



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/MS 315
DBN (i.e. 01M001): 10X315
Principal: GABY FLORES
Principal Email: GFLORES22@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: MARIA QUAIL

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
Gaby Flores	*Principal or Designee	
Patricia Rivera	*UFT Chapter Leader or Designee	
Johnny Charvet	*PA/PTA President or Designated Co-President	
Doris Quiroz	DC 37 Representative, if applicable	
Germoni Johnson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Amy Duncan-Petrone	Member/ Teacher	
Cristina Gonzalez-Padilla	Member/ Teacher	
Candida Morales	Member/ Parent	
Evelyn Rosado	Member/ Parent	
Ruth Arias	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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 80% of students in grades 3 to 8 will demonstrate progress by showing an increase of two reading levels as measured by Fountas and Pinnell reading benchmark assessments.

Comprehensive Needs Assessment

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

To conduct a needs assessment we analyzed both quantitative and qualitative data. An items skills analysis of the State ELA, analysis of the School Progress Report, analysis of the Fountas & Pinnell reading assessments, analysis of the students' NYC Written Performance Assessments, and students' learning portfolios show that our students still need support in the area of reading comprehension and writing across content areas. We specifically looked at students' NYC Written Performance assessments to analyze and identify that they have a need in their ability to think critically about the text, and make meaning of the text when responding to literary and informational text.

Instructional Strategies/Activities

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

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

1. Teachers will administer Fountas & Pinnell benchmarks (Fall & Spring), Teachers will score and analyze the Fountas & Pinnell, to assess reading, writing strengths, and challenges in order to formulate instruction. Teachers will track, analyze, and identify students' developmental reading and comprehension levels three times a year to identify areas of instruction and to monitor student progress.
2. Teachers will strengthen their understanding of the instructional shifts by collaborating and sharing their findings of the student data during Teacher team and Vertical planning team meetings. They will adapt and adopt, revise curriculum UBD/UDL units to align them with Common Core Learning Standards by using resources such as Ready Gen, Code Ex, and Expeditionary Learning. Teachers will administer performance tasks and support students in reading/writing units of study for a variety of audiences and purposes.

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

The school Leadership Team and Instructional Development Team are the decision making bodies. There is representation of the various constituency groups and school wide teachers are surveyed to get their input.

1. The school instructional coach, the school principal and assistant principal will be key personnel in supporting teachers with the developing and tracking of student data by creating Reading Trackers, and monitoring of student progress. Teachers will meet in their teacher inquiry teams to look closely at student work, identify benchmarks, students areas of strength and need to determine next steps or instructional implications.
2. Teacher Team Facilitators, Lead Teachers, and school instructional coach will be key personnel in adapting, adopting and implementation of CCLS resources such as Ready Gen, Codex, and Expeditionary Learning in order to plan cooperatively instructional teaching methods that best support student learning.

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

1. Teachers in grades K - 8 will administer Fountas and Pinnell three times a year (Fall, Winter, & Spring), track student progress on their mastery of the CCLS addressed in each unit. Based on the data teachers will develop rubrics/criteria across the grades (K- 8) that evaluate the 7 writing traits in order to assess the – Focus, Development, Reading, Organization, and Conventions of the writing piece. Rubrics will be developed in order to support students understanding of how to use criteria checklists/rubrics aligned with Common Core State Standards to self-monitor their own work.
2. The Principal, and Assistant Principal will conduct progress review meetings with Teachers, Out-Of-Classroom teachers, Coach, in order to monitor students' progress of the CCLS instructional learning goals. Students will be expected to share work at classroom celebrations every 4-6 weeks and at the Writer's Café two times a year.

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

1. The timeline for implementation will take three times a year from September 2013 – June 2014.
2. The timeline for implementation will take place on a monthly basis from September 2013 – June 2014.

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

1. Teachers will meet with their coach, assistant principal on a weekly and ongoing basis to look at student work. Also, end of unit tasks will be evaluated.
2. Teachers will revise their UBD units by using resources such as Ready Gen and Code X and make sure they are aligned with the CCLS requirements.

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).

Teachers are receiving professional development during vertical planning sessions, staff curriculum meetings, and one-to-one with the instructional coach. Teachers are also provided with feedback via observations and learning walks. We gather and analyze the data from the end of unit performance tasks/assessments and the Periodic Assessment Baseline and Benchmark assessments. There are vertical planning sessions to support teacher's understanding of the city instructional shifts and plan units that are common core aligned. This year we will continue to revise our literacy maps so that they are aligned with the Common Core Learning Standards. We also provide parent workshops through a CBO to enhance literacy skills in the younger grades and they participate in a read-a-thon and we hold parent workshops conducted by our instructional coach and lead teachers to help parents learn skills to support their children with literacy at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of all English Language Learners including ELL students with special needs will demonstrate progress towards achieving ELA Common Core Learning Standards measured by an increase of 5% on the proficiency level of the NYSESLAT.

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.

Our English Language Learners are one major subgroup in our school that we have targeted. To conduct a needs assessment we analyzed both qualitative and quantitative data. An analysis of the State ELA test, NYSESLAT, school Progress Report, Fountas & Pinell Reading Assessments, NYC Written Performance Assessments, Periodic Assessment Benchmarks, students writing base/mid/end lines, AAMO Report, and learning portfolios show that our students still need support in the areas of speaking, listening, writing, and reading comprehension across content areas.

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. ELLs including students with special needs will be provided with targeted Tier 1, 2, and 3 instruction by classroom teachers as follows:
 - o Multiple entry point and Differentiated tasks to support with an increase in student writing skills
 - o Targeted one to one conferences
 - o Guided reading session
 - o Use of technology software programs-ST Math
 - o Language objectives incorporated within lesson plans
 - o UDL units of instruction with Depths of Knowledge with level 3 & 4 learning activities (complexity)
 - o Designing Environments to support ELLs
 - o Flexible small groups based on language needs to support with English Language Acquisition
 - o Content area – small group instruction
 - o AIS Plus program (50 minutes – Extended Day on Tuesdays and Wednesdays)
 - o At risk support by ESL teacher

- After School and Saturday School Test Preparation Program
 - Enrichment Program
 - Special Education students will be provided with all mandated services as per their IEP:
 - Resource Room Services
 - Counseling
 - Occupational Therapy (Outside Service)
 - Speech Instruction
1. 2. The ESL, RTI, and Resource Room/SETTS teacher will meet on a weekly basis to look at student progress and determine next steps based on instructional implications. They will also share resources in order to collaborate best teaching methods to support students that are ELL's including students with special needs.

