0	2	0					40
Advanced (A)	9	11	10	13	6	4	5	6	7					71
Total	21	19	21	24	12	12	6	14	11	0	0	0	0	140

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2	0	0	12
4	8	1	0	0	9
5	3	0	0	0	3
6	11	0	0	0	11
7	4	0	0	0	4
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	4	0	5	0	0	0	12
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

Paste response to questions here:

Some of the assessments tools used to assess early literacy skills for ELLs are DRA (K-3), Reading Street -Benchmarks and unit exams, Teachers College-Running Records (6-8), ARIS and Fountas and Pinnell for Reading levels correlations. In addition, the ESL teachers use Hampton Brown and Benchmark Explorers. In Avenues, the children are assessed at the end of each unit of study and are grouped by language proficiency level. Teacher observation and differentiated teacher created assessments are also used for examples performance sampling based on specific tasks, integrated curriculum projects, multimedia presentations, story reenactment, leveled questions, dioramas cooperative group presentations, buddy presentations and language experience activities.

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

Paste response to question here:

Assessment Analysis of the LAB-R/NYSESLAT 2012-2013

The data reveals that 20% of our ELLs are Beginners, 28.5% are Intermediate and 50% are at the Advanced level. The data further reveals that as children transition from one grade to the next, they generally move up a proficiency level or remain on the same level. Patterns across the modalities will affect instructional decisions made by the ESL teachers and the scores will be shared with the classrooms teachers as well. The teachers will tailor their lessons to meet the needs of ELLs across the modalities and provide more focused instruction. The ELL Coordinator will also use this data to order appropriate materials to further help the ELLs with the academic areas of need.

According to the most recent English Language Arts exam, 83% of our 3rd grade ELLs scored at Level I and 20% scored at Level II. In the 4th grade, 88% of our ELLs scored at Level I and 10% scored at Level II. In the 5th grade, 100% of our ELLs scored at Level I. In the 6th grade, 100% of our ELLs scored at Level I. In the 7th grade, 100% of the ELLs scored at Level I.

According to the most recent New York State Math exam, 66% of our 3rd grade ELLs scored at Level I, 33% scored at Level II. In the 4th grade, 58% of our ELLs scored at Level II and 41% scored at Level II. In the 5th grade, 54% of our ELLs scored at Level I and 45% scored at Level II and 8% scored at Level III. In the 6th grade, 71% of the ELLs scored at Level I and 28% scored at Level II. In the 7th grade, 87% of the ELLs scored at Level I, 12% scored at Level II.

One thing is evidently clear: our ELLs performed better in the NY State Math exam than on the ELA: more ELLs scored at level II in math as opposed to the ELA where more of our ELLs scored on Level I. More emphasis will be placed on helping ELLs to develop more writing and reading skills and vocabulary strategies.

According to the New York State Science exam, the 4th grade results were as follows: 25% of the ELLs scored at Level I, 30% scored at Level II and 41% scored at Level III. In comparison to last years Science scores, our ELLs scored higher this year than last year. The increase in scores could be attributed to the increase of rigor in science and non-fiction genre study. It is imperative that we continue to provide our ELLs with high-quality instructional practices.

Our ELLs are closely monitored and are provided with ESL services as per New York State CR Part 154 mandates. English Language Learners who are Beginners and Intermediates are provided with 360 minutes per week and Advanced are provided with 180 minutes of ESL and 180 minutes of ELA. The ESL teachers as well as the classroom teachers who have ELL students, group them according to their language proficiency levels and reading levels. The ESL teachers create rigorous and challenging lessons that promote the four language modalities of Listening, Speaking, Reading and Writing. In addition, an array of teaching materials, tools, manipulatives and literature pieces are used to compliment the different learning styles. Since the data reveals that our ELLs are not performing as well on the ELA, there will be a greater focus in both reading and writing. Children will be provided with additional scaffolds that will target literacy and writing instruction as well as reading and writing strategies. Our ELLs will also have the choice of participating in afterschool programs like AIS, Saturday Academy, Title III-Extended Day and a new Morning Program specifically designed for Beginner ELLs in grades 6-8. The ELLs will also be assessed through the following programs: Foundations and Wilson, Rigby-Benchmark for Guided Reading and Pearson-ESL. They will receive instruction in strategies and skills for ELA and NYSESLAT exams using Hampton Brown-Avenues, English at Your Command, Continental Press and thematic units of study. Teachers will monitor ELLs progress using data, formal and informal assessments, running records, DRA, Periodic & Standardized assessments and writing and math benchmarks. ELLs will be provided with extensive and diverse vocabulary instruction, strategies and skills for reading and writing and small group reading interventions. Although the ELL periodic assessment was not utilized this school year, it is definitely a consideration for next year. In the past it served as a tool for identifying the students' areas of needs and teachers used it to gain a better picture of the skills their ELLs were strong and weak in.

