



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS 294: THE WALTON AVENUE SCHOOL

**DBN (i.e. 01M001):** 09X294

**Principal:** MR. DANIEL RUSSO

**Principal Email:** [DRUSSO10@SCHOOLS.NYC.GOV](mailto:DRUSSO10@SCHOOLS.NYC.GOV)

**Superintendent:** MRS. DOLORES ESPOSITO

**Network Leader:** MS. PETRINA PALLAZZO

**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
Mr. Daniel Russo	*Principal or Designee	
Ms. Laura Signorile	*UFT Chapter Leader or Designee	
Ms. Marina Martinez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Ms. Vellanire Barran	Member/ UFT	
Mr. Isidro Sanchez	Member/ UFT	
Ms. Shannon Nilan	Member/ UFT	
Ms. Angel Martinez	Member/ Parent	
Irene Cepeda	Member/ Parent	
Esparanza Mare	Member/ Parent	
Balbina Gonzalez	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June of 2014, the percentage of students reading on grade level will be at least 70% as measured by the Fountas and Pinnell Running Records.

### Comprehensive Needs Assessment

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

PS 294 is a new school that received no data on our student population from previous years. In September 2013 we administered Running Records using the Fountas and Pinnell Benchmark Assessment System. The results of this assessment indicated that 85% of students on first grade were reading below grade level (80% at a Level 1 and 5% at a Level 2) and 15% of first grade students were reading on/above grade level (15% at Level 3 and 0% at Level 4). The results of this assessment also indicated that 73% of students on second grade were reading below grade level (63% at Level 1 and 10% at Level 2) and 27% of second grade students were reading on/above grade level (17% at Level 3 and 10% at Level 4).

Independent reading levels affect our students' performance across all content areas, as they must transfer reading skills into math, science, and social studies. With an ELL population of 41% and 9% SWD population, language acquisition is a primary goal within those two sub groups. As a school, we observed that students were easily frustrated on school work that required them to read grade-level texts and the vast majority of the homes in our community lack reading materials and parental academic support. An increase in independent reading levels will effect students' performance across content areas including Performance Tasks, Writing Assessments, Content-Area Assessments, and NYS ELA/Math Assessments (2015).

### 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. Guided Reading
2. Leveled Literacy Intervention
3. Small Group Reading Strategy Instruction
4. After-School ELA Academy
5. Saturday ELL Academy
6. Teacher Teams modify DOE Core Curriculum
7. Reading intervention for lowest third on first grade
8. Additional reading support for sub-group in Kindergarten
9. Teacher coaching on ELA best practices
10. Academic Intervention for ELLs
11. Teacher coaching and modeling of Lessons in Bilingual Classrooms
12. Additional small-group reading support for holdover students
13. Daily Phonics Instruction
14. Inquiry teams analyzing student assessments (ELA and Math Performance Tasks)
15. Common planning twice a week for each grade and twice a month for bilingual team
16. The implementation of a balanced literacy model within each classroom
17. Small group reading instruction during 37.5 minutes

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

1. Guided Reading implemented by classroom teachers, as well as push-in support (Literacy Coach and Special Education Coordinator)
2. Leveled Literacy Intervention implemented by classroom teachers, as well as push-in (Literacy Coach and Bilingual Coordinator)
3. Small group reading strategy instruction implemented by classroom teacher
4. After-school ELA Academy administered by second grade teachers
5. Saturday ELL Academy administered by Bilingual Teachers

6. Teacher Teams work to modify core curriculum in grade teams during after-school per session time
7. Literacy Coach sees bottom third of students on first grade daily
8. Literacy Coach sees two groups of kindergarten students daily
9. Literacy Coach participates in common planning, models lessons, offers lesson plan support, and provides feedback to teachers on their ELA instruction.
10. Bilingual Coordinator facilitates four small groups each day, working with Beginners and Intermediate students as measured by the NYSESLAT
11. Bilingual Coordinator participates in common planning, models lessons, offer lesson plan support, and provides feedback to teachers on their ELL instruction
12. Special Education Coordinator facilitates small group instruction with two groups of holdover students three times per week
13. Daily Phonics Instruction is delivered in each classroom daily by the classroom teacher
14. Teacher teams meet during 37.5 minutes once a month to analyze the results of the current ELA performance task
15. Teachers are programmed for one common planning and one professional period (Common Planning) per week to align instruction across classrooms. The bilingual team is programmed for two common plannings per month to align instruction across classrooms. During common planning teachers who have attended PD share best practices and turnkey information
16. Classroom teachers use a balanced literacy model each day, including time for phonics, close reading, shared reading, read aloud, and independent reading.
17. During 37.5 minutes, all teachers work in classrooms with ten students on fundamental reading skills (Phonics, Leveled Literacy Intervention, and Guided Writing)

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

1. Guided Reading is used to move the achievement levels of our entire student population
2. Leveled Literacy Intervention is used to move the achievement levels of our bottom third of students
3. Small Group Strategy Instruction is used to move the achievement levels of our entire student population
4. After-School ELA Academy will be offered to the bottom on third on second and first grade, as well as one group of ten advanced students.
5. Saturday ELL Academy will be offered to 40 students who achieved Intermediate and Advanced scores on the NYSESLAT assessment in order to help them become proficient on the NYSESLAT in 2014
6. Teacher Teams modify core curriculum for all classrooms to meet the needs of all students
7. Reading Intervention is used with 18 first graders identified by the F/P Benchmark Assessments
8. Reading Intervention is used with 12 kindergarten students identified by the F/P Benchmark Assessments
9. Literacy Coach offers ELA coaching to all teachers in our school
10. AIS for ELLs is used to move the achievement levels of 29 students identified as Beginners and Intermediate by the NYSESLAT assessment
11. Bilingual Coordinator models lessons and offers teacher support across all bilingual classrooms in our school
12. Special education Coordinator offers additional reading small group instruction to five students who were held over in previous grades
13. Daily Phonics Instruction is delivered to all students in our school during ELA
14. Teacher Teams meet to analyze student work and plan for small-group instruction as well as whole-class instruction between performance tasks
15. Common planning is used to align instruction across all classrooms
16. All students in our school receive ELA and NLA instruction using a Balanced Literacy Model
17. The 20 lowest students in each class receive 37.5 minutes of additional reading instruction in a 10:1 group three times per week

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

1. Guided reading began by October 1<sup>st</sup> and will continue until June 2014
2. Leveled Literacy Intervention began by October 1<sup>st</sup> and will be administered in 8-10 week cycles to students reading below grade level
3. Small group strategy instruction began in September and will continue until June 2014
4. After-School ELA Academy will run in 8-week cycles beginning in November 2013 and continuing through June 2014. At the end of each cycle, we will review the growth in F/P levels of participating students and determine whether to continue them in the program or cycle them out
5. Saturday ELL Academy will begin in January 2014 and will run for 12 Saturdays
6. Teacher teams began meeting after school to modify core curriculum in October 2013 and will continue until June 2014 in 6-week cycles, modifying one learning module per cycle.
7. The Literacy Coach began seeing the first grade bottom third by October 1<sup>st</sup> and will continue to work with the bottom third until June 2014. Every 8-10 weeks the Literacy coach will evaluate student F/P levels and determine whether to continue with each student or to cycle them out
8. The Literacy Coach began seeing 12 kindergarten students in class K-013 by October 1<sup>st</sup> and will continue to work with them until June 2014. Every 8-10 weeks the Literacy coach will evaluate student F/P levels and determine whether to continue with each student or to cycle them out
9. The Literacy coach began coaching teachers during Summer 2013 and will continue throughout the remainder of the school year

10. AIS for ELLs began by October 1<sup>st</sup> and will continue in 8-10 week cycles throughout the remainder of the year. The Bilingual Coordinator will evaluate the F/P Levels of his students to determine whether to continue instruction or to cycle those students out
11. Bilingual Coordinator began teacher coaching and modeling lesson in September 2013 and will continue through the remainder of the year
12. Special Education Coordinator began seeing the hold over students in small groups in November 2013 and will continue for the remainder of the year. She will evaluate the F/P levels of her students every 8-10 weeks to determine whether they should move groups. No students will be cycled out of this group
13. Daily Phonics instruction began in September 2013 and will continue in each classroom throughout the remainder of the school year
14. Teacher Teams began to meet during 37.5 minutes in October 2013 and will continue to meet once a month for the remainder of the school year
15. Common planning began in August 2013 and will continue twice weekly for the remainder of the school year
16. Each classroom began using modified units of study reflecting the balanced literacy model in December 2013 and will continue throughout the remainder of the school year.
17. 37.5 minutes of reading instruction began by October 1<sup>st</sup> and will continue until May 2013.