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

The school ESL teacher, Resource Room, RTI and all classroom teachers will be key personnel to support in implementing instructional teaching methods to supports students achieve student progress.

2. The school instructional coach, assistant principal, and school leadership intern will meet with the ELL, RTI, Resource Room teacher to support them with Professional Development and help provide resources to improve instructional understanding of the CCLS standards and shifts. The ESL, RTI teacher, Resource Room/SETTS teachers will participate in network professional development, CCLS city professional development and will turn key information regarding "Specially Designed Instruction". Also, to form a study group on looking at best practices to support our targeted group. We will also look closely at student writing pieces with use of a protocol to list strengths, needs, commonalities, and next steps.

1.

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

1. Students will be evaluated by use of teacher diagnostics, end of unit tasks, NYC Written Performance assessments, Periodic benchmark assessments, and Fountas and Pinnell benchmark assessments.

Staff to Implement Strategies/Activities: Principal, Assistant Principal, Coach, ESL Teacher, general classroom and out-of-classroom teachers.

2. The school principal, assistant principal, instructional coach, ESL, RTI, SETTS/Resource Room teacher will participate in the SDI team. We will conduct weekly/monthly/cyclical RTI meetings.

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

1. The timeline for implementation will take place two and three times a year from September 2013 – June 2014.

2. The timeline for implementation will take place on a monthly basis from September 2013 – June 2014.

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

1. Selected materials/resources will be used to support ELL's and students with special needs such as:

- Use of technology – Pebblego.com, Flocabulary, Vocabulary Workshop
- High interest/low readability materials for students reading below grade level including Passageways.
- Puppetry in Practice artist will work with Special Education students using alternative learning methods to develop literacy skills.
- Select/Test preparation materials will be used for special education and general education at-risk students will be used to provide interventions during AIS-Plus / Extended Day
- Literature center resources – audio books, use of laptops, video clips from Teacher Channel
- Ready Gen supplemental resources
- Fountas and Pinell Reading Continuum
- Code X writing activities for students

2. We will use resources from the Common Core such as Ready Gen, Code X, and Expeditionary learning. Also, we will look at assessments connected the programs and Fountas and Pinell reading benchmark assessments, and NYC Written Performance assessments administered three times a year.

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/Families of English Language Learners will be invited to an orientation to provide them with information regarding the programs available for students learning

English in the New York City Public school system.

- Parents/families of English Language Learners will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings. Translation services will be made available.
- Parents/families of English Language Learners will be invited to school sponsored events such as class orientation, Family/School conferences, and students celebration of work
- The School, Parent Coordinator, and the PTA will work together to coordinate parental involvement activities. For example: Parent/Family Orientation, Instructional and Life Skills workshops.
- Teachers will disseminate written information regarding the curriculum that will be taught; i.e. units of study, standards and possible ways parents/families can support at home. This information will be translated.
- Parents/families of at-risk students in general education classes will receive written notification regarding academic intervention services provided to students. A translated version of such correspondence will also be made available to families.
- The ESL teacher, instructional coach and select classroom teachers will participate in providing parent workshops to help parents understand the common core learning standard expectaions implemented in each class.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 75% percent of teachers will demonstrate effective teaching practices of the Danielson component 3B. The goal will be measured by assessing their pedagogical practices via the Advance system protocol through informal and formal observations.

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.
To conduct a needs assessment we analyzed both qualitative and quantitative data. An items skills analysis of the State ELA and Math test, the school Learning Survey, the school Progress Report, the Gains and Loss reports, Teacher’s Goals and Objectives for Domains 2 and 3, Teacher professional development reflections, the school Learning Environment survey, students’ learning portfolios, Teachers Needs Assessment responses, formal and informal observations shows that teachers are eager to learn more about the Danielson Competencies, research based practices and methods for planning and delivering engaging curriculum.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
1. Strategies/activities that encompass the needs of identified subgroups	
1.	The school principal and assistant principal will conduct IPC (Initial Performance Conferences) and Mid-review meetings to identify MOSL (Measures of Student Learning) decisions and observation selections. The staff is surveyed regularly to help us to design an instructional development plan for the year. Teachers will set instructional Goals & Objectives based on the Danielson Competencies 2 and 3 for the school year.
2.	Professional development is offered by coach on a weekly basis, providing demonstration lessons, co-teaching, one-to-one support, monthly staff and vertical planning sessions. In addition, the coach is responsible to schedule inter-visitations, gather resources for teachers, plan and facilitate professional

development meetings. Staff curriculum meetings are planned and facilitated by Principal, Assistant Principal, coach and/or teachers; teachers are grouped according to their differentiated needs. Teachers are encouraged to attend Department of Education sponsored workshops and network meetings

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

- The school principal and assistant principal hold IPC and mid-year meetings with every classroom and out-of-classroom teacher twice a year. There will be an observation schedule provided to inform teachers of formal observations and informal observations will be conducted so that teachers may be provided with specific feedback based on the Danielson Competencies.
- Teachers will receive support from the school instructional coach, Aussie Math and network based consultants. Teachers will be able to work collaboratively in teacher teams to study and depend their understanding of the Danielson competencies these will be facilitated by the school instructional coach, Lead teachers and school assistant principal

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

- Advance training will take place for the school principal, assistant principal and school committee. Network Consultants are invited to provide support to classroom teachers in deepening their understanding of working with ELL's and students with special needs.
- All teachers have an assigned coach, and new teachers also have mentors to work with them to refine their units of study in all content areas and/or support areas of need.

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

- The timeline for implementation will take place two and three times a year from September 2013 – June 2014.
- The timeline for implementation will take place on a monthly basis from September 2013 – June 2014.

