



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 335 – THE ACADEMY OF THE ARTS
DBN (i.e. 01M001): 08X335
Principal: MRS. GLORIMER LOPEZ
Principal Email: GLOPEZ6@SCHOOLS.NYC.GOV
Superintendent: MR. TIMOTHY BEHR
Network Leader: MR. ELMER MYERS

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
Glorimer Lopez	*Principal or Designee	
Matthew Panetta	*UFT Chapter Leader or Designee	
Herbert Ramsey	*PA/PTA President or Designated Co-President	
Tanya Sands	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jaime Barron	Member/ Teacher	
Mae Curry	Member/ Teacher	
Yulianne Garcia	Member/ Teacher	
Betty Gerassi	Member/ Teacher	
Nakia Colon	Member/ Parent	
Dianne Tavarez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teachers will work in grade teams to adapt and align ReadyGEN curriculum to address skills aligned with close reading and citing evidence from text to support their reasoning.

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.

Analysis of MOSL baseline assessments indicate weakness in students' ability to discern and include important facts, gleaned from text, in their writing.

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

Strategy: Support Teachers through the adaptation and implementation of Common Core Aligned *ReadyGen* curriculum.

1. Teacher teams utilize common prep periods to adapt and modify *ReadyGEN* to include writing standards and scaffolds that meet the needs of their students
2. Administration and grade leaders support teachers with Instructional Shifts and alignment to the Common Core Learning Standards
3. Inquiry teams meet weekly to evaluate student work/assessments and adapt curriculum accordingly

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

1. Teacher teams, administration with support from grade leaders and Network 607 Achievement Coach
2. Teacher teams, administration with support from grade leaders and Network 607 Achievement Coach
3. Inquiry team members and administration

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

1. Formal and informal observations conducted by administration
2. Formal and informal observations conducted by administration
3. Evidence of student growth in informational and explanatory writing as evidenced through analysis of student work
4. By June 2014 teacher practice will improve as evidenced by their progression on HEDI scale

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

1. Up to 3 times a weeks during common prep time
2. Before and after schools meeting with teacher teams, lunch and learns and grade meetings
3. Weekly September 2013 - June 2014
4. Before and after schools meeting with teacher teams, lunch and learns and grade meetings

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

1. Per Session to Be used for After-School Meetings with Instructional Team
2. No cost associated with this activity
3. No cost associated with this activity
4. No cost associated with this activity

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).

Curriculum Afternoons hosted in October and November to discuss *ReadyGen* curriculum and expectations
Common Core Learning Standards Workshop for Parents

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #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, 100% of teachers will engage in Danielson Professional Development in order to improve teacher practices in selected domains on the HEDI rubric.

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.

Analysis of informal observation data, Advance Data, and teacher feedback sessions, deficiencies are evident in domain 3 along questioning and discussion techniques.

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

Support teachers to improve teacher practices in selected domains of Danielson Rubric

1. Teachers will be observed using Danielson Rubric and through selected observation options by Administration
2. Administration and selected teachers will support teachers through inter-visitations focused on Domain 3 along questioning and discussion techniques
3. Network will provide support through providing Professional Development that focuses on Domain 3 along questioning and discussion techniques
4. Network Teacher Effectives Coach will support Administration in providing feedback to teachers focused on Domain 3 along questioning and discussion techniques

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

1. Principal, Assistant Principal, with support from Network 607 Staff
2. Administration, selected teachers, with support from grade leaders and Network 607 Staff
3. Network 607 Staff
4. Principal, Assistant Principal, with support from Network 607 Staff

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

1. Formal and informal observations conducted by administration
2. Formal and informal observations conducted by administration along with directed inter-visitations based on feedback conversations
3. Attendance at Professional Development Sessions; Formal and Informal Observations by Administration
4. Formal and Informal Observations conducted by Administration along with TEP Coach from Network 607; feedback conversations

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

1. Weekly October 2013-April 2014
2. Monthly October 2013-April 2014
3. During School Hours, through Lunch and Learns; Saturday Professional Development Sessions; October 2013 - June 2014
4. Every 6 weeks from November 2013 through April 2014

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

1. No cost associated with this activity
2. No cost associated with this activity
3. Per-Session monies to be paid by Network for Saturday Professional Development
4. No cost associated with this activity

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).

N/A

Budget and Resource Alignment

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

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

Goal and Action Plan #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, PS 335 will increase attendance rate by 2%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Review of the 2012-2013 Progress Report indicate low attendance rates, pre- and post-holiday attendance is below 80% according to ATS attendance data; half-day attendance throughout the year is below 80% according to ATS attendance data.