In conclusion, since one of our school goal is to use data to drive instruction, teachers will utilize ARIS, Envision Math, Reading Streets, Expeditionary Learning and CodeX to track their students. Students will also be held accountable for their learning as well. Students and teachers will also keep work portfolios to further track their work.

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

Paste response to question here: Due to the fact that the Modality aggregate is not available at this time, we are not able to provide a NYSESLAT modality analysis. As soon as this report is made available, we will upgrade this section.

Patterns across the NYSESLAT modalities have always affected instructional decisions by allowing teachers to focus on strategies that hone in on the childrens' deficiencies.

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

Paste response to questions here:

This information is not available at this time.

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](#).)

Paste response to question here:

Our school uses data as a guiding tool for instruction. Data is also used to determine what services should be put in place. One of the purposes of using a Response to Intervention model is to ensure that ELLs are given an opportunity to receive rigorous instruction while preventing children from being inappropriately referred. This model is used to build on the standard core curriculum already in place in classrooms. It provides intervention through a 3 tiered system of instructional support. The 3 Tiers of Instructional Support are Core of Instruction-Tier I, "Double Dose" of Instruction-Tier II and Intensive Intervention-Tier III. The levels of support can increase or decrease based on the individual needs of each ELL. Through assessment and evaluation, students growth is closely monitored. Often Ells are placed at the center of Language acquisition vs Learning disability. The RtI framework affords ELLs who are far below standard, to receive instruction that is non judgemental. This instruction is an intervention. Once intense instruction is provided and students show growth there may not be a need for the students to continue to the next tier.

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

Paste response to question here: The child's second language development is considered in instructional decisions. Although our school does not have a bilingual program, native language resources are available for their use for instance, bilingual books and dictionaries, word walls, interpretations of permanent documents and proficiency level grouping. In addition, children are offered to take translated State exams when available. On occasion, bilingual staff members are also assigned to ELLs as they transition.

7. For dual language programs, answer the following:

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

Paste response to questions here:

Presently our school does not have a dual language program.

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

Paste response to question here: The success of the ESL program and the services provided to our ELLs will be measured by how well the children perform on the NYSESLAT as well as other assessments. The growth can also be measured by the transition from one proficiency level to the next as well as their scores on the State exams. Meeting annual yearly progress for ELLs is another way of evaluating the success our programs. In addition, our school has purchased new Reading programs which are alligned to the Common Core State Standards. Many of these programs have an ELL support resource section.

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](#).)

Paste response to question here: Public School/Middle School 280 is currently a Kindergarten through eighth grade school. This school is located in the Norwood section of the Northeast Bronx, an area that is characterized by economic deprivation. Our students are multi-ethnic, representing New York's newest immigrants; most of the children who attend our school are minorities, the majority of these being Latinos (67%) of which 19% of these children are ELLs. Our most recent immigrants are predominately from Mexico and the Dominican Republic. Other immigrant groups include Albanian (2%), Bulgarian (2%), Arabic (5%), Urdu (3%), and Bangladesh (8%). The languages spoken by our English Language Learners are Spanish, Albanian, Arabic, Bengali, Bulgarian and Urdu. Presently we have ELLs in all our Kindergarten through 8th grade classes.

At registration, parents are given a registration packet which includes a Home Language Survey. The parents fill out the Home Language Surveys with the assistance of a pedagogue. Once the survey has been completed, the ELL Coordinator carefully examines the forms and interviews the parents. Both the perspective ELL and their parent are given an informal oral interview in their native language, whenever possible, and in English. If needed other staff members are called during registration to assist in language interpretation. The following languages are represented: Spanish, Albanian, Arabic, French and Italian. Additionally, those students who have a dominant language other than English as per the HLIS, are administered the Language Assessment Battery Revised (LAB-R) (which will be soon be replaced by the NYSITELL) within ten days of registration. For children who score below the cut-off score in English, they will also be given a language assessment in Spanish called the LAB. The LAB-R is an assessment used to determine whether a child is eligible to receive ESL services as well as to determine if a child is not eligible for ESL services. The pedagogue responsible for conducting the initial screening, and administering the HLIS and LAB-R holds a permanent common branch license with a bilingual extension. After the ELL identification process is completed and the parent has been provided with a new parent orientation, the ELL Coordinator determines placement based on the parental option form. Careful consideration is given to the parents' first choice. If the parent requests a program that is currently not in place at our school, they are informed as to what school has that program. If a parent rejects the transfer, they remain at our school and the default is the second or third choice on their parental option form. If fifteen or more parents request a specific program, the school will consider creating such a program. The ELL Coordinator meets with the parents and informs them of their rights as per the Chancellor's Regulations. The programs are explained to the parents at registration as well as during the New Parent Orientation.

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.

Paste response to question here:

The school ensures that the parents understand all three program models by directly communicating with them at registration. Once the HLIS demonstrates that a second language is present, the parents are immediately informed about the program choices. The ELL Coordinator will then give the parent an orientation on the spot or inform the parent if there is a scheduled orientation. Once the child is given the LAB-R or NYSITELL, and is deemed eligible, the parent is sent a letter of entitlement. The parents are fully aware that they are part of selecting a program for their child.