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

1. Guided Reading groups are facilitated each day for 10-15 minutes, allowing each teacher to see two groups daily. Teachers use Guided Reading sets available in the teacher resource room.
2. Leveled Literacy Intervention kits were purchased for each classroom and are used during small group reading instruction
3. Strategy instruction is used during small group reading instruction within each classroom's daily schedule
4. After-School ELA academy is offered twice a week (once for one hour and once for 1.5 hours) in eight-week cycles
5. Saturday ELL Academy will be offered for 12 Saturdays for two hours each session using Empire State NYSESLAT 2014
6. Teacher teams meet twice a week for 1.5 hours on Mondays and Wednesdays to modify the DOE core curriculum
7. The Literacy Coach works 90 minutes per day with first grade bottom third students using Leveled Literacy Intervention
8. The Literacy Coach works 45 minutes per day with kindergarten students in K-013 using Leveled Literacy Intervention and concepts of print materials
9. The Literacy Coach dedicated 90 minutes per day to coaching teachers on instruction and planning
10. AIS for ELLs takes place 4 periods per day by the Bilingual Coordinator
11. Bilingual Coordinator dedicates 1 period per day to offer teacher coaching, modeling, and co-teaching
12. Hold over students are seen by the Special Education Coordinator three times per week for 45 minutes each for Guided Reading
13. Daily Phonics Instruction takes place 15-20 minutes per day in each classroom using the ReadyGen Phonics Program
14. Teacher teams meet once a month during 37.5 minutes to analyze student work samples from the ReadyGen Performance Tasks
15. Common planning happens twice a week for each grade for 45 minutes
16. Teacher teams meet to modify core curriculum for 1.5 hours twice a week
17. Teachers work with the lowest twenty students in their class for 37.5 minutes three days per week on guided reading, leveled literacy intervention, and guided writing.

**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).

Parents will be invited to after-school parent workshops that are facilitated by teachers and cover topics including Literacy and Native Language Arts, Common Core Reading Standards, Reading with your Child, Reading at Home, Using Technology to support your children, Strategies for students with Special Needs, an orientation the NYSESLAT Assessment, and Homework Help. The monthly parent newsletter will inform parents of the current ELA units of study and what grade level texts students are reading in school. Students will take home books on their independent reading level each day to read at home. The parent coordinator will offer parent workshops on supporting homework completion and independent reading at home.

**Budget and Resource Alignment**

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

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

X Tax Levy OTPS New School Allocation

**Goal and Action Plan #2**

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

## **Annual Goal #2**

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

By June of 2014, the percentage of students reaching grade level in Math will be at least 75% as measured by the Discovery Math Assessment.

## **Comprehensive Needs Assessment**

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

The baseline Discovery Math Assessment indicated that only 27% of students on first grade were on/above grade level (24% Level 3 and 3% Level 4). Of the 73% of students who were below grade level, 45% scored Level 1 and 28% scored Level 2. The same assessment indicated that only 38% of students on second grade scored on/above grade level (29% Level 3 and 9% Level 4). Of the students who were below grade level, 26% scored a Level 1 and 36% scored a Level 2. In order to begin to prepare our students for the 2015 NYS Math Assessment, we aim to increase the number of students on first and second grade who are achieving mastery of grade level math skills.

## **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. Implementation of Common Core Aligned Math Curriculum across grade
2. Daily Tier I Intervention within each classroom
3. Scaffolded Instructional Support during Mathematics in Bilingual Classes
4. Administration of Math Performance Tasks at the end of each unit
5. Parent outreach via workshops regarding math curriculum and CCLS expectation

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

1. All teachers were trained in the Go Math program during Summer PD. The Literacy Coach, Principal, and 5 teachers attended training offered by the DOE over the summer and serve as "point persons" for colleagues on each grade.
2. Daily Tier I Intervention is administered by the classroom teacher during each lesson. The classroom teacher takes observational notes during whole-class instruction and uses those notes to determine tiers during differentiated groupings. The classroom teacher pulls 1-2 small groups for remediation during instruction.
3. Each bilingual classroom has Math materials in both English and Spanish and incorporates manipulatives and visual aides to support ELLs
4. Each classroom teacher administers a performance task at the completion of each unit. Teacher teams meet monthly to analyze performance tasks, identify gaps, and plan supplemental lessons to surface those gaps
5. The Parent Coordinator will work with teachers to facilitate workshops for parents on math curriculum and CCLS expectation

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

1. All students will receive math curriculum aligned to the CCLS in every classroom of the school
2. Tier I intervention happens in flexible groupings; the teacher monitors all students in the class and pulls those struggling students for Tier I intervention.
3. Approximately 6 students grades K-2 are placed in Transitional Bilingual Education classrooms and have access to math materials in both English and Spanish
4. All students in the school are administered performance tasks at the completion of each math unit
5. The entire parent community will be invited to parent workshops

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

1. Implementation of the Go Math program began by September 23<sup>rd</sup>, upon the delivery of the DOE core curriculum materials
2. Daily Tier I Intervention began by September 23<sup>rd</sup>, upon the delivery of the DOE core curriculum materials
3. Scaffolded instructional Support during mathematics began by September 23<sup>rd</sup>, upon the delivery of the DOE core curriculum materials
4. Administration of the first Math Performance Task began for Kindergarten on October 28<sup>th</sup>, for first grade on October 15<sup>th</sup> and for second grade on October 2<sup>nd</sup>.
5. The parent coordinator will facilitate the first math workshop for parents by January 31<sup>st</sup>, 2014

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

1. Students receive math instruction for 60 minutes, five days per week
2. Tier I intervention takes place in classrooms for 20 minutes, five days per week
3. Bilingual students receive instructional support during math block 60 minutes, five days per week
4. Math Performance Tasks are administered at the completion of each unit during math block
5. Parent Workshops are scheduled at different times throughout the day to accommodate working parents

### **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).

To increase parent involvement in students' math curriculum, parents receive a letter at the beginning of each unit informing them of what students will be working on. This letter also includes suggested books for parents to get from the library to support the goals of the unit. The letter comes in both Spanish and English. The parent coordinator and teachers will work to facilitate workshops for the parents. In collaboration with the PTA, a workshop will be held for parents on how to use everyday materials at home to support students' learning. Additionally, teachers will work with parents on how to use numbers in the world around them to incorporate math into everyday life.

### **Budget and Resource Alignment**

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

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

X Tax Levy OTPS New School Allocation

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June of 2014, 100% of teachers will increase at least one level in 11 out of 22 competencies on the Danielson Framework for Teaching.

#### **Comprehensive Needs Assessment**

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

The starting point for each teacher will be their first rating in each of the 22 individual competency areas of the Danielson Framework.

As the DOE rolls out this comprehensive teacher evaluation system, teachers have expressed concern regarding their lack of familiarity with the Danielson Rubric, the process of multiple evaluation cycles, and evidence-based feedback. Some teachers joined the PS 294 staff from other schools that had piloted the Danielson model and brought varying levels of familiarity into our school, including some misconceptions about how the rubric was to be used. Other teachers had no experience using the Danielson rubric. Additionally, since Measures of Teacher Practice account for 60% of a teacher's final rating, the school community agrees that further work with the Danielson rubric is necessary to support the development of our teachers.