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

- There are professional teaching resources that will be used to support teachers such as the Danielson Framework facilitation guide. Teachers will work in their teacher inquiry teams, meet monthly during staff meetings and monthly vertical planning sessions with the coach. Intra-visitations will be scheduled for teachers to learn from one another and to share instructional practices.
- Teachers will engage in professional development provided by outside consultants. i.e. ARTS Achieve, Poetry Slam, LEAP Literacy, ESL Professional Development, Math Aussie consultant support, Danielson Framework professional development workshops, Math Network sponsored workshops, In-house Math professional development by Lead teachers/Coach. Teachers will engage in professional learning opportunities during school staff curriculum meetings, common grade, network sponsored, and UFT and DOE workshops. Teachers will be invited to lunch and learn sessions.
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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).

Teachers will provide parent workshops so that there is parent learning around the implementation of the common core learning standards, understanding of student progress of the State ELA/Math tests. Parents will be provided with their passwords on Parent Aris Link so that they are also aware of how their child is doing in school. We will also hold our annual family orientations where parents are informed of the expectations and curricula for each grade that their child is in. We will also be sending home letters informing parents of how their child is doing per benchmark administered in school.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 80 % of students in grades K to 8 students will demonstrate progress towards achieving Math Common Core Learning Standards. This will be measured by

an 5% increase of achievement in Pre & Post math unit tests.

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.

To conduct a needs assessment we analyzed both qualitative and quantitative data. An items skills analysis of the State Math test, Periodic Math Benchmark Assessments (Schoolnet), School Progress Report, Math Program diagnostic, unit post-tests, and students' portfolios indicate that our students still need support in the area of fluency and problem solving. We specifically looked at students' short and extended responses (where available), to assess their depth of understanding to problem solve and communicate their mathematical thinking

Instructional Strategies/Activities

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

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

1. Teachers in grades K – 5 will administer will adopt and a Go-Math Unit Pre- & Post Test for each unit to evaluate and monitor student progress towards meeting CCLS. Teachers in grades 6 – 8 will adapt and administer CMP3 pre and post unit tests. (Also measure student's mastery of Scope and Sequence City Math Standards). Teachers will track and analyze the unit Pre & Post Assessments to assess their computational skills and mathematical problem solving and mathematical communication abilities and areas in need of improvement to inform planning of instruction, as well as academic intervention services.
2. Teachers will use math trackers to study and analyze the student data results based on the CCLS in order to determine instructional next steps for the students. Teachers will incorporate activities embed the Mathematical Practices in to daily activities to develop students' math fluency; such as minute math, math games, and math centers.

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

3. The school assistant principal, instructional coach, the school math coach, Aussie consultant and network based math consultant will be key personnel in implementing this strategy.
4. All classroom teachers will be key personnel in implementing each strategy.

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

1. The instructional coach along with the math coach will participate in weekly instructional team meetings with the school principal and assistant principal to determine next instructional teaching professional development needs for classroom teachers. The math coach and the Math Aussie will meet on a weekly basis to provide professional development to teachers. The network coach will visit the school on a appointment basis throughout the school year
2. All classroom teachers will participate in monthly staff meetings conducted by the math coach and math Aussie consultant. They will follow a math pacing calendar developed by the math Aussie consultant to determine the major CCLS that need to be implemented pre and post Math State test.

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

1. The timeline for implementation will take place monthly from September 2013 – June 2014.
2. The timeline for implementation will take place on a monthly basis from September 2013 – June 2014.

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

1. All classroom teachers will provide Tier 1 & 2 Instruction to at-risk students based on monitoring students daily Go Math activities (Re-teach group, etc.) All students at-risk will be provided with fifty minutes of small group instruction twice a week. Teachers will administer and analyze written CCLS Math performance tasks to gauge student progress including exemplars, engage NY program, and math program performance tasks. They will participate in teacher teams as well to look closely and analyze student work in order to monitor progress in the area of math.
2. Teachers, out-of-classroom teachers, the Coach, Principal and Assistant Principal will review and analyze test results to determine next steps. (Triangulate data for lowest third, for example) Teachers will support students to make portfolio picks that show evidence of their growth as skilled problem solvers.

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/families will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings.
- The School, Parent Coordinator, and the PTA work together to coordinate parental involvement activities. For example, Parent/Family Orientation, and Instructional and Life Skills workshops.

- Teachers will disseminate written information regarding the curriculum that will be taught; i.e., unites of study, standards, and possible ways parents/families can support at home. Teachers will participate in providing parent workshops to inform parents of current CCLS instructional learning needs for students.

The school will provide parents/families with information regarding academic intervention services being provided to at-risk students

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

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

1.

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

3.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading	Small Group	During the school day
	ESL Instruction	Small Group, 1-to-1	During the school day
	Great Leaps	1-to1	During the school day
	Ready Gen Phonics Component	Small Group	During the school day
	Buddy Reading Program	Small Group	During the school day
	AIS Plus	Small Group	50 Minute Extended Day
	Saturday Test Preparation	Small Group	Saturday
	Poetry Slam	Small Group	During the school day
	Small Group Instruction	Small Group	During the school day
Mathematics	Math Guided Small Groups – Go Math Program	1-to-1	During the school day
	AIS Plus	Small Group	50 Minute Extended Day
	Saturday Test Preparation	Small Group	Saturday
	Small Group Instruction	Small Group	During the school day
Science	Small Group Instruction	Small Group	During the School day
Social Studies	Small Group Instruction	Small Group	During the School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Mandated Student Counseling	Individual	During the School day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The strategies for recruitment has been to hire teachers from Manhattanville program, Peace Corps, and Teach for America program. They have all been provided with first year mentoring and coaching in ELA and math. They have also been provided with professional development from a Math Aussie consultant. They receive monthly staff meeting and vertical planning professional development. They also receive weekly one-to-one coaching. Teachers receive weekly and monthly feedback from the assistant principal and the school principal.

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).
They are receiving professional development in the area of curriculum planning, data analysis and the Danielson Framework. Also, some teacher participate in network professional development as well.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Currently we do not have a high volume of students in temporary housing, however, we are using federal funding after school and Saturday School test preparation academies to help students improve in their progress in the areas of math and ELA.