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 [\[see tool kit\]](#).)

Paste response to question here:

The school ensures that the Entitlement letters, Parent Survey and Program Selection forms are distributed and returned: parents and staff are informed about the importance of these forms. All avenues of communication are employed, phone calls are placed, meetings are arranged, letters of reminders are sent home and parents are allowed an open door policy that enables them the comfortability of meeting with a staff member that can address their concerns at any time throughout the school day. The letters are then filed according to the year it was filled. The ELL Coordinator keeps these letters on file.

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.

Paste response to question here:

Program Model Descriptions:

It is our belief that ELLs acquire English language skills by being immersed in the language. The program model currently used at our school is English as a Second Language (pull-out and push-in models). In order for our school to facilitate ELLs meeting the NYC/NYS standards, the children are grouped by language proficiency levels and differentiated instruction is encouraged. Throughout the program, individual student needs are closely monitored. In addition, children are monitored via teacher observation, assessment and Standardized Tests.

English as a Second Language Program

The students are provided with instruction in English using ESL methodologies and strategies. The teachers plan their lessons according to the language proficiency as determined by the LAB-R or the NYSESLAT. Every teacher participates in staff development and is given the opportunity to develop a partnership with experienced teachers. The ESL teachers work closely with the classroom teachers to ensure quality instruction. Additionally, ELLs who have passed the LAB-R or NYSESLAT are considered for an extra two years of ESL support including testing accommodations of up to two years as per the NYSED Board of Regents.

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.

Paste response to question here:

As per State Law-under CR PART 154, the children are tested within ten days of registration and the LAB-R is hand scored in order for the services to be provided on a timely basis. After scoring the LAB-R, students are grouped by language proficiency levels-Beginner, Intermediate and Advanced. Language proficiencies will soon become language progressions. All ELLs are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). A team is set up during the testing periods. This team is responsible for administering the test, collecting and grading it. This team consists of the ESL teachers, classroom teachers, the testing coordinator and the ELL coordinator. This exam is administered during the spring time. The test focuses on the four language modalities of listening, speaking, reading and writing. A different sub-test is administered each day until the child has completed all four exams. A window is also set aside for make ups. A testing memo is put forth on a daily basis until the completion of the test. All materials are kept in a secure location and subtests are not opened until the day of the test. The teachers administering the test sign for it and they fill a security form at the end. During the grading of the writing subtest, the ELL coordinator ensures that the test booklets and grids remain secured. In order to maintain the integrity of the test, the teachers of grades they teach never score their own classes. This exam is used as an assessment for continued ESL services or for exiting out of ESL. Data collected through the ATS system helps in identifying the children who are eligible for testing.

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. 

Paste response to question here:

For the past years, after carefully reviewing the Parent Survey and Program Selection forms, the trend in program choice has been monolingual classes with ESL services. The Parent Survey and Program selection form is the tool used to determine what programs could be offered to our ELLs. Although parents are informed about the three program models, the majority of our parents request ESL in lieu of Transitional Bilingual and Dual language programs. The school has therefore aligned parent's choice with ESL instruction. Out of one hundred and forty ELLs, not one parent has chosen bilingual education.

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])?

Paste response to questions here:

- 1) a) At present the numbers of ELLs being serviced are as follows: K=21, 1st grade=19, 2nd grade=21, 3rd grade=24, 4th grade=12, 5th grade=12, 6th grade=06, 7th grade=14 and 8th grade=11. The number of ELLs being serviced is 140. This number includes both part time and self contained special education students. Sixteen percent of our school population are ELLs. b) Our ESL teachers who provide ESL services are certified and provide both Pull-Out (organizational model) and Push-In (Co-Teaching) ESL instruction. Beginners and Intermediate ELLs are provided with 360 minutes per week of ESL instruction and Advanced ELLs are provided with 180 minutes of ESL and 180 minutes of ELA instruction. The ESL students are grouped and instructed homogeneously according to their language proficiency level as per the NYSESLAT and LAB-R.

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)?

Paste response to questions here

- 2) The organization of the ESL program, ensures that the mandated services are provided as per CR Part 154. The flexibility in scheduling that the ESL teachers are provided with allows them to organize their groups by proficiency levels. The ESL teachers meet with the classroom teachers to devise a schedule that best meets the needs of the ELLs in each class. Our ESL teachers who provide ESL services are certified and provide both Pull-Out (organizational model) and Push-In (Co-Teaching) ESL instruction. Beginners and Intermediate ELLs are provided with 360 minutes per week of ESL instruction and Advanced ELLs are provided with 180 minutes of ESL and 180 minutes of ELA instruction. The ESL students are grouped and instructed homogeneously according to their language proficiency level as per the NYSESLAT and LAB-R or NYSITELL.

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.