#### **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. School-wide professional development around each competency area in Domain 3
2. Instructional rounds focused on each competency area in Domain 3
3. Differentiated professional development for each teacher, supported by the Instructional Coaches, Network Team, and outside consultants
4. Written feedback to following every observation, with targeted feedback in two high-leverage areas
5. Data Review Meetings with each teacher to evaluate the effectiveness of their teaching on student achievement data
6. Initial Planning Conferences with each teacher to identify their professional development needs and preference for observations

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

1. Principal, Instructional Coaches (Literacy Coach, Bilingual Coordinator, and Special Education Coordinator) to design school-wide professional development for the year
2. All teachers will participate in instructional rounds at the end of each month, beginning in January, and will share feedback during a debrief conversation with their grade colleagues and the principal

<ul style="list-style-type: none"> <li>3. Principal, network achievement coach, and network Advance Coach will determine differentiated professional development for each teacher, which will be facilitated largely by the principal and literacy coach, but also through outside consultants and off-site professional development.</li> <li>4. The principal prepares written feedback to each teacher within 72 hours of their observation and has a debrief conversation with them regarding their feedback.</li> <li>5. The principal will hold three meetings per year with each teacher to review their data and analyze the effectiveness of their instruction on student achievement levels</li> <li>6. Initial Planning Conferences between the principal and each teacher are held in September</li> </ul>
<p><b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></p> <ul style="list-style-type: none"> <li>1. The target population for the school-wide professional development includes all classroom teachers, cluster teachers, and the ESL support teacher since this is a new program for the DOE</li> <li>2. The target population for the instructional rounds includes all classroom teachers, cluster teachers, and ESL support teacher since this is a new program for the DOE.</li> <li>3. Differentiated professional development will be offered to each teacher in accordance to the professional development needs that they identified during their Initial Planning Conferences and in areas identified by the principal following teacher observations</li> <li>4. Written feedback is offered to all classroom teachers, cluster teachers, and the ESL support teacher within 72 hours of an observation</li> <li>5. Data Review Meetings were held with each classroom teacher, cluster teacher, and the ESL support teacher to review data that will be used as Measure of Student Learning and to evaluate their impact on student achievement levels.</li> <li>6. Initial planning Conferences were held with each classroom teacher, cluster teacher, ESL support teacher before the first round of observations began.</li> </ul>
<p><b>D. Timeline for implementation and completion including start and end dates</b></p> <ul style="list-style-type: none"> <li>1. School-wide professional development around the Advance Program began during Summer PD in August, during the Opening Faculty Conference in September and will continue with a school-wide focus on one competency area in Domain 3 from December to June 2014.</li> <li>2. Instructional Rounds around one competency area per month will begin in January 2014 and continue throughout the remainder of the year.</li> <li>3. Differentiated professional development began in September 2013, directly following each teacher's Initial Planning Conference and the first round of principal observations. This differentiated PD, including planning with the Literacy Coach, co-teaching, observing model lessons, and attending off-site professional development will continue for the remainder of the school year.</li> <li>4. Written feedback to each teacher began following their first observation in September 2013 and will continue for each of their observations (4 or 6) for the remainder of the school year</li> <li>5. Data Review Meetings were held in October, following the administration of the MOSL selections (F/P Benchmark Assessments and Discovery Math Assessments) and will take place once in February and once in June.</li> <li>6. Initial Planning Conferences with each teacher were held in September 2013.</li> </ul>
<p><b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></p> <ul style="list-style-type: none"> <li>1. School-wide PD around the Danielson Rubric will take place during monthly faculty conferences, during teacher's professional periods once monthly, during 37.5 minutes once monthly, and during extra coverage periods.</li> <li>2. Instructional Rounds will take place during the instructional day; teachers will be covered with a sub for 20-minute increments to observe colleagues in a particular competency area. Prior to instructional rounds, teacher teams will use professional periods to norm their observation and feedback practices.</li> <li>3. Teachers will attend differentiated professional development during prep periods, off-site as covered by a substitute teacher, and in their classroom during instruction (model lesson and co-teaching)</li> <li>4. Written feedback is given to teachers via a folder in their mailbox within 72 hours of an observation. The teacher has 48 hours to request a post-observation conference via the principal's secretary, that conference will be held during a teacher's prep period.</li> <li>5. Data Meetings are held during teachers' prep periods and last no more than 45 minutes.</li> <li>6. Initial Planning Conferences are held during teachers' prep periods and last no more than 45 minutes.</li> <li>7.</li> </ul>

**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).
One parent workshop will be held by the principal and volunteer teachers to inform them about the Danielson Framework, its history and philosophy, and the Advance Teacher Evaluation System.

**Budget and Resource Alignment**

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

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

By June of 2014, attendance at Parent/Teacher Conferences will reach 95% as monitored through Parent Sign-in Sheets collected at the end of the day.

#### **Comprehensive Needs Assessment**

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

This goal was generated by reviewing the attendance at 2012-2013 parent-teacher conferences for PS 64, (the school which PS 294 is phasing in to), which was 47%. As a new school, part of our mission is to foster school-home connection, which begins with keeping parents informed/involved. At our initial open house in August 2013, parent attendance was only 18%, and attendance at the September Meet The Teacher was below 30%.

#### **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. Advanced notice of Parent-Teacher Conferences will be made to parents via a backpacked letter home, the School Messenger system, and advertising for conferences outside the school at arrival and dismissal in the days leading up to PTC.
2. June PTC will be by appointment only to ensure that each family has a scheduled time to attend.
3. School-wide raffles and giveaways during PTC for families that attend
4. Implementing a school policy that a PTC is necessary to pick up students' June report card
5. Parent Coordinator will make phone calls to parents who did attend PTC to schedule meetings
6. Distribution of summer homework packet and assignment for following school year at June PTC
7. Hosting an end-of-year family event directly following PTC, admission tickets given for free at PTC

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

1. The parent coordinator, classroom teachers, and the PTA Executive Board will assist in the advertising of June PTC
2. June PTC will be scheduled first via a sign-up sheet that the teacher backpacks home, then by the parent coordinator for families that do not return the form
3. The parent coordinator and the Business Manager will work together to allocate funds to be used in the most efficient way to offer raffles and giveaways
4. The principal will send home a letter to families outlining the school policy for attending a June PTC in order to receive final report card
5. Parent Coordinator will be in charge of phone calls during and after school hours
6. Summer Homework packets will be created by each grade, under the leadership of the grade leader and approval by the principal. Packets will be made by school aides and delivered in class sets to teachers prior to June PTC. Also, by June PTC the principal and principal's cabinet will have organized current students into classes for the following year; those class assignments will be given to teacher prior to PTC to inform parents.
7. The principal, parent coordinator, parent members of SLT, and PTA will collaborate to plan and end-of-year outdoor event to celebrate the completion of our opening school year. This event will take place directly following PTC. Tickets to the event will be given to teachers prior to PTC for them to distribute to parents that attend.

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

1. The Parent Coordinator will monitor the effectiveness of the advertising strategies by updating daily the percentage of parents who are signed up for a June PTC.
2. The Parent Coordinator will monitor the effectiveness of having parents sign up for appointments by updating daily the percentage of parents who are signed up for a June PTC.
3. The Parent Coordinator will monitor the effectiveness of the school-wide raffles and giveaways by updating daily the percentage of parents who are signed up for a June PTC and reflecting on the success of the PTC.
4. The Parent Coordinator will monitor the effectiveness of implementing a school policy that a June PTC is required by updating daily the percentage of parents who are signed up for a June PTC

5. The Parent Coordinator will aim to reach every family who did not attend November or March PTC via phone, letter, or face-to-face at dismissal to ensure that they are scheduled for a June PTC.
6. The Parent Coordinator will monitor the effectiveness of the distribution of summer homework packet and assignment for following school year by updating daily the percentage of parents who are signed up for a June PTC and reflecting on the success of the PTC.
7. The Parent Coordinator will monitor the effectiveness of hosting an end-of-year event following PTC by updating daily the percentage of parents who are signed up for a June PTC and reflecting on the success of the PTC.

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

1. Notice for June PTC will go out at least four weeks before conferences to begin signing up for appointments. Dates for June PTC will be noted on the Parent Calendar that is distributed no later than June 1<sup>st</sup>.
2. Notification that June PTC is held via appointment only will be made at the March PTC
3. Raffles and giveaways will be organized, purchased, and advertised no later than one month before June PTC
4. Notification that a PTC is required in June for each family will be made at the March PTC
5. The Parent Coordinator will begin making phone calls to parents to sign up for appointments three weeks in advance, and give a reminder phone call one day prior.
6. Summer Homework packets will be created by each grade and submitted by the grade leader no later than 4 weeks before June PTC. The principal will review, approve, and have school aides create class sets of packets and deliver to teachers one week prior to June PTC.
7. The planning of the end-of-year event will begin in March, tickets will be created and given to classroom teachers no later than one week before the event.