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.).
The school currently provides parent workshop orientations to provide insight to the demands of the core curriculum and overview of common core standards, moreover, discuss in details the benchmarks for ELA and Math throughout the course of the year. For example, discuss the systems for measuring students' reading progress throughout the year, ie, Fountas and Pinell.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The teachers have weekly inquiry meetings to discuss student progress. They also meet weekly with the coaches to discuss the professional learning needs around the Danielson domain in the area of assessment an effort to improve their teaching. Teachers also develop their own units to create their own assessments and also they use the resources from the CCLS for ELA and math – Ready Gen, Code X, CMP3 and Go Math.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 315
School Name THE LAB SCHOOL FOR CHILDREN		

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 Gaby Flores	Assistant Principal Giulliano Quesada
Coach	Coach type here
ESL Teacher Yvette Ghoughassian	Guidance Counselor type here
Teacher/Subject Area Cristina Padilla/Early Gr Red.	Parent type here
Teacher/Subject Area	Parent Coordinator Carmen Martinez
Related Service Provider type here	Other Brenda Abramowitz/Data Expert
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	266	Total number of ELLs	45	ELLs as share of total student population (%)	16.92%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	26
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	7

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16		2	22		16	7		7	45
Total	16	0	2	22	0	16	7	0	7	45

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	7	3	3	3	13	8	2					44
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	2	7	3	3	3	13	8	2	0	0	0	0	45

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	4						9

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)	1		3		2	1	1	1						9
Advanced (A)	3	2	4	3	1	2	7	3	2					27
Total	4	2	7	3	3	3	13	8	2	0	0	0	0	45

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	3				3
4	3				3
5	7	1			8
6	7	1			8
7	2				2
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	2		1						3
4	2		1						3
5	6				2				8
6	6		2						8
7	2								2
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			2		1				3
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.

We use Fountas and Pinnell, LAB-R, the spring 2013 NYSESLAT scores, NYC Performance Written Assessments K-8 and in-house writing baselines. The greatest area of need is in the area of reading fluency and oral language development. These various assessments provide teachers the competency strengths and weaknesses of our students. Our analysis has shown that most of our ELLs are in the lowest third schoolwide and they are being designated for RTI.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the NYSESLAT scores, in grades 1-3, 3 of our ELLs became proficient; 9 are advanced and 3 are at an intermediate English proficiency level. According to our LAB-R Test results, our kindergarteners scored much higher in speaking and listening in comparison to reading. 2 out of our 4 ELLs scored 0 over 15; one scored 1 over 15 and one scored 2 over 15 in the reading segment of the LAB-R Test. In grades 4-8, we have one student who is proficient; 15 students are advanced; 5 students are intermediate; 9 students are beginner level ELLs. All of our 4-6 grade ELLs, who are at a beginner proficiency level, are in self-contained special needs classrooms.
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 data reveals that our ELLs have a tendency of moving from one proficiency level to the next and/or moving within the same proficiency level much more in lower grades compared to the upper grades. Most of our ELLs have higher proficiency in speaking and listening in comparison to reading and writing. This means that we have to hone in deeper into the instruction of our upper grade ELLs. For instance, we have decided to adopt the ESL push-in model into the classrooms of our 6-8 grade ELLs, instead of pulling them. Within the framework of this model, our ESL teacher will go into these particular classrooms to support ELLs by collaborating with the classroom teacher, along with providing the language objective of each lesson and scaffolding activities in order to tailor-make them to address the needs of the ESL students.

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?

In our school, we do not have ELLs who take tests in their native language with the exception of the new arrivals who take the Spanish LAB Test. After analyzing the Spanish LAB Test, we realized that one of our ELLs has very strong skills in his native language because he scored 30/30; whereas, the three remaining ELLs scored at an Intermediate/Advanced level because their scores were 23, 20 and 19 over 30. We have chosen not to administer the ELL Periodic Assessments in our school; however, we use interim measurements to assess our ELLs' growth through Fountas and Pinnell, fall and spring benchmarks, ELA/Math Assessments aligned with NYS Common Core Learning Standards and NYC Writing Performance Assessment K-8. Eventually, we will use the results of these interim tests to analyze the strengths and the areas of need of our ELLs, especially during our Data Team Meetings. Accordingly, we will come-up with next steps that are necessary to be embedded in the classroom instructions in order to move our ELLs' proficiency in speaking, listening, reading and writing.

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](#).)

ELLs who have difficulty with academic learning and have been alerted by the RtI Team receive supplemental assistance/instruction to remediate and narrow the gaps in their learning. This process is first started by the classroom teacher who provides differentiated instruction to the ELLs who need it in order to meet Tier1 Intervention requirements. When Tier1 Intervention is not enough, the teacher brings up the ELL or the ELLs who are not showing progress in an RtI meeting discussion. During this meeting, the RtI team provides guidance and instruction in certain strategies. The teacher applies these strategies in his/her classroom. After six weeks, if this approach does not show any changes in the ELL/ELLs' academic growth, then the RtI Team comes up with a Tier2 Intervention,

which may include small group instruction provided by the ESL Teacher, the Early Grade Reduction Teacher and/or the AIS Provider. After six weeks, if this type of intervention does not bring forth the needed results, then the RtI Team recommends a Tier3 Intervention; based on the particular student/students' needs, he or she will receive one-on-one instruction by the ESL Teacher, Early Grade Reduction Teacher and/or the AIS Provider. After having reviewed progress or lack of in another four weeks, the RtI and CSE Teams meet to discuss whether the ELL/ELLs' needs are a language acquisition issue or a language processing concern. Then both teams meet with the parents and the teacher of the ELL/ELLs in question to discuss further options.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher provides content area support for ELLs by scaffolding lessons through different types of graphic organizers, modeling, visuals, think-alouds, and by using various ESL strategies that will assist ELLs with their comprehension (GIST Model, reciprocal teaching, think-pair-share, content rewrites and adapting written text). Materials that we use for this purpose come from Times for Kids, Hot Topics (high interest reading by Evan-Moor Educational Publishers) and New Heights, literacy programs proven to be effective through extensive research. In addition, we have Go Math along with ELA in the native language of Spanish. Translated texts in the form of Spanish libraries are accessible to students as well.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
9. We evaluate the success of our programs for ELLs through Informal assessments. We believe that ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, we target students' specific problem areas, adapt instruction, and intervene earlier rather than later. Since standardized tests in English do not usually reflect ELLs' true content knowledge or abilities, we believe that informal assessments provide a more well-rounded picture of their skills, abilities, and ongoing progress.