Paste response to question here:

ESL instruction is delivered via the content areas with an emphasis in literacy, writing and math. Although the main language used for instruction is English, Spanish as well as other languages will also be used when necessary. Either the teacher will translate or interpret or a student who dominates the specific language will be asked to do so. Additionally, glossaries, picture dictionaries, thesaurus, picture card, bilingual dictionaries and realia will be used to support native language as well. All new materials ordered for both Math and ELA are common core aligned.

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

Paste response to question here:

Since we do not have a bilingual or dual language program at this time in our school, ELLs who need interpretations or translations whether its school related or personal are usually honored. Additionally, oral interviews are conducted.

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

Paste response to question here:

The Educational programs that the ESL teachers utilize and teacher created activities facilitates the evaluation of the four language modalities. The test ready materials used in preparation of the NYSESLAT also evaluate the modalities. The after school Title III also fosters the development of the language modalities through the use of thematic units of study.

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).

Paste response to questions here:

P.S./M.S. 280 has a Kindergraten Team Teaching class, 1/2 self-contained Special Education class-12:1:1, a 3rd grade self-contained Special Education class-12:1, a 4th grade self-contained Special Education class-12:1:1, a 5th grade Team Teaching class, a 6th grade Team Teaching class, a 7/8th grade self-contained Special Education-12:1:1. The school is addressing alternative placement in Special Education by supporting students who are in the mainstream and providing them with all the support services they require or are entitled to. Such services include: an educational assistant to support the child's academic needs, occupational therapy, speech therapy, physical therapy, SETSS(Resource Room), Wilson Reading program, guidance counseling, I.S.T. evaluations/child study, updated IEPs, referrals with follow-up phone calls and feedback, parent meetings to discuss student progress, monolingual placement and bilingual referrals as well as CSE Type III alternative placement.

a) Students who are SIFE are also provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child's educational background thus ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work with small multi-level groups. We do our best to pair the SIFE students with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with ideas, activities and training that can further facilitate and support them. These students are also carefully monitored in order to organize a plan that would focus in on the their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

b) The plan for newly arrived ELLs includes a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a Second Language using the push-in and pull-out models. In addition, our ELLs are provided with a class buddy/partner, AIS, differentiated instruction, scaffolding, SIOP model, time for transition and after school programs. In order to address the No Child Left Behind policy, student's progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ESL teacher provides these students with two ESL units with intense focus on language acquisition. In addition, these children also receive English Language Arts in their regular school program.

c) Students receiving 4 to 6 years of English as a Second Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA, State exams, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include Foundations, Wilson, Guided groups for Reading and Writing, Early Intervention/At risk and Extended Day. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations, peer tutoring, AIS instruction and special programs offered after school.

d) Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, Saturday

Academy, individualized or small group instruction and regular meetings with the guidance counselor. The ELL Coordinator monitors their progress and ensures that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the city and state standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres. They are encouraged to make connections across other disciplines. Accountability also includes monitoring the funding allotted to facilitate second language acquisition and the effective use of classroom materials purchased. The materials purchased vary and are age appropriate. Instructional materials include collections from Hampton Brown-Avenues for grades K-5, Lakeshore manipulatives such as create a Word and flip charts, Into English, English at your Command, Rigby for ELLs, authentic literature from Lectorium, book baggies with tapes, bilingual supplementary libraries and dictionaries, updated software like Leap Frog, Big Books and thematic units. All supplementary materials are used to enhance context and content skills. The following are used as support: hands-on manipulatives, realia, pictures, multimedia, demonstrations, adapted text, graphic organizers, outlining, note taking, leveled texts and study materials, highlighted and taped text, literature circles and cooperative grouping.

e) The plan to support ELLs who pass the NYSESLAT is to continue to provide them a per mandate, with additional 2years of support for additional testing accomadations, continue to allow them access to special ELL programs permitting space, small group instruction and access to the ESL resources if needed. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various forms of assessments will be utilized as well as City and State exam results. Title III will also be offered to these students as well as testing accomodations. All our 6th grade students, including ELLs, are currently participating in the Computers For Youth (Collaborative Grant). Every six grade student will be provided with a desk top computer for use at home. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary.

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?

Paste response to question here:

Some of the instructional strategies teachers use for ELLs with disabilities include: multisensory approach, modeling every activity, using mnemonic strategies to prmote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations in a vivid and clear manner,using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments. The materials used to provide instruction varies. Some materials include: foam, raised and magnetic letters and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities. Grade appropriate materials are purchased such as make a word center from Lakeshore and teachers bring in realia when introducing a new concept. For example, using real fruits and making a salad.

In order to meet the diverse needs of ELLs with disabilities within the least restrictive environment, the school has scheduled support periods within some teachers' programs. Some teachers provide math support and small group instruction and other teachers provide literacy support or small group instruction. These providers work closely with the classroom teachers in order to intergrate the class curricula with the instruction provided. The children chosen for small group instruction are usually identified by the classroom teachers, school administrators, exam history or are IEP driven. Additionally, ELLs who are classified with learning disabilities are served as per their IEP and receive multiple services.

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?