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

1. The Parent Coordinator will conduct advertising and phone calls during the school day.
2. The Parent Coordinator will begin creating schedules for each teacher one month in advance and work to schedule appointments during the school day
3. Items purchased for school-wide raffles and giveaways will be purchased using Title I Funds
4. The implementation of a school policy does not require any resources other than paper notifications to parents
5. The Parent Coordinator will make phone calls to parents who did not attend November or March PTC during the school day.
6. Summer Homework packets will be created by teachers during their professional periods
7. The Principal, PTA, SLT, and parent coordinator will meet after school as needed to plan the end-of-year event.

**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).

This goal is based entirely on increasing parent involvement and all the strategies listed in Section A are geared towards parent involvement, including:  
 Advanced notice of Parent-Teacher Conferences will be made to parents via a backpacked letter home, the School Messenger system, and advertising for conferences outside the school at arrival and dismissal in the days leading up to PTC.  
 June PTC will be by appointment only to ensure that each family has a scheduled time to attend.  
 School-wide raffles and giveaways during PTC for families that attend  
 Implementing a school policy that a PTC is necessary to pick up students' June report card  
 Parent Coordinator will make phone calls to parents who did attend PTC to schedule meetings  
 Distribution of summer homework packet and assignment for following school year at June PTC  
 Hosting an end-of-year family event directly following PTC, admission tickets given for free at PTC

**Budget and Resource Alignment**

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

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

X Tax Levy OTPS New School Allocation

**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.

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Reading Strategy Group Instruction</li> <li>2. Leveled Literacy Intervention</li> <li>3. Leveled Guided Reading</li> <li>4. ELA Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> <li>3. Small Group</li> <li>4. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During class time</li> <li>2. During class time</li> <li>3. During class time</li> <li>4. After School Tues and Thurs</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Tier I Remediation embedded into Math Curriculum</li> <li>2. Tier II Math Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During class time</li> <li>2. Saturdays (Feb-May)</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Repeated Readings of NF Texts</li> <li>2. Interactive Writing</li> <li>3. Leveled NF (Science) Guided Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Whole class and Small Group</li> <li>3. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During class time</li> <li>2. During class time</li> <li>3. During class time</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Repeated Readings of NF Texts</li> <li>2. Interactive Writing</li> <li>3. Leveled NF (Social Studies) Guided Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Whole class and Small group</li> <li>3. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. During class time</li> <li>2. During class time</li> <li>3. During class time</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. Counseling</li> <li>2. Leveled Literacy Reading Intervention for Hold over students</li> <li>3. Push-in support for At-Risk students prior to referral for Spec Ed Services</li> </ol>	<ol style="list-style-type: none"> <li>1. One-to-one and Small Group</li> <li>2. Small Group</li> <li>3. One-to-One</li> </ol>	<ol style="list-style-type: none"> <li>1. During school day</li> <li>2. During school day</li> <li>3. During school day</li> </ol>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
During the interviewing and recruitment process, candidates must present a valid teaching certificate in the area which they are applying. As per mandate, the school allocates 5% for professional development, although we go well beyond 5% for PD, including Ramapo for Children, Responsive Classroom, CITE, Education through Music, Studio in a School, and Counseling in Schools. The support staff consisting of a Literacy Coach, Bilingual Coordinator, and Special Education Coordinator facilitate professional development for teachers on both a school-wide and individual basis throughout the year.

**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).
During the interviewing and recruitment process, candidates must present a valid teaching certificate in the area which they are applying. As per mandate, the school allocates 10% for professional development, although we go well beyond 10% for PD, including Ramapo for Children, Responsive Classroom, CITE, Education through Music, Studio in a School, and Counseling in Schools. The support staff consisting of a Literacy Coach, Bilingual Coordinator, and Special Education Coordinator facilitate professional development for teachers on both a school-wide and individual basis throughout the year. Professional development for the principal comes through CFN 606 and through coaching with The Leadership Academy. The principal attends workshops at the Office of New Schools throughout the year alongside other new principals. Para professionals participate in all school-wide professional development that the teachers participate in including meetings, workshops, and teacher teams analyzing student work.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are allocated to provide students in temporary housing with uniforms free of charge, basic instructional supplies that were collected via a partnership with Manhattan College, and the purchasing of Global Connect to make phone calls to families about school events and frequent absences.

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
Professional Development for teachers to support instruction, social development, and classroom management. Per Diem staff to support instruction and provide coverage for staff attending professional development sessions during the instructional day.

Education through Music to provide supplemental music instruction to our students  
Technology Equipment for classrooms for teachers to utilize during instruction  
Guided Reading Materials for teachers to facilitate small group reading instruction and intervention for struggling students

***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).

Per Diem works alongside regularly staffed teachers

Subs for prep coverage to attend PD

Materials to supplement core curriculum materials

Arts Instruction to supplement core subjects

Technology to enhance core curriculum

Parent Involvement – Parent Volunteer Workshops, Materials for letters, emails, bulletin boards, Parent Outreach Global Connect, Meet and Greet, School-wide celebrations, Pot Luck, Characters Come Alive, Newsletters,

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Learning Leaders as trained volunteers and welcomed members of our school community. Parents are welcome during Open School Week and Meet the Teacher. 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;
- Ensuring that all letters distributed by the school are translated into both English and Spanish
- Host Coffee Friday with the principal once a month to share input about the school
- 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-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy. 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 and the Parent-Teacher Association 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 Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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, using math in everyday life, healthy eating and nutrition, the Common Core Learning Standards, Special Education and IEPs, Reading at Home with children, using NYC ARIS, as well as assistance in filling out school forms.
- provide opportunities for parents to help them understand the accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct a Saturday Parent Fair 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, or Parent-Teacher Association, Title I Parent Committee, and Learning Leaders
- supporting or hosting Family Day events;
- encouraging more parents to become trained Learning Leaders;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing each teacher with a parent communication log 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 mastery towards the Common Core Learning Standards.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing parent workshops facilitated by school staff (times will be scheduled so that the majority of parents can attend);

- 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;
- 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 promptly 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>294</b>
School Name <b>THE WALTON AVENUE SCHOOL</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Daniel Russo</b>	Assistant Principal <b>N/A</b>
Coach <b>Shannon Nilan</b>	Coach <b>type here</b>
ESL Teacher <b>Miguelina Suriel</b>	Guidance Counselor <b>Angela Cooper</b>
Teacher/Subject Area <b>Taisha Rodriguez</b>	Parent <b>Marina Martinez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Leslie DeLeon</b>
Related Service Provider <b>Tricia Odonnell</b>	Other <b>Isidro Sanchez</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>260</b>	Total number of ELLs	<b>102</b>	ELLs as share of total student population (%)	<b>39.23%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	102	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	70	0	4	0	0	0	0	0	0	70
Dual Language	0	0		0	0	0	0	0	0	0
ESL	32	0	6	0	0	0	0	0	0	32
Total	102	0	10	0	0	0	0	0	0	102

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish 90	24	24	22											70
Arabic 6	0	0	0											0
SELECT ONE 5	0	0	0											0
<b>TOTAL</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>0</b>	<b>70</b>									

\*EP=English proficient student

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	15	5											23
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	2											4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2											4
<b>TOTAL</b>	6	17	9	0	0	0	0	0	0	0	0	0	0	32

## 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)	12	13	10											35

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)	4	17	16											37
Advanced (A)	11	13	6											30
Total	27	43	32	0	0	0	0	0	0	0	0	0	0	102

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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.