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](#).)
Our ESL teacher, Ms. Yvette Ghoghassian, identifies potential ELLs who enter the NYC public school system for the first time based on the Home Language Identification Survey (HLIS) that was filled out by parents and guardians when they enrolled their child in our school. This process includes informal oral interviews of the students who are new to the NYC Public School System in both English and their native language. This ELL identification process is completed by a licensed pedagogue and parents are provided with translation services when needed. We also conduct interviews with parents prior to enrolling their children into our school during which they are informed of the program choices at our school. Then, Ms. Yvette Ghoghassian administers the LAB-R to students who meet the criteria to take this test within the first 10 days of their attendance in our school. In addition,

Spanish LAB is administered by a bilingual pedagogue to Spanish speaking students who did not pass the English LAB-R. Starting April of each academic year, the NYSESLAT (NY State English as a Second Language Achievement Test) is administered to students who are still considered ELLs according to the ATS Report, RLAT. NYSESLAT has four components, which are speaking, listening, reading and writing. ELLs have to score at a proficient level in the domains of speaking/listening and reading/writing in order to be considered as an overallly proficient level ELL. Afterwards, letters are sent out to parents to inform them if their child is entitled to receive ESL services or if their child is not going to receive continued services in ESL due to the scores he/she got in the NYSESLAT. Ms. Yvette Ghoughassian holds a professional NYS Certification in the area of ESL.

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.
Our school hosts an orientation facilitated by the ESL teacher along with the translation services of Ms. Carmen Martinez, our Parent Coordinator, for all parents of students who are identified as ELLs based on their LAB-R and NYSESLAT testing scores. During this meeting, she shows the video from the EPIC Kit and explains the various program choices that parents have (Transitional, Bilingual Education, Dual Language and Freestanding ESL). Finally, Parents are given a brochure, in their native language, provided by the NYC Department of Education, which explains the program choices they have as parents of ELLs. In addition, parents are given a program selection form in which they mark their choices for either Transitional, Bilingual Education, Dual Language or Freestanding ESL Programs. If more than 14 parents request that their child be placed in a bilingual education program, within a particular grade, we will create a bilingual class by hiring a full-time bilingual teacher for that particular grade. Furthermore, we have an outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available; CR Part 154, as amended by the ASPIRA consent decree, mandates that NYC schools in Grades K-8 open a bilingual class when the parents of 15 students on two contiguous grades who speak the same home language request a bilingual program.
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 [\[see tool kit\]](#).)
Being a small school with 265 students (45 of which are ELLs), it is fairly easier to ensure that the Entitlement Letters are distributed and the Program Selection Forms are returned. If a Program Selection Form is not returned, the ESL teacher speaks with the corresponding classroom teacher and asks him/her to inform the parents of those students, who haven't returned the necessary forms, to do so as soon as possible. The ESL teacher keeps on monitoring this process until she receives all the necessary forms. Finally, the original entitlement letter records, as well as the Parent Survey and Program Selection Forms, are maintained in the corresponding students' Cumulative Records in the office; the copies of these documents are kept in the files of our school's ESL teacher, Ms. Yvette Ghoughassian, inside her classroom.
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 consulting/communicating with parents during the ESL orientation (with translation provided by our school's Spanish speaking Parent Coordinator, Ms. Carmen Martinez), our ESL teacher explains the reason why their child needs to be placed in a Transitional, Bilingual Education, Dual Language or Freestanding ESL Program. She explains their child's proficiency level according to the LAB-R Test, along with what the cutting score is and what score their child received. Meanwhile, placement letters are distributed to inform parents if their child is entitled to receive ESL services, as well as whether their child is going or not going to receive continued services in ESL due to the scores he/she got in the NYSESLAT. Then, returned placement letters, with parents' signatures, are maintained in a filing cabinet inside the ESL teacher's classroom.
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.
After identifying the entitled students through the RLAT data in ATS, the ESL teacher sends a letter along with a brochure (with a translated version of the students' native language) explaining the various modalities of the NYSESLAT to all ELLs' parents. The teacher proceeds to make a schedule and inform the ELLs' classroom teachers of the day and time that she will pick-up her students in order to administer the various components of the NYSESLAT. In reference to ELLs who have IEPs, she makes sure to pay close attention to their required modifications according to their IEPs, since the latter document takes precedence over any

other modification requirements.

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.  According to our school's parent program selection forms, the trend shows that most of our ELLs' parents have been requesting a freestanding ESL Program as their first choice. If more than 12 parents request that their child be placed in a bilingual education program, within a particular grade, we will create a bilingual class by hiring a full-time bilingual teacher for that particular grade. We always honor parents' first choice; if we do not have enough students to form a bilingual class, we make sure to assist them in transferring their child to a school that does offer their first program choice. In order to ensure this process, we would contact the Office of English Language Learners in order to coordinate the transfer with the Office of Student Enrollment. In the meantime, the student would temporarily be placed in an ESL program in our school until the transfer is finalized. In addition, we make sure to enter parents' first choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC). As per CR Part 154, as amended by the ASPIRA consent decree, we will open a bilingual class when the parents of 15 students on two contiguous grades who speak the same home language request a bilingual program.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) For now, we have a freestanding ESL program following the push-in and pull-out model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modifies the lessons and assignments through appropriate scaffolding measures. This empowers ELLs because it makes classroom work more manageable and comprehensible.
 - b) Our ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.

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)?

For now, we have a freestanding ESL program in our school.