Paste response to question here:

Paste response to questions 8-17 here

8) The targeted intervention programs for ELLs in ELA , math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs. Although the language of instruction is English, interpretation and translations will be considered if needed.

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Paste response to question here:

The targeted intervention programs for ELLs in ELA , math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs. Although the language of instruction is English, interpretation and translations is also provided .

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

Paste response to question here:

10) The current program we have in place is constantly changing with time and the academic needs of our ELLs. We currently use a Program called Avenues/Reach in grades K-5. For the middle school, in grades 6-8, we use a program called INSIDE. The ESL team at our school is in the process of aligning the program with the Common Core Learning Standards. The teachers use Social Studies and Science as a basis for developing thematic units of study as well as provide Math support in the middle school. The ESL teachers also work collaboratively with the classroom teachers in order to provide maximum support with classroom curricula. For example, the ESL teachers are willing to follow up on a classroom project like reading a novel or providing specific skills for a lesson through small group instruction.

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

Paste response to question here:

For the upcoming school year, the school is considering an AIS afterschool program for grades 4-8. This program will be offered in addition to Saturday Academy and Title III for ELLs.

Title III will now service more children and an extra class has been added to service more first grade students since there are so many of them. The program will continue to run afterschool for two days a week for the duration of five months for an hour and fifteen minutes each day. Our goal is to promote language acquisition and improve in reading and writing through the study of thematic units. . In addition, as part of the Title III Afterschool program, the children will be using Rosetta Stone and RIGOR from Benchmark.

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

Paste response to question here:

Although we will not discontinue programs or services for ELLs, we will continue to make the existing programs better and more tailored to meet the needs of the students. We will continue to provide the students with quality instruction.

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

Paste response to question here:

ELLs are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from schoolwide activities and events. They are represented in all our afterschool programs: basketball, volleyball, Saturday Academy, dance and American Idol.

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

Paste response to question here:

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

Paste response to question here:

Native language is support by providing the students, when necessary, translations of texts, bilingual books, glossaries, dictionaries, native language articles, books, literature and computer software.

The Literacy School Inquiry Team is presently involved in analyzing the results of the ELA and analyzing the lowest third children in every calss form grades k-8. The Math Inquiry Team is presently involved on the analyzing student work in order to create protocol for teachers. Presently they are also focusing on the development of math strategies for ELLs from grades 6-8. These ELLs will be serviced through small group instruction.

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

Paste response to question here:

Required services support and resources correspond to ELLs ages and levels. Our school Finance Director along with other key staff members, Coaches and ELL Coordinator purchase grade and age appropriate materials. Most of the materials purchased is now alligned to the CCSS. The programs also come with math manipulatives, picture cards, alphabet cards picture books and guiding reading materials. The support services are provided by licenced teachers. Supports includes small group instruction, guiding groups, and peer groups.

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.

Paste response to question here:

Some procedures used to assist newly enrolled ELLs the beginning of the school year are an orientation in June emphasizing expectations per grade, supply lists and pamphlets with tips for starting the school year the right way, building tours are also honored upon parents request, Curriculum Night, middle school and high school orientation. The student council also partners up with a newly arrived ELL to teach them how to get around the school building and gives them advise on how to succeed in school. In addition, the school counselors assit these new students through small group discussions and parent contact.

18. What language electives are offered to ELLs?

Paste response to question here:

Though we do not have a language elective for ELLs at the moment we look forward to implementing this in the future.

19. For schools with dual language programs:

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

Paste response to questions here:

We do not have a Dual Language program at this time.

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.

Paste response to questions here: Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and afterschool. All staff will be invited to the workshops. The personnel will include educational assistants, psychologists, occupational, speech and physical therapists, secretaries and the parent coordinator. The topics covered for professional development are listed below. In addition, other areas of concern will be addressed during the year.

- Who are our ELLs and how are ELLs identified-HLIS/LAB-R/NYSITELL?
- Lesson planning and correlation with the standards, performance indicators and the new common core curriculum
- Examining the language proficiency levels language progressions and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Reviewing the ELL standards and distributing the standards to all new teachers
- Stages of Language Acquisition
- BICS & CALP
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching strategies for each modality
- Jose P. Training updates-New Common Core Curriculum
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles
- Implementing Charlotte Danielson's- A Framework for Teaching
- Common Core Learning Standards: Implications for all ELLs

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ELL Coordinator to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely with the ESL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking strategies and thematic units. The schoolbase support team members work closely with the providers and teachers to ensure that the children are properly assessed. The school leadership team meet with key staff to brainstorm ways in which to help children and increase parental involvement in the school and in school activities. The guidance counselors also play an intricate part in helping ELLs transition. They also meet with the teachers, administrators and parents to help these students transition in a school setting, adjust to a new culture and language. The guidance counselors aid the students during their selections of junior high schools and high schools. As well as serve as mediators between teachers and students and students experiencing problems with other students.

As per Jose P., new teachers and staff are expected to receive a minimum of 7.5 hours of ELL training. These training sessions are recorded by the ELL Coordinator at the completion of the workshops. The training sessions take place during grade meetings, after school and on professional days.