At the Walton Avenue School early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal literacy assessment is being done using Fountas and Pinnell and Estrellita Periodic assessments. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. The assessment results are being analyzed to create after school and extended day ELL groupings and to differentiate instruction according to students' needs during the school day. For instance, in first grade five (5) ELL students were identified who have no formal academic education and four in the second grade. These two groups are now part of our during the day Academic Intervention Program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data related to proficiency levels on the LAB-R reveals that most of the students in kindergarten are at either the beginning or the advanced level, with very few (four) students scoring intermediate. According to the first grade NYSESLAT/LAB-R scores, however, the data is more even across the levels with the intermediate level being slightly higher. In the second grade, the majority of ELLs are beginners or intermediate with only six students at the advanced level. The current data shows that the higher the grade, the least number of ELLs scoring at the advance or proficient level. Overall our ELLs population has more intermediate students than beginners or advance, with the lowest number of ELLs being at the advance level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The fact that most of our ELLs are achieving at the beginning or intermediate level calls for us to examine the data to see which modalities we need to focus on more for instruction in order to move our ELLs to the advance and proficient levels. An analysis of the performance of our students in the different modalities of the 2012 NYSESLAT shows that only one student of our overall ELL population scored proficient in reading and writing and two scored advance in this same language modalities. However, most ELLs scored at the intermediate or above level in listening and speaking. Instructional decisions are affected by this data. Teachers are being presented with this data in order to focus classroom instruction around the areas of reading and writing. The reading and writing periods in the classroom have been strategically planned and examined through the lense of the new CCLS. For instance, within the ELA periods are reading grade level texts, practicing close reading skills, engaging in peers conversation and using evidents from the story in their writing. Therefore, as an effort to help our ELLs make progress in all four modalities (listening, speaking, reading and writing) effective academic strategies are being put into place by applying differentiated instruction focused on modalities needs. In addition, we are working on getting students acquainted with the NYSESLAT format and its content.

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

ELL Periodic Assessments are being used to determine the instructional and the independent level of students, to group students according to language strenghts/weakness, to inform students and families about next academic steps on children's lives and to set new academic goals.

The school is using Estrellita and assesments from our Native language arts program Descubre el Espanol con Santillana to track proficiency in the native language. We are using Fountas & Pinnell to track english reading proficiency as well as assessments from our Spotlight English ESL Program. As a new school we have not yet given an ELL period assessment.

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](#).)

The school is using the data to create a program which main goal is to develop the language abilities of its homogeneously grouped participants sufficient enough to move them from their beginning level to intermediate or advance, whereas those in the intermdiate level will be moved to advanced or proficient, as measured by the NYSESLAT. Such a program will then be evaluated based on how many ELLs meet the targeted objective. On the other hand, another program is being created where the main objctive is to increase the reading level of a particular ELL group as measured by the Fountas and Pinnell in grades K-2. This program evaluation is based on whether or not this objective was met. Some of the data being considered for the programs described above includes each

student's reading level, NYSESLAT overall/modalities scores and teacher's made assessments. Students are being instructed in small groups using lessons supported by lots of visuals and models, followed by an exposure to guided reading targeting the skill/concept just taught. ELL students are taken into account when determining extra support for all of our students. ELL students participate in extended and will be part of our Saturday Academy.

In addition, PS 294X has in place a Tier III RTI Program for ELL students in grades K-2 who are still struggling with understanding concept of print. Instruction for these ELL groups may begin with helping them understand that reading is done from left to right, follow by helping them realize that words are put together to make sentences that carry out ideas and feelings... Instruction is then moved to having students follow with their finger simple texts by identifying the sound each word makes in a sentence; eventually moving them to sounding out the initial sound of each word in a text or the words they have learned to recognize. A biweekly goal targeting a particular skill is created for each group, which may be changed the following term if students have mastered the targeted skill.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
English Language Learners' second language development has been considered to plan the amount of instructional minutes each ELL group will receive of English instruction and how many minutes of Spanish instruction, according to their proficiency level on the LAB-R or the NYSESLAT. The child's second language development is also considered to differentiate instruction within the classroom, thus grouping accordingly, and to provide language appropriate instructional level material. Teachers work with the Bilingual Coordinator to make sure students are receiving required number of minutes of Native Language instruction according to state mandates.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The Bilingual Coordinator, Principal and School Leadership Team have set goals in all subject areas, for all of our students including ELLs, and will check their progress three times a year. The measure of success of our ELLs will depend on the progress shown on the goal set for a particular subject area. For instance, in ELA/NLA our ELLs' success is being evaluated based on how many reading levels ELLs go up as measured by Fountas & Pinnell/Estrellita, as well as how students' written responses progress according to end of unit performance tasks administered using the ReadyGen program. Narrative and Informational writing rubrics will be used to grade the writing pieces and track progress throughout the year. Likewise, in mathematics students were assessed using the Discovery Math Assessment in the beginning of the year. That data will drive small group instruction in the classroom and will help th SLT determine which ELL students will participate in After School Academy and Saturday Academy.

In ESL our ELLs success is being evaluated depending on the improvement exhibited as they approach mastering of each language modality being targeted, every three months throughout the school year. In addition, the success of the ESL program is being evaluated based on how many ELLs go up at least one level on the NYSESLAT, thus contributing to meeting the school Annual Measurable Objectives (AMOS) and its Annual Yearly Progress (AYP).

Social studies and science progress is measured according to how students' demonstrate science or social studies knowledge in their oral and written communication in different assignments regardless of genre.

Holistically, the success of our TBE program is being assessed on its effectiveness to produce well-rounded educated and balanced bilingual/biliteral students who can demonstrate academic and social proficiency in all four language modalities (listening, speaking, reading and writing) in both languages: English and Spanish.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The Walton Avenue School -P.S. 294x implements the following steps for the initial identification of potential ELLs. First, our Pupil Accounting Secretary, Ms. Rose, gives parents all the forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the language they can understand. Ms. Rose contacts our ELL Coordinator, Mr. Isidro Sanchez, who supports the parent as they fill out the HLIS, conducts an informal interview in English and the Native Language with the parent and fills out the school box sections. If the parents speaks a language other than English or Spanish, she contacts the translation unit by phone to assist in the process, conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent seeks information such as student's previous schooling, special needs and parents preferred language for communication. Next, Mr. I. Sanchez conducts an informal interview in English and in the native language with the child to determine dominant language. Then, Mr. I. Sanchez completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parents preferred language for communication, the Pupil Accounting Secretary is notified so that the information is entered on ATS. For students who are LAB-R eligible, a letter is sent to parents letting them know that the child will be tested. Then, Mr. I. Sanchez administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, then Mr. I. Sanchez also administers the Spanish LAB within 10 days of enrollment. Child is placed in the proper program within 10 days of enrollment. Every year in the Spring, as mandated by New York State, our school will administer the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still entitled to receive services. The school will also form an ELL team that will be comprised by ESL and Bilingual Teachers, our ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until All ELL information appears correctly. He also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. NYSESLAT scores from the previous school year will be used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.

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.

The Principal of the Walton School, Mr. Daniel Russo and the ELL Coordinator, Mr. Isidro Sanchez, work together to plan the ELL Parents Orientation meeting, prepare the agenda, and mail ELL parents the entitlement letter which includes the dates, times, and location for the meeting. Attached to this letter is the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator, Mr. I. Sanchez, explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the language they can understand. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents can understand and explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection, the student's ELL program defaults to Transitional Bilingual Program. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS. Attendance records are maintained and date of viewing noted. At this time our community is asking mainly for Transitional Bilingual Program. However, we do keep a record of those parents who are choosing Free-Standing ESL or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will proceed to place students accordingly.

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].)

Entitlement letters with Parent Survey and Program Selection Form attached are mailed to the students' home. A copy of this letter is also sent home with the student. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the Parent Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The Parent Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected we make copies of both. The originals are placed in a binder maintained by the ELL Coordinator.

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.

After attending the Parents Orientation and filling out Program Selection Forms we look at the parent choice and we place the student accordingly. If parents do not select a program, the default program is placement in a Bilingual program whenever possible. If parents choose a program that it is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.

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.

Currently The Walton Avenue School P.S.294x is a newly opened school. However, we will take the following steps to ensure that all ELLs are administered all sections of the NYSESLAT. To begin the process, a group ELL certified teachers are going to get trained on how to administer each section of the NYSESLAT in order to form a NYSESLAT testing team. The team is then going to be divided into two sub-teams. One team will be responsible for administering the speaking section of the NYSESLAT to one half of the ELL population (the most upper grade) and the other team to the other half (the lower grade). If any of the team is falling behind, the other team rescues it.

To this, the school will begin assessing as early as possible within the testing window to have ample time to get to every student for every section. To assure that every student is assessed, some ATS reports will be utilized to cross reference such as the Basis Participation Report, the NYSESLAT Eligibility Report, the LAT and the LAB-R report.

To asses NYSESLAT reading, listening and writing a set time will be scheduled for three different days (one day for each language modality) during which groups of ELLs of the same grade level will be assessed simultaneously from grades K through second.