 - a) We provide our ELLs with their mandated units of ESL instruction as required under CR Part 154. Beginning and intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week. Students in the elementary level grades receive small group push-in instruction by a certified ESL teacher. Students in the middle school receive push-in ESL instruction. They are homogeneously grouped according to their proficiency levels and provided with support based on their classroom curriculum. K-1st grade ELLs are provided English language instruction 4 times a week. 2nd grade ELLs receive ESL instruction following the push-in model 4 times a week for 45 minutes. 3-5 grade ELLs are being pulled-out 4 times a week for 45 minutes. Our middle-school ELLs who are in self-contained special needs classrooms receive ESL instruction following the push-in model 8 times a week. The ESL teacher works closely with the classroom teachers to ensure that ELLs do not miss the content of their classroom lessons. As a result, she uses her ELLs' corresponding classroom lesson and embeds it with language objectives and other scaffolding strategies that they need.

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.

ELLs are presented with differentiated instruction during the school day through shared and guided reading, targeted small group instruction by an AIS teacher, content area - small group instruction, AIS Plus program (50 minutes - Extended Day on Tuesdays and Wednesdays) and at risk support by the ESL teacher. We use the SIOP Model, through which language and content objectives are both incorporated into one lesson. All our lessons and methods are in alignment with the NYS Common Core Learning Standards.

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

N/A

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by making sure, through informal and formal observations, that they meet the language objectives of each lesson. We believe that language objectives are powerful tools in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. According to research, this is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills.

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) Although we currently don't have any SIFE students, our action plan would consist of an after-school program for small group ELL instruction. It would include one-on-one support once a week and guided practice for scaffolding support. Moreover, we will use the support of the ESL, AIS/Early Reduction teacher as well as the resource room teacher for push-in instruction and intervention during the normal school day.

b) For these ELLs, we offer a freestanding ESL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction, in which we use lots of scaffolding in all four modalities of speaking, listening, reading and writing. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the students' needs, to hone-in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ESL program is for students to acquire the language development necessary to transition to proficient within the four modalities of English. Based on our data, we will invite our ELLs to participate in our after-school program as well as our Saturday Classes to assist them in the four modalities of Reading, Writing, Listening and Speaking.

c) & d) These ELLs are mostly students who have special needs; they either receive Resource Room services or have been placed in full-time special needs classrooms. Their needs will continue to be addressed using ESL methodologies aligned with their IEPs and any modifications that apply. Our plan is to continue to provide them with differentiated instruction in their classrooms based on the modalities in which they require the most support. We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic. They will also continue to receive support via extended day programs such as, 50 minutes Extended Day on Tuesdays and Wednesdays, After-school and Saturday Programs. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development in ESL approaches and strategies.

e) Our former ELLs will continue to receive transition services via explicit instruction via a push-in model and they will be monitored to assure their smooth transition and development in their general education classrooms.

During testing, we provide our ELLs with their mandated accommodations of a separate testing location and an allotted time of a time and a half. For our ELLs who have an individualized education program, we allow their IEP to take precedence in terms of their testing accommodation requirements. In addition, our proficient ELLs are still provided with a separate testing location and an allotted time of a time and a half for extra two years after they transition out of the ESL Program.

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?

The ESL teacher provides content area support for ELLs by scaffolding lessons through different types of graphic organizers, modeling, visuals, think-alouds, and by using various ESL strategies that will assist ELLs with their comprehension (GIST Model, reciprocal teaching, think-pair-share, content rewrites and adapting written text). We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic.

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?

ELLs with special needs either receive Resource Room services or have been placed in full-time special education classrooms. Our plan is to continue providing them with differentiated instruction in their classrooms based on the modalities in which they require the most support. We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and the differentiated/scaffolded instruction segments of the Pearson ReadyGen and the Common Core Code X by Scholastic. They will also continue to receive support via extended day programs such as, 50 minutes Extended Day on Tuesdays and Wednesdays, After-school and Saturday Programs. Teachers will continue to use informal and formal diagnostics to plan

instruction and support student learning. Classroom teachers will also receive professional development in ESL approaches and strategies.

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:			
Social Studies:			
Math:			
Science:			

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

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

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

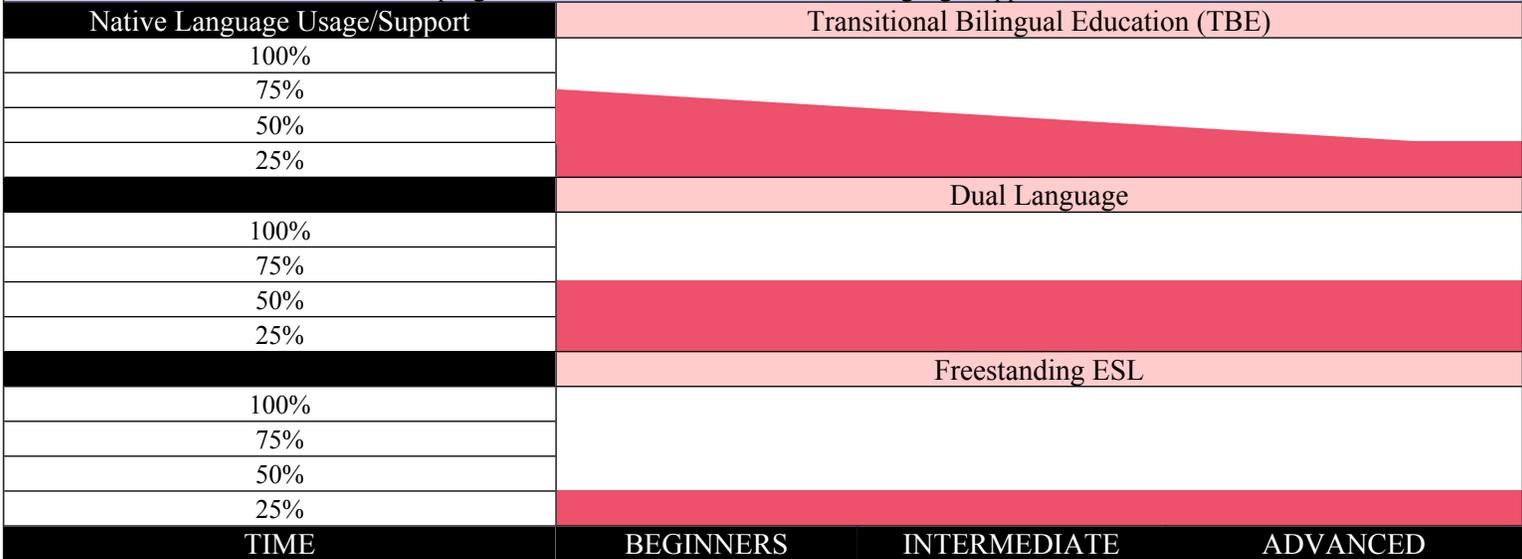
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The language in which our intervention services are offered is English. All of our ELLs will be presented with differentiated intervention services during the school day through guided reading, content area small group instruction, Extended Day Program (50 minutes-on Tuesdays and Wednesdays) and at risk support by ESL teacher. In addition, we will eventually have targeted intervention services through Saturday Program and After-school Program. For now, we are concentrating on ELA and after January 2014, our focus will turn into Math instruction for our Extended Day Program, as well as targeted intervention services through Saturday Math Program and After-school program. Furthermore, we provide our ELLs with content area glossary/dictionaries in their native language. In addition, our ELLs are provided with targeted interventions for Social Studies and Science according to their needs. We draw our instructional next steps within the data accumulated through our school-wide periodic assessments such as, Fountas and Pinnell, the spring 2013 NYSESLAT scores, NYC Performance Math and Written Assessments K-8, as well as in-house writing baselines, social studies and science classroom tests.