Both the Literacy and Math coaches meet and plan with the staff, present and model demonstration lessons and attend grade meetings. In addition, the Inquiry Team meets on a weekly basis to set and meet common goals. A lead or support teacher is chosen from grades 2-8 to represent the various teachers. Every classroom teacher targets specific children for the Inquiry Team to focus on. This year the focus will be on the bottom third. The purpose of this team is to record student's behavior and performance and plan specific instruction that meets the students' needs. Additionally, the inquiry team also devises lists of strategies and creates lessons that align with the performance standards.

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?

Paste response to questions here: Parents are welcomed at are our school. Developing a strong bond between the home and school community is essential for academic success. When parents are involved in their childs' education, children become more enthusiastic as well. Parents are encouraged to volunteer at our school. Once they have medical clearance and have attended the Learning Leader workshop, they can assit in the lunchroom, classrooms, chaperone trips or help out at school events. At present, there is a Parents Association which meets once a month. Parents elect their own cabinet members: President, Vice-President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The P.A. funds various school activities, including but not limited to, kindergarten barbecue, graduations, senior breakfast and teacher appreciation luncheon. ELL parents are welcomed to attend these meetings as well. ELL parents are provided with interpreters which facilitate communication in the parents native language. The PA , Parent Coordintor and the school provide workshops for parents on all subjects. The topics range from "Health Awareness" to "How to help your child study for the ELA/Math exams". The parent coordinator has developed a relationship with orgnizations such as Metro Plus and Affinity. These health plans also provide our parents with workshops on varied topics. At present our school offers an ESL after school program for parents where childcare is also provided. Since many of our parents are interested in returning for this class, this year the goal is to open another ESL class. One class will service Beginners and a second will service Intermediate and Advanced parents. To further promote parental involvement, it is a school goal to establish a "Grade Parent" for every grade. These parents will work collaboratively with the grade leader of their grade. These grade parents will disemminate information to other parents regarding their perspective grades thus promoting more parental involment.

In addition parents are also involved in the School Leadership meetings. During this meeting, the parents association president and elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655. Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. Parental involvement is also encouraged through author and writing celebrations, awards assemblies, curriculum night, parent-teacher conferences and school events. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on ARIS and how to help their child at home. In order to further foster communication, parents will also be provided with their childs teacher's DOE email address. Furthermore, the P.S./M.S. 280 website will also provide parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails to parents informing them about upcoming events and workshops. The Coordinator also addresses personal parent issues and questions. Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results of this survey as well as input at the P.A. meetings are considered when evaluating parents' needs.

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: P.S./M.S. 280**School DBN: 10x280****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Weeks	Principal		11/14/13
Christina Aiello	Assistant Principal		11/14/13
	Parent Coordinator		
Sandra Garcia	ESL Teacher		11/14/13
	Parent		
Lourdes Garcia	Teacher/Subject Area		
	Teacher/Subject Area		
Dahiana Adames	Coach		11/14/13
	Coach		
	Guidance Counselor		
	Network Leader		
Rosalia Medina	Other <u>ESL Coordinator</u>		11/14/13
Antoinette DiBiase	Other <u>Testing Coordinator</u>		11/14/13
Susan Kaplan	Other <u>School Secretary</u>		11/14/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x280

School Name: P.S./M.S. 280

Cluster: 05

Network: 571

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The following data and methodologies are used to assess our school's written and oral interpretation so that parents are provided with appropriate and timely information in a language they can understand:

- a. Registration Screening- The parents fill out the Home Language Identification Surveys where they request the language in which they would like to receive written and verbal information. A Parent Survey and Program Selection Form are also used to determine their language of preference. On the parents blue emergency cards, they are also asked what language they prefer the school to communicate with them both orally and written.
- b. Teacher Surveys-The teachers send parents letters requesting the language in which they would like to receive information from the school
- c. Curriculum Night-The teachers meet with the parent and discuss standards, expectations, grade curriculum and areas of concern. Interpreters and translators remain on standby. There is an interpreter stationed on every floor.
- d. Parent/Teacher Conferences-Parents are encouraged to attend school wide meetings and conferences as well as individual meetings, as needed, per child. Translators, from our staff, are available for parents at these meetings/conferences. The following languages are spoken by our staff: Spanish, Albanian & Croatian, Italian, Haitian Creole, Arabic and French. Most recently report cards have been purchased in various languages as well.
- e. The New York City Board of Education Website has provided excellent translations of important documents like the Common Core Learning Standards and letters to parents for workshop, parent teacher conferences and Home Language surveys. These resources are valuable in providing translations in languages such as Arabic, Bengali, Urdu, Albanian, Russian, Korean, Chinese, Spanish and Haitian Creole to name a few.

School Personnel uses the valuable resources provided on the DOE Website –ELL Parents are also provided with written translations of documents and notifications. For example, Home Language Identification Surveys, Promotion in Doubt, Learning Environment Surveys and the ELL Parent Brochures.