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.  Being that P.S 294X is a newly opened school, we are not able to review the Parent Survey and Program Selection forms for the past few years. However, from reviewing the current Parent Survey and Program Selection Forms, it is evident that the majority of the parents are selecting the Transitional Bilingual Program as their program of choice. More than 90% of ELL parents chose the Transitional Bilingual Program. This parental choice is aligned with the program model offered at our school, thus meeting parent requests.

## 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])?

The Walton Avenue School P.S. 294x currently has a Transitional Bilingual Education Program that services 70 ELLs in grades K through 2. The Kindergarten bilingual is an ICT class where a special education teacher and a bilingual general education teacher are co-teaching all day long. The first and the second grade class, on the other hand, are general education bilingual classes that are being taught by NYS certified teachers who each possesses a bilingual extension. In every class, English Language Learners are grouped heterogeneously.

In our Self-Standing ESL Push-in Program, the Walton Avenue School P.S. 294x also services an additional twenty four (24) general education ELLs and eight (8) IEP English Language Learners.

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)?

English Language Learners in our Self-Standing ESL Push-in Program are receiving ESL/ELA services in accordance with CR Part 154 ESL mandates: 360 minutes of ESL instruction for beginner and intermediate ELLs (8 periods of 45 minutes duration per week) and 180 minutes of ESL/180 minutes of ELA instruction for advanced ELLs. Moreover, English Language Learners who have been identified as having special needs (IEP ELLs) have an assigned NYS Certified ESL teacher who works closely with the classroom special education teachers to provide language and content area support to these students. These students are also receiving ESL/ELA services in accordance with CR Part 154 ESL mandates.

During the daily 180 minutes allocated ELA advanced ESL students in grades Kindergarten to Second use a comprehensive literacy program titled ReadyGen. The breakdown of the allotted ELA time is as follows:

- 20 minutes are devoted to word study and phonemic awareness.
- 60 minutes are being utilized for reading aloud with a purpose and for whole group instruction. The whole group is

then divided into smaller groups for re-teaching and re-enforcement of the literacy concept/skill taught that day. Finally, this session is concluded with a RTI session centered on small gruided reading activities.

- 20 minutes students are engaged on using LLI- Leveled Litacy Intervention published by Fountas & Pinnell.

In the Transitional Bilingual Program, languages are separated for content areas instruction. The Bilingual teachers follow the language allocation time allotments provided by the New York City Department of Education based on a 320 minutes school day, as follow:

TABLE III. TBE TIME ALLOTMENTS FOR ELEMENTARY SCHOOL MINUTES DAILY BASED ON A 320-MINUTE DAY

Subject	Native Language (NL)			English Language (EL)		
	BEG. (60:40)	INT. (50:50)	ADV.(25:75)	BEG. (60:40)	INT.(50:50)	ADV. (25:75)
NLA	45	45	45			
ESL				90	90	45
ELA						45
Math						
Science						
Global Studies						
-OR-						
U.S. History	147	115	35	38	70	150
Health/Safety						
Art						
Music						
Physical Education						
TOTAL	192	160	80	128	160	240

NLA= Native Language Arts

ELA=English Language Arts to be taught applying an ESL Pedagogical approach and methodology

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.

Content area instruction is delivered as follows:

In the Freestanding Push-in ESL program the language of instruction for Math, Science, and Social Studies is English. Content area instruction for ESL students is delivered using the following strategies : scaffolding, modeling, bridging from prior knowledge, using graphic organizers, appying multisensory approach, schema building, and metacognition. Our school ESL teacher and the ELL Coordinator plan lessons in collaboration with the mainstream teachers to incorporate ESL strategies to make content instruction comprehensible to English Language Learners and to forster language development. Our Push-in ESL teacher or the school ELL Coordinator provide written and oral native language support in Spanish during content area instruction to those ELLs sitting in mainstream classes who can benefit from receiving support in their native language.

#### Listening

In our TBE classrooms math is taught in the students' native language first. However, when instruction is broken into groups, students who scored advance on the NYSESLAT receive oral and text support in English as well. Social studies and Science concepts are also first taught in Spanish by the classroom teachers and then in English by our Science/Social Studies cluster teacher. As previously mentioned, during spanish science and social studies lessons, TBE teachers follow the language allocation time allotments provided by the New York City Department of Education in order to facilitate instruction based on the language learning and

language acquisition levels of their students. Our TBE classroom teachers and the Science/Social Studies cluster plan lessons collaboratively.

To teach social studies we use a program titled "Estudios Sociales" published by Houghton Mifflin Harcourt, which is supplemented with a set of unit read aloud trade books also published Houghton Mifflin Harcourt. Similarly science is taught using a program titled "Ciencias" published by Harcourt, which is also supplemented with units experiment kit to be used for hands-on activities.

During the daily 50 minutes allocated to native language arts instruction, ELL students in grades Kindergarten to Second use a comprehensive native language program titled Descubre el Espanol con Santillana. The breakdown of the allotted native language instructional time is as follow:

- 10 minutes are devoted to word study and phonimic awarness in Spanish
- 15 minutes are being utilized for reading aloud with a purpose and for whole group instruction.
- \* 15 minutes for small group instruction and re-teaching/re-enforcement of the literacy concept/skill taught that day.
- \* 10 minutes for informal assessment/sharing.

Our school instructional methods are in alignment with the CCLS as we develop lessons that are aimed to stregnten comprehension

by continously montoring the skills with which students read in order to create lessons and to gradually increase text complexity. Likewise, students are exposed to lessons that require in-depth text analysis or that require them to make connections among ideas and between texts, regardless of wether it is for a writing, reading, listening or speaking activity. In addition, students are provided with ample opportunities and exposure to reading and writing different text types, response to literature, research-based projects, speaking and listening communication/collaboration, as well language conventions and vocabulary. Students engage in partner conversation as a way to articulate their level of understanding of complex ideas being taught in class and for the teacher to assess their level of understanding. Finally, students are exposed to a 50/50 split of fiction and non-fiction texts.

In order to ensure that ELL students meet the new New York State Common Core Learning Standards and pass the required grade state assessments, our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program and are supported by an ELL Instructional Support Specialist who provides in-class support to the school ELL team and the school mainstream community with issues related to ELLs who are sitting in mainstream settings.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Throughout the school year ELLs in the Transitional Bilingual Program in K-2 will be appropriately evaluated in Spanish using Estrellita Periodic Assessments, three times per school year. Likewise, our Native Language Instructional Program called Descubre el Espanol con Santillana has a built-in assessment piece that includes pre and post tests, summative end-of-unit evaluations, and formative ongoing assessments that will also be administered as the year progresses. Differentiated native language instruction will be planned and implemented based on the data obtained from all native language assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
In the month of September the ELL Team meets and use the NYSESLAT Language Modalities Conversion Chart to determine the specific language modality that some ELL groups is lacking that is preventing them from making the threshold to next NYSESLAT level. After the language modalities acquisition have been determined, ELL classrooms are arranged to make possible to target each group language modality needs. For instances, ELLs locking listening will spend more time at the listening center than at the writing center and viceverse. Throughout the year, teachers of ELLs sustain ongoing assessments of each language modality to find out students who have mastered the targeted modality and to make adjustments accordingly.  
Our school Thematic-based ESL Program, titled "Spotlight On English" by Santillana, comes with a built-in End-of-Unit assessment which appropriatetely evaluate all four modalities of English acquisition after every 20 lessons. Most lessons are designed to be completed in a day; a few last for two days. Thus, throughout the school year teachers of ELLs will continue assessing their students at the end of every unit and meet on a monthly basis to evaluate ELLs progress in all four modalities. Likewise, ELL teachers also take daily notes during their English-based lessons to informally assess students' progress in each modality and to make groups adjustments, as needed.

6. How do you differentiate instruction for ELL subgroups?

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

A. At this time our school does not have any student who falls under definition of SIFE since for the school year 2013-2014 we are a K-2 school only.