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

Our ESL teacher works with classroom teachers in order to scaffold the content area instruction for our ELLs. She creates language objectives for each lesson and uses various ESL strategies like the GIST Model, collaborative reading and alternative texts, as well as content rewrites and adapting written text to meet the needs of ELLs in both content and language development.

We draw our instructional next steps within the data accumulated through our school-wide periodic assessments such as, Fountas and Pinnell, the spring 2013 NYSESLAT scores, NYC Performance Math and Written Assessments K-8, as well as in-house writing baselines, social studies and science classroom tests.

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

We are going to use the Pearson ReadyGen and the Common Core Code X by Scholastic, especially the differentiated/scaffolded instruction segments of these two curriculums. For the 50 minutes Extended Day on Tuesdays and Wednesdays, we are going to use Common Core Clinics ELA (Reading Informational Text along with Writing and Language) by Options.

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

We will not discontinue any programs/services for ELLs.

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

ELLs will be offered to attend our After-School Program and eventually, our Saturday School Program. Invitations are extended school-wide to all students, including ELLs, to attend enrichment as well as test-prep programs. We are planning to provide an ESL after-school Program for 7 of our current 2nd grade English Language Learners and 4 of our transitional ELLs. The program will begin in the middle of December 2013 and it will run through the middle of February 2014. During this After-School Program, our ELLs will receive instruction in reference to explorations in Nonfiction Writing through ESL strategies and methodologies. They will be exposed to various scaffolding techniques to be able to move forward with nonfiction writing, using writing as a natural way to wonder, learn and think about topics that excite them. This program will include opportunities for students to explore a variety of real-world nonfiction texts and to work collaboratively as researchers and writers to create their own informational texts. While learning how to locate, access, interpret, record, publish, and share information, ELLs will also learn how to consider ways to activate their voice and make their nonfiction writing clearer, more authoritative, and better organized.

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

For the After-school Program, we will use a literacy package called, EXPLORATIONS IN NONFICTION WRITING -GRADE 2 by Tony Stead and Linda Hoyt - Heinemann Publishing. In addition, we will use teacher made materials in order to supplement the needs of all the students in the program.

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

The ESL teacher encourages the usage of native language dictionaries, and she buddies-up more proficient ESL students with the ones who have lower proficiency in English in order to raise their confidence and make them understand that they can use their prior knowledge in order to learn a new language.

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

In our school, the required services/supports correspond to ELLs' ages and grade levels. For most of our ELLs who struggle with their reading skills, we use resources that cater to a high interest/low level reader, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and Times for Kids.

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.

We provide newly enrolled ELLs and their families with an orientation, where we give them a tour of our school and introduce them to the activities they can have access to in our school. In addition, for now, based on our parents' choice, we offer a freestanding ESL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the need, to hone in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of ESL programs. The language of instruction we offer in our school is English. We have a freestanding ESL program from K-8.

18. What language electives are offered to ELLs?

For now, we do not have any language electives.

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)?

N/A

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.

We are planning for our teachers to receive support in reciprocal teaching, data analysis, UBD unit planning, vertical planning aligned to NYS Common Core Learning Standards. We will continue to have formal/informal meetings between classroom teachers and our ESL teacher in reference to embedding ESL strategies in all content areas. In addition, our ESL teacher will attend outside workshops, including those offered by our Network and other ESL professional development workshops, to stay abreast with the most current thinking and strategies in the ESL field, with the purpose of both implementing and turn-keying them to our school staff. Furthermore, she will turnkey ESL strategies to all other teachers.

Professional development will be provided to teachers during the school day as needed by ESL teacher and our coach. In addition, teachers will receive professional development with embedded ESL strategies through our monthly staff curriculum meetings, grade conferences, once a month vertical planning and other in-house learning opportunities. Also, teachers will engage in action research once a week in their respective data inquiry teams, through the lens of Danielson's Framework for Teaching, with a focus on targeted ELLs.

We provide professional development to our staff around the four modalities of speaking, listening, reading and writing. In addition, we offer weekly curriculum meetings to help with design of units to effectively plan scaffolding strategies for our ELLs. We provide social/emotional training to our guidance counselor in order to work with newly arrived ELLs.

The records of the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff are maintained by our school's secretary, Ms. Brenda Abramowitz. In addition, we keep a signing sheet to monitor teachers' attendance.

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?