- f. NYC Environmental Parent Survey: The Parent Coordinator ensures that the parents understand the importance of the survey. In order to encourage parental participation, the Parent Coordinator writes a letter asking parents for their E-mail address. Parents who provide the Coordinator with their E-mails, receive her notices for workshops, weekly updates on school news and special events.
- g. As a school wide initiative, parents will receive school messages or special classroom teacher messages via the Global Connect which is a telephone parent notification system. This message is delivered in Spanish and English.

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

The data seems to indicate that more parents request written translations and interpretations in Spanish than in any other language. Findings show that out of 872 students, 40% are Spanish speakers, 4% speak Albanian, 4% speak Bengali, and 2% speak Arabic. The findings were reported to the school community via conferences with parents, interpreters, translators, letters/correspondence, and workshops.

Part B: Strategies and Activities

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

The school will provide written and oral translations whenever possible in the various languages indicated in part A. Documents like the Family Handbook, monthly calendars, important letters to parents and fliers for workshops are provided in Spanish and English. These translations are usually done in-house and are conducted by school personnel and parent volunteers. Interpretation notices are placed on the Parents' bulletin boards as well the school safety area. Occasionally, the region is contacted to send a Bulgarian or Arabic translator. School staff and school safety officers also have access to over-the-phone interpretation services as provided by N.Y.C. D.O.E. Office for Family Engagement and Advocacy. Additionally, Parents are provided with a copy of the Bill of Rights and Responsibilities as well as CityWide Standards Of Intervention and Discipline Measures. School Safety plans are shared with the parents at the Parents Association Meetings, School Leadership Meetings and specific questions are also addressed. The Parent Coordinator also sends notices and correspondence to the parents via e-mail. The teachers also posts notices via the school website. To further promote parental communication, some of the out of the classroom staff members have created Blogs in the school website informing parents what the students are learning. Some teachers have also created classroom newsletters that inform parents about class curriculum and upcoming events.

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.

At the beginning of the school year, the school identifies all bilingual staff members who are proficient in other languages. Once identified, the school keeps a list of the key staff that can provide both oral and written translation and interpretation. School personnel are utilized to provide these services during parent-teacher conferences, promotion in doubt meetings, I.E.P. meetings, parent workshops and parent association meetings. In addition, members of the Parents Association who can translate are also identified. Training is provided, whenever possible, to promote effective communication skills and developing good relationships with our parents

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 by implementing all of the above. In order to support this endeavor, the school provides per-session for staff members who provide translation and/or interpretation services after school hours via Title I – translation monies and School Leadership funds. The school measures the success of the implementation of the Chancellor's Regulation through parent surveys, teacher surveys, parental response and participation in school events and most importantly, student achievement. Additionally, copies of the Chancellor's Regulation A-663 will be posted on the Parent's bulletin board in front of the school. Whenever possible, the school will continue to send home notices in various languages. Additionally, the Parent Coordinator and the Bilingual Coordinator will continue to communicate with parents via e-mails, phone calls and monthly updates.

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: P.S./M.S. 280	DBN: 10X280
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S./ M.S. 280 is committed to excellence in both our school and classroom environment as well as the performance of our children as evidenced by their work. Public/Middle school 280's strength lies in the strong work ethics of its staff. The staff considers itself a school community, working together as a team in partnership with parents in order to achieve common goals. Our total ELL population is 140 students.

The goal of our ESL Title III program is to empower our ELLs with the necessary skills, so that they can become English proficient and meet the NYC/NYS academic and performance standards. It is our belief that ELLs acquire English language skills by being immersed in the language. The children will be taught in English, however Native Language will be used to provide support to children who need it. The teachers will incorporate various ESL strategies, methodologies and good practices in their lessons. The ESL standards and the Common Core Learning Standards will be an integral part of lesson planning. After analyzing the NYSESLAT and LAB-R results, the data indicated a need for an afterschool program with a focus on developing the four language modalities: listening, speaking, reading and writing. The program will consist of 5 classrooms: one kindergarten class that will service all language proficiency levels, one first grade class of all proficiency levels, Two second grade classes will service newly arrived ELLs and Beginner ELLs and a second grade class will service Intermediate and Advanced ELLs, and one third grade class of all proficiency levels with a focus on long term ELLs. Each class will service from 15-24 students of different language proficiency levels. Approximately, 90 children will be serviced under Title III. The program will be offered to all ELLs within the grade spans and the various ELL sub groups including SETTS and SWDs . The program will meet twice a week-Tuesdays and Thursdays for an hour and fifteen minutes. The Bilingual Coordinator will provide ongoing professional development and support in the class so that all students receive the required language instruction from a certified ESL/bilingual teacher each time the program meets. Two bilingual Educational Assistants, who will be paid for by another funding source, will also facilitate with small group instruction in the kindergarten, 1st grade and two second grade classes.