B. As evidenced by the results of the NYSESLAT, Spanish LAB, LABR and Fountas & Pinnell Running Records, the new waves of

ELL students who are enrolled in our school Transitional Bilingual Program and in our Push-in ESL program are coming in with excessively low level of literacy skills in their native language as well as in the second language language. Due to this reason, the school has put into place an ELL Literacy and Math RTI program that services at risk ELLs using a program called Leveled Literacy Intervention (LLI), published by Fountas & Pinell designed for English literacy development and Estrellita to develop literacy their Spanish native language. These groups receive instruction three times per week for 45 minutes. Newcomers are also homogenously grouped and served during the school 37.5 minutes extended time using a program titled Spotlight on English by Santillana.

C. For school year 2013-2014, our school does have student pertaining to the 4 to 6 years category.

D. None of our current ELLs falls into the category of long-term ELLs yet.

E. Former ELLs are being kept under radar of the ELL team and their mainstream teacher (Bilingual teachers, ESL teacher, ELL Coordinator and child's classroom teacher) who are making instructional and programming adjustments as needed, depending on the student's classroom performance. These ELLs are also placed in various programs during the day and after school according to their academic strengths or weakness. In some instances, some former ELLs are invited and encouraged to

participate

in our after school ESL/ELA programs.

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?

Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers and books on tape, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general ed classroom but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids and manipulatives.

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?

ELL-SWDs spend time with non-disabled peers during ESL instruction. Students are grouped according to level of English proficiency, so you may find a mixed group of general ed and special ed students working together. We have ELL-SWDs in Integrated Co-Teaching classes where 60% of the students are general ed students and 40% of the students have an IEP that calls for team teaching. Some of our IEP students are mainstreaming in general ed classes for the subject areas of ELA and Math. ELL-SWDs also spend time with non-disabled peers during physical education, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELL SWDs. A double block common prep has been built in the teachers program so they can meet as grade teams. A common prep has been built in the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. An after school ESL program is established to provide extra support beyond the classroom with emphasis on state test practice in both ELA and the NYSESLAT.

**Courses Taught in Languages Other than English [i](#)**

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

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

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

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

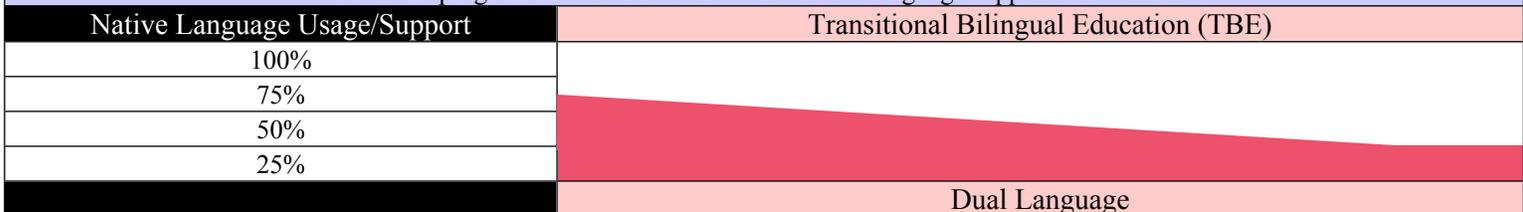
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

ELLs identified at risk work with an assigned RTI teacher in a supplemental morning block. Some of targeted intervention programs for ELLs in ELA, math and other content areas are as follow:

- Individualized and small group instruction based on specific needs in ELA, Mathematics and all subject areas as needed, provided by the school RTI team during the school day.
  - Small group instruction in NLA and Spanish Math provided by a Bilingual certified teacher during the school day and during our 37.5 minutes Extended Time.
  - An ELLs after school program that focuses on strengthening ELL students' knowledge and content-related language in ELA, Science, math and Social Studies. The students' native language is used to clarify concepts/ideas, as needed, during small group instruction and in the classroom if necessary.
  - Small group instruction based on specific needs in ESL provided by the school ESL and Bilingual teachers during the school 37.5 minutes extended time.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide Language Allocation Policy for ELLs and to assess how such a policy is helping to promote the implementation of differentiated instruction throughout the grades. In addition each year, during the first two weeks of the current school year, the ELL Team must analyze the current year LABR/Spanish LAB scores and the previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade....). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up lacking by analyzing NYSESLAT modalities reports. A similar analysis is conducted with the Fountas and Pinell Running Record after each assessment phase has been concluded. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during the first month of schooling and throughout the school year, the ELL team analyses other students' data such as math and native language performance to identify ELLs at risk. This ongoing analyses allow the team to make programming adjustments, as needed, with those ELLs who have exited the at risk services and to bring in those who are regreding.

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

Starting this year and continuing for the upcoming school year 2013-2014, The Walton Avenue School is seeking to improve our services to ELLs. Our plan is to increase the time students spent on independent reading in school and at home. The school will be implementing such computer programs as Ticket to Read, RAZkids. We also want to strengthen the writing skills of our students by providing modeling and teaching students about the CCLS writing standards, focusing on informational writing.

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

At this time The Walton Avenue School is not planning to discontinue any of our programs for English Language Learners.

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

At the Walton Avenue School ELLs are afforded equal access to all school programs. This school year, with our ELL grant money, we will provide ELLs with an after school program that will take place from January 2014 to May 2014. Students will be focusing on strengthening their reading, writing, and math skills. ELLs are encouraged and invited to participate in other after school programs sponsored by New Settlement After School.

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

To support ELLs, the school employs a variety of instructional materials. To develop english proficiency, grades K-2 are equipped with Spotlight on English by Santillana, a thematic unit ESL program that combines guided reading and phonics to provide the language literacy and content instruction necessary to launch ELLs into academic success. Similarly, every ELL classroom has been equipped with a modern Smartboard and an attached overhead projector, a MacBook Air Lap-top programed to be smartboard compatible and a brand new listening center. To continue developing and maintaining students' native language and cultural values, ELL classes have provided with a Native Language Arts Program published by Santillana titled Descubre en Espanol.

Furthermore, all of our classes in the Transitional Bilingual Program have received all Core Curriculum and content area materials in both languages (English and Spanish) to make possible the different daily minutes of language allotments instructional time recommended by New York City Department of Education, depending on ELLs level of proficiency in English.

In regards to technology, the ELL team also houses a set of 6 Apple Lap-Top computers and Smart Boards that ELLs use to do research and to re-enforce classroom concepts using web-based programs such as Study Zone, Starfall, Razkids and Cool Math. ELL teachers use this latest technology to supplement unit concepts included in our ESL program-Spotlight on English and to re-enforce unit related vocabulary through the use of visuals and interactive activities.

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

The Transitional Bilingual classes have a built-in 45 minutes daily block devoted to native language instruction when all ELLs are participants regardless of their proficiency level in English. Furthermore, throughout the school day content areas are taught in the native language to beginners and intermediate ELLs only, according to their respective number of minutes suggested by the DOE based on their English proficiency level. However, if some advance ELLs ask to get clarification in their language about a concept or skill taught, we do so.

In our Push-In ESL program, ELLs native language support is delivered by our Spanish speaking ESL teacher and ELL Coordinator. Mainstream teachers, who have ELLs sitting in their classrooms, have been made aware that ELL students can get clarification of contents/concepts or skills in their native language, if needed, and the step to take if they feel it will benefit their ELLs. In addition, our school has Spanish speaking Language Paraprofessionals within our Push-in ESL Program servicing and providing language support for our I.E.P ELLs.

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

Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the New York State Common Core Standards and are correlated to age/grade. All ESL/Bilingual teachers within each program are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

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.

Before the beginning of the school year, the school scheduled parents and children of newly enrolled ELLs to come to school to meet the school Principal and ELL staff members including the Parent Coordinator. At that meeting parents were informed about the support the team will be providing to them and their children throughout the school year. Parents were also provided with the name and contact information of key ELL personnel to discuss their child's related issues. Parents were given a tour around the building and were asked to give as much academic and social development information about their child as possible. Subsequently, the children were administered the LAB-R and Spanish LAB.

In September we also conducted Parent Orientations meetings targeting parents of newly enrolled English Language Learners. We also gave students a tour of our building and introduced them to the staff. English Language Learners in Kindergarten classes covered a topic titled "All About School" as their first unit of study for September.

18. What language electives are offered to ELLs?

Language electives are not part of our early childhood program.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

The overall schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator and the ESL teachers conduct professional developments during Common Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in monolingual classes. In addition, the school schedule has a built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of ELL the team. An assigned ELL team representative attends grade meetings to share ELL best practices with mainstream teachers. An ELL team representative also meets with other school personnel such as Psychologists, Speech Therapist, Guidance Counselors and the School Leadership Team, as needed, to make sure ELL related issues and practices are being met. In addition, the school ELL Coordinator offers ELL trainings to grade Leader Teachers during their weekly meeting.