The following describes our school's parental involvement:

- Annual survey is distributed to determine parents' interests and needs;
- ESL teacher along with the parent coordinator, coach and other teachers facilitate workshops pertaining to ESL parents' issues;
- In response, two calendars are developed to provide parents with monthly instructional-based workshops and life skills workshops;
- Parents are invited to all celebratory events at the school: i.e. Writers' Café, in-class celebrations, concerts;
- Parents are encouraged to join the School Leadership Team, Parent Teacher Association, School Volunteer Committee;
- Parents are invited to Principal-Family Breakfast meetings every other month;
- Information is provided on our bilingual school website, and flyers and memos are sent home;
- Written communication is provided in Spanish and English;
- Parent Coordinator maintains a chart that records parent involvement at PTA, conferences, celebration events, and miscellaneous school activities;
- Parents have been invited to reflect with SLT on ways in which to improve attendance and punctuality at the school and an attendance plan has been developed;
- PTA Executive Board meets with principal on a monthly basis to discuss activities and to address school issues;
- Parent Coordinator, Coordinator of Student Support, and School Based Instructional Support Team are available to work with families to become collaborative partners in the school;
- AUSSI Expert will provide ESL Math Workshops for 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.

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gaby Flores	Principal		11/4/13
Giulliano Quesada	Assistant Principal		11/4/13
Carmen Martinez	Parent Coordinator		11/4/13
Yvette Ghoughassian	ESL Teacher		11/4/13
	Parent		
Cristina Padilla/Early Gr Red.	Teacher/Subject Area		11/4/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Brenda Abramowitz/Data Expert	Other		11/4/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X315** School Name: **The Lab School for Children**

Cluster: **Maria Quail** Network: **109**

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

Part A: Needs Assessment Findings

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

PS/MS 315's alternate language population consists of 82.33% Hispanic and 1.87% Asian/Pacific Islander, American-Indian/Alaskan Native or other. All written communication distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences.

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

At PTA general meetings the policy of distributing material in two languages was discussed. Currently we have staff members for translation in Spanish and French.

Part B: Strategies and Activities

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

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and, as needed, in other languages. Special documents are translated, as needed by individual family need, through school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages (Spanish and English) was discussed.

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

At PTA, parent-teacher nights and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, some of our out of classroom teachers and our office staff. Our ESL teacher provides translation in French for our West African families.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As above, home language is determined upon a student's entrance to our school, and that data is updated based on the home language survey. All materials are distributed in English and Spanish, and translations of those materials, created by the school, are presented to families who speak languages other than English and Spanish at home.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. / M.S. 315	DBN: 10X315
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are planning to provide an ESL after-school Program for 6 of our current English Language Learners and 4 of our transitional ELLs. The program will begin in the middle of November 2012 and it will run through the middle of January 2013 in the following manner:

Our ESL 2nd graders will be served every Tuesday and Wednesday from 3:30PM to 4:20PM. In this grade, we have six (6) ELLs; Four (4) of them are Transitional Level ELLs; three (3) of them are Advanced Level ELLs and three (3) of them are Intermediate Level ELLs.

Our 2012 NYSESLAT, DRA and ECLAS-2 data show that our 2nd Grade ELLs need further support in the area of vocabulary development and writing. In particular, they need to develop their skills in how to plan, compose, revise, edit and publish a range of nonfiction texts. The ESL certified teacher, Ms. Yvette Ghoughassian, will serve our ELLs in this program.

During this After-School Program, our ELLs will receive instruction in reference to explorations in Nonfiction Writing through ESL strategies and methodologies. They will be exposed to various scaffolding techniques to be able to move forward with nonfiction writing, using writing as a natural way to wonder, learn and think about topics that excite them. This program will include opportunities for students to explore a variety of real-world nonfiction texts and to work collaboratively as researchers and writers to create their own informational texts. While learning how to locate, access, interpret, record, publish, and share information, ELLs will also learn how to consider ways to activate their voice and make their nonfiction writing clearer, more authoritative, and better organized.

Materials: We will use a literacy package called, EXPLORATIONS IN NONFICTION WRITING -GRADE 2 by Tony Stead and Linda Hoyt - Heinemann Publishing. In addition, we will use teacher made materials in order to supplement the needs of all the students in the program.

Part C: Professional Development

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

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

Begin description here: Title III funds will be used for a teacher study group, which will include the ESL teacher, who teaches K-8, the 3rd, 4th, 5th and 6th grade teachers. Our focus will be to move the ELLs

Part C: Professional Development

in these grades so they can be more prepared for the challenges of the State Common Core Standards, specifically in the area of nonfiction reading comprehension and writing. Our plan is to study a professional book called, SCAFFOLDING THE COMPREHENSION TOOLKIT FOR ENGLISH LANGUAGE LEARNERS FOR GRADES 3-6 - (Previews and Extensions to Support Content Comprehension) by Stephanie Harvey, Anne Goodvis, Brad Buhrow and Anne Upczak Garcia - Heinemann

This Toolkit will give us ideas and strategies to create lessons that will give our ELLs the necessary scaffolding and conceptual background along with English language structures they need to collaborate fully in their classroom's activities in reference to nonfiction text. After studying each particular strategy, we will implement it in our own classroom. Then, during our weekly meetings, we will report back on the outcome of our efforts, through data, formal and informal assessments, to see how it impacted on our ELLs' learning process.

Since we all have a common prep on Tuesdays from 9:40AM to 10:25AM, we are going to meet during this time starting from November 2012. This will be an ongoing study group, and it will last until the end of the school year 2012-2013.

In addition, we will hire a Puppetry in Practice consultant, from the Brooklyn College School of Education, to work with our 8 ELLs in 6th grade Special Needs Classroom, 6 ELLs in 7/8 grade Special Needs Classroom and 10 ELLs in 2nd grade. The ESL teacher and the corresponding classroom teachers will be present to observe author-illustrator Mr. Angelo DeCesare while he teaches students on a variety of literacy strategies through the arts programs based on the characters in his comic journals. This Program will be held once a week, on Mondays, for one hour per grade, and it will start sometime between November 19, 2012 and February 11, 2013.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Title III funds will be used to offer ELL's parents five workshops by a consultant, Mr. Angelo DeCesare, from Puppetry in Practice. These workshops will take place on Mondays sometime between November 19, 2012 and February 11, 2013. The focus of these workshops will be on providing ELLs' parents with skills and tools to use English in every day situations. Parents will explore life in New York City through cartooning. This program will include a workshop at the Puppetry in Practice Museum in Brooklyn for parents.

Part E: Budget

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

Allocation Amount: \$

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