The teachers will choose a theme in which the children will be totally immersed for a duration of four to six weeks. The children will develop the four language modalities of listening, speaking, reading and writing via thematic units of study. An emphasis will be placed on developing thematic units throughout the content areas. A special focus will be placed on building literacy skills and reading comprehension in the upper grades. The teachers will purchase materials that will enhance the thematic units of study as well as deepen the understanding of the concepts for ELLs. The materials purchased will be tailored to promote the acquisition of language in a friendly and non threatening manner. For example, Lakeshore vocabulary development activities, bare books, notebooks, oak tag, folders, crayons, pencils, paper, markers and other consumables as well as art materials for culminating activities. In addition, another level of Rosetta Stone language learning software will be purchased to

Part B: Direct Instruction Supplemental Program Information

compliment the level purchased last year. The RIGOR- intervention for ELLs kit will be used in the upper grades as well. Thematic units might include Dinosaurs, Bears, Transportation, The Solar System, Wolves, Animals of the Polar Region, Nocturnal Animals, Mexico, Ancient Egypt, China, India, United States, Ocean Life, Rain Forest, Animal Habitants, Fairy Tales like the Cinderella stories around the World, Tall Tales and Food and Nutrition. Fiction and Non-Fiction books as well as Poetry and the Arts will be used to enhance each theme. Throughout the development of each them, the content areas of science, social studies, math and literacy will be addressed. The thematic units will run for the duration of a couple of weeks to a month. Once a theme has been completed, another one will be chosen. At the conclusion of each thematic unit, the children will produce a culminating activity. The children and teachers will partake in the decision of which theme is chosen next. The proficiency levels will also be considered for differentiation of instruction. At the end of the program, the children will have a celebration of their work and they will receive a completion certificate. The parents will be invited to attend the celebrations. On occasion, the parents may be asked to volunteer for classroom projects or to give a presentation. The program will begin on January 15, 2013 and will continue until the duration of the NYSESLAT (May 6-17, 2013). The program will be offered to the 3 ESL certified teachers and 1 bilingual teacher who holds a Bilingual Extension as well as content area teachers. An art Consultant will be hired for a couple of sessions to work with the teachers and students in producing artistic projects. The children will develop and create books and crafts which will reflect the specific thematic units.

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: Teachers who are part of the After School Title III will be offered a series of mini-workshops. The workshops will be offered once or twice a month for an hour and fifteen minutes. These workshops will be offered on a Friday. The workshops will be conducted by the Bilingual Coordinator and an ESL certified teacher. The purpose of these workshops is to provide teachers with support, startegies, ideas and best practices as they promote second language acquisition in their class. The Professional Development Program will provide the following opportunities for the after school staff members:

- a) Overview of the Common Core Learning Standards & Using Data to drive instruction: LAB, LAB-R, NYSESLAT (December 14 , 2012)
- b) Making Content Comprehensible for ELLs- Strategies that can be used to help ELLs in second language acquisition & Best Practices (January 4, 2013)
- c) Discussions centered on Differentiated Instruction & Multiple Intelligences (February 8, 2013)
- d) Literacy Strategies that can be used for the ELA/NYSESLAT (March 8, 2013)

In addition to the workshops during the months of April and May, the teachers will be actively engaged in a study group centered on the book: Balancing Reading & Language Learning by Mary Cappellini. The

Part C: Professional Development

dates for this group to meet are: April 12th, 26th and May 10th and 24th. The duration of each session will be one hour and fifteen minutes. The teachers will outline, highlight, discuss and devise a list of Reading Strategies that they will teach during small group activities and share with other colleagues.

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: In order to promote parental participation, parents will be offered workshops that will enable them to extend the themes at home and provide them with strategies and activities that they can use to help their children. The workshops will be provided by the Bilingual Coordinator who holds an Early Childhood license with a Bilingual Extension and an ESL certified teacher. The workshops will be offered once a month starting with the month of January and ending in the month of May. The workshops for January through April will be an hour and half and the workshop for May will be an hour. The workshops for January, February and March will be offered during the school day and the workshop for April will be offered both during the school day and afterschool. Some of the following topics will be offered to parents:

- Strategies for promoting Literacy and Math at home (January 10, 2013)
- Helping your children with Social Studies and Science at home (February 7, 2013)
- How to tap into Community Resources to help your child at home (March 7, 2013)
- What are the NYSESLAT, ELA, Math and Science Exams and how to prepare for them (April 11, 2013) One workshop will be conducted during the school day and another after school.

These workshops will be offered to the parents of all ELLs but a special emphasis will be placed on the parents of students who are participating in the Title III Extended Day Program. Although the workshops will be offered in English and Spanish, speakers of other languages who require a translator will have the opportunity to request one from the school in advance. As per the language and interpretation regulation, a translator will be provided. Refreshments will be served at every workshop. The parents will be notified via written communication (letters), phone calls, fliers will be placed throughout the school building and reminder letters will be sent home as well. The materials to be purchased for these workshops will include copy paper for hand outs, folders, take-home projects, writing utensils and chart tablets.

Part E: Budget

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

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