The professional development our teachers receive support them in delivering Common Core-aligned instruction. For instance, our teachers receive professional development on topics as: Formulating higher order questions thinking and questions (teachers and students); Implementing meaningful/colloborative discussions in the classroom; How to develop performance tasks aligned to Common Core State Standards. Specific PD was provided on how to implement the DOE-endorsed CCLS aligned curriculum, ReadyGen and Go Math. The instructional coach models lessons, co-plans, and co-teaches with teachers struggling to implement the curriculum. The DOE provides training off-site throughout the year that teachers are welcome to attend. On Thursdays during 37.5 minutes, teachers participate in student inquiry teams where they look at student work in relation to CCLS and adjust instruction to reflect gaps in students achievement.

Starting school year 2016-2017, the staff of PS 294 will be ready to provide assistance to ELLs as they transition from elementary to middle school. Our Parent Coordinator, ELL Coordinator , ELL teachers, Guidance Counselor and/or the Administrative Team will arrange visits to diverse middle schools, including charter schools, to bring information back to our school to be shared with the fourth and fifth grade students and parents. After the information has been shared and our students and parents have expressed their respective interests about their schools of preference, we will proceed to facilitate arranging parents/students visits (accompanied by members of our staff) to discuss the school further with middle school personnel and/or administrative teams. We will also make possible for our ELL students, parents and school staff to participate in middle school fairs where more specific questions and concerns can be answered for them. A contact person will be on school site exclusively assigned to assist ELL students and parents complete all related middle school applications and other paper work. This person will be a direct contact to ELL students and parents and will serve as a link between the parents and the middle school, facilitating an ongoing connection and a smooth transition.

Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central. Likewise, our school registers selected ESL teachers and coaches to receive professional developments through our LSO professional team. Throughout the school year, arrangements are made for the Parent Coordinator and pupil secretary to receive professional development, either in-house from our school ELL team or from outside professionals. Any other members of the school personnel who work with ELLs and have not receive professional developments, are arranged to receive their professional developments during Staff Development Day. Whenever possible, intervisitations are scheduled among teachers of ELLs and non-ELLs teachers as ELLs transition from our TBE and ESL program to monolingual.

As stated ealier, school staff receives a minimum of 7.5 hours of professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These professional development sessions are offered during Election Day PD, faculty conferences, lunch and learn sessions, and team meetings and conducted by an in-house ELL team member or an LSO professional team. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

## 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?

At the Walton Avenue School-P.S. 294x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session. Our school school Principal and Parent Coordinator attend the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice. Aside from these parents orientation sessions, our parents are given multiple oportunities throughout the school year to participate in informal meetings denominated "Coffee with the Principal" where he and his Support Team informally converse with parents about their opinions, feelings, concerns and ideas for improvement regarding the school. In addition, parents questions are answered by a staff member who has expertise in the field asked.

Furthermore, later in the year our school will offer parents of English Language Learners an opportunity to take English as a Second Language classes once a week for two hours in our building. This is an attempt to have parents of ELLs be better equipped to support their children at home with their English homework assignments.

Community engagement events are also being held at our school throughout the year. Some of those events include open houses for parents, school tours, meet-the-teacher sessions, parent orientation sessions and Q&A sessions. At each of these events, bilingual teachers and translators have been available to speak specifically to the TBE program. A comprehensive brochure was distributed in multiple outlets within the community that highlight every aspect of the school, including the TBE program. An open house night exclusively for students entering the TBE program was funded through our TBE Grant. During open house night, we modeled instruction for parents and explained how instruction is being divided between English and Spanish.

The Walton Avenue School also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. The Walton School posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed. Our parents needs were evaluated as follow:

- Our Parent Coordinator reviewed Parents Meetings and Conferences Records and Agendas
  - The Parent Coordinator and Administration analyzed Previous Years Students' Cumulative Files
  - We referred to the Demography Section of the School CEP and The NYC Department of Education School Report Card
  - The Coordinator and the Parent Coordinator reviewed Home Language Survey Forms
  - The Administration consulted with Previous years' Bilingual Teachers, ESL teachers, Mainstream Teachers, Special Education Teachers, Parents and the longevity personnel.
  - Parent Coordinator and Bilingual staff conducted Parent Meetings/Workshops and assessed Languages Spoken by attendees.
  - Parent Coordinator conducted informal language surveys during 'Parent/Teacher Conferences' and during school open house days.
  - Office personnel kept a log of parent incoming phone calls to the various school administrative offices needing translation assistance.
- \* A high percentage of our school parent population speaks Spanish as their primary language.

- Many parents were calling the school's administrative offices requesting oral interpretation and translation assistance.
- Many Mainstream Teachers, ESL Teachers and Special Education Teachers often relied on bilingual colleagues or friends for written translations and oral interpretation.
- The demographic session of the CEP revealed that the number of ELL students being enrolled in our school has been increasing steadily.
- \* At the Parent/Teacher Open House Conferences many parents expressed the need for receiving written communications translated in the Spanish Language
  
- The number of Spanish speaking parents attending the school meetings has increased.
- Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school related data pertaining to the academic growth of their children.
- Previous years' CEPs from the fading out school reveal that Spanish is the most commonly used language in the community other than English.
- The need for oral interpretation is evident during Parent/Teacher Conferences and School Open House days.
- Parents expressed their needs for receiving translation in Spanish at meetings held by PTA and Related Services Personnel
- A high percentage of our school population speaks Spanish as the primary Language

Below is a list of our translation services provided based on our parents needs assessment findings:

- Translate all written communications that are sent to parents by PTA, general office, SBST Office, AIS Committee, ELL Department...
- Provide translation for all NCLB and CR Part 154 mandated communication not available in Spanish online.
- Translate school information related to Extended Day Programs being offered, as well as other academic programs taking place within the school.
- \* Facilitate written translation to inform parents about school activities designed specially for them.
- Provide translated information about students' academic performance and approaches for improvement.
- Avail translated materials explaining ways parents can access online students' and school data.
  
- The school ELL Coordinator and Bilingual Personnel support PTA and the community of parents to provide oral translation at every meeting/workshop held at our school.
- Oral translation/interpretation Services are available, as needed, during Parent/Teacher Conferences and Open House Days.
- Oral translation/interpretation is provided at every Parent-Staff Member or Administration meeting by having a translator physically present at the meeting or by providing parents with contact to the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation is available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safely and discipline.
- A Spanish/English speaking translator is always available at the school general administrative office to provide language assistance services.

Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those affiliated agencies is Montefiore Hospital which facilitates parent orientations and trainings on health and medical conditions related issues. Another partner agency is New Settlement After School Program which offers after school activities including homework help, sports, enrichment as well as academic support in the areas of mathematics and English Language Arts. Recently the school has also affiliated with Asphalt Green which conducts during the day swimming lessons for some of our first and second grade classes.

The school ELL Coordinator and our office staff maintain communication with parents via letters, flyers, phone calls, and in person. This school personnel provides workshops for parents throughout the school year. Throughout the school year, the team works closely with the ELL Coordinator to provide Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and

activities sponsored by the PTA and the School Leadership Team. Based on parents response, our school designs parent involvement programs that meet the needs of the majority of the parents.

### **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: <u>THE WALTON AVENUE SCHOOL</u>		School DBN: <u>09X294</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DANIEL RUSSO	Principal		11/3/13
	Assistant Principal		
LESLIE DELEON	Parent Coordinator		11/3/13
MIGUELINA SURIEL	ESL Teacher		11/3/13
MARINA MARTINEZ	Parent		11/3/13
TAISHA RODRIGUEZ	Teacher/Subject Area		11/3/13
	Teacher/Subject Area		
SHANNON NILAN	Coach		11/3/13
	Coach		
ANGELA COOPER	Guidance Counselor		11/3/13
	Network Leader		
ISIDRO SANCHEZ	Other <u>ELL</u> <u>COORDINATOR</u>		11/3/13
TRICIA O'DONNELL	Other <u>RELATED</u> <u>SERVICES</u>		11/3/13
	Other		
	Other		