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

Support students who are risk of below level achievement caused by low attendance rates
<ol style="list-style-type: none"> 1. Attendance Improvement Committee to be formed 2. Mentoring program to pair staff members with targeted students (students with an attendance rate below 90%) and "Special Breakfast with Mentors" to incentivize attendance 3. Letters mailed home inform parents of chronic lateness and absences 4. Daily phone calls to homes of students who are absent 5. Monthly assemblies that celebrate students with 100% attendance (parents are invited to attend and can participate in a raffle for special prize) 6. School-wide incentive program titled "ALL HERE" to celebrate classes with 100% attendance

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

<ol style="list-style-type: none"> 1. Administration and teacher representative from each grade level 2. Staff members that volunteered time to meet with targeted students 3. Attendance coordinator 4. Attendance Coordinator 5. Administration and Ms. Fiorella Mejia (Parent Coordinator) 6. Classroom teachers, students and administration
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7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

<ol style="list-style-type: none"> 1. Review of ATS reports to show an increase in attendance 2. Review of ATS reports to show an increase in attendance 3. Review of ATS reports to show an increase in attendance 4. Review of ATS reports to show an increase in attendance 5. Review of ATS reports to show an increase in attendance 6. Review of ATS reports to show an increase in attendance
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8. Timeline for implementation and completion including start and end dates

<ol style="list-style-type: none"> 1. Monthly Meetings 2. Weekly check-in with targeted students 3. Monthly 4. Daily 5. Monthly
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6. The program rewards classes once they have achieved 7 days of 100% attendance

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

1. No cost is associated with this activity
2. No cost is associated with this activity
3. Minimal cost for postage, envelopes and paper
4. No cost is associated with this activity
5. 25\$ per month X 10 months
6. 1000\$ in AIDP funds allotted for incentives

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 are invited to Monthly Assemblies and participate in a raffle if their student gets 100% attendance. Parent are informed of students' attendance via phone and mail. Parents receive information about School-wide attendance policy, incentive programs, and their student's attendance rates.

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.

AIDP funds for incentives

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

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

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

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

Strategies to Increase Parental Involvement

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

1.

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.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

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; Differentiated Literacy Centers; Close Reading Strategies; Shared and Interactive Writing; Conferencing using 100-Book Challenge program; Junior Great Books; Point of Entry Model Foundations for K-2	Small group; and 1:1 Tutoring	During School Day; Extended Day Program; After School
Mathematics	Go Math! Interactive Instruction; Differentiated Math Centers	Small group; and 1:1 Tutoring	During School Day; Extended Day Program; After School
Science	NYC Department of Education Science Curriculum; Science Foss Kits; Common Core Aligned Science Classroom Libraries	Small group; and 1:1 Tutoring	During School Day; Extended Day Program; After School
Social Studies	NYC Department of Education Social Studies Curriculum; Common Core Aligned Social Studies Classroom Libraries	Small group; and 1:1 Tutoring	During School Day; Extended Day Program; After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Speech and Language Services; Social Worker Services through CBO/Mental Health Services; At-Risk Counseling with SBST Psychologist and/or Social Worker	Small group; and 1:1 Tutoring	During School day

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.
All teachers for the Academic Year 2013-2014 are all certified. Recruitment of teachers is done in collaboration with Network HR support. Teachers were also included in the interview process of perspective new teachers.
Professional Development of new teachers is provided by designated teachers through Mentoring Hours, common planning sessions and team meetings. Professional Development is also provided to new teachers through Network provided Professional Development opportunities and designated in-school professional development sessions (eg: Lunch and Learns; inter-visitations; in class support, etc.

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).
<ol style="list-style-type: none"> 1. Professional Development will be provided to Teachers, Administration and Paraprofessionals on CCLS and Danielson Framework for Teaching during designated Professional Development Days (September, November and June) 2. Professional Development will be provided to Teachers and Paraprofessionals on ReadyGen and GO Math curriculum throughout the year to all teachers 3. Professional Development will be provided to Teachers and Paraprofessionals on CCLS to all teachers through Lunch and Learns throughout the school year 4. Professional Development will be provided to Teachers, Principal and Assistant Principal on CCLS and ReadyGen through Network provided Professional Development Sessions 5. Professional Development will be provided to Teachers, Principal and Assistant Principal on CCLS and Go Math through Network provided Professional Development Sessions 6. Professional Development will be provided to Assistant Principal through ELI Professional Development opportunities 7. Professional Development will be provided to Teachers, Principal and Assistant Principal through 8. Teachers are given a needs survey where they can communicate their Professional Development needs; Administration along with a team of teachers plan on further Professional Development opportunities based on data from teacher responses.

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.).
Funds are utilized to fund the Parent Coordinator's position in order to ensure parent communication and involvement; Monies also support the purchase of supplies to our STH students who are most needy in our school community.

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.).
In order to support the transition of students from Pre-K to Kindergarten, time has been scheduled for the Pre-k Teacher to meet with Kindergarten Teachers in order to discuss the common Core standards for Kindergarten. A common core aligned curriculum is being implemented in order to ensure Common Core Standards are being addressed. Pre-k staff is provided CCLS Professional Development along with other staff members in the school. Parents are invited to attend workshops on Common Core Learning Standards.

Pre-k teacher and assistant articulate with Administration on any additional needs (eg: social/emotional; academic, etc) of any Pre-k student before they enter Kindergarten.

Pre-k students have visitations into the Kindergarten Classrooms in June before they articulate into Kindergarten in order to support their articulation for the next year.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet with Administration to discuss student data through grade meetings, after-school meeting and data dialogue meetings. At these meetings, recommendations for further assessments are made in order to assess progress.

Teachers also meet through Inquiry Wednesdays to further discuss assessment results and further assessment needs.

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).

School-Parent Involvement Plan for the 2013-2014 School Year

PART I GENERAL EXPECTATIONS:

The Academy of The Arts/PS 335 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A Parental Involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- that parents play an integral role in assisting with their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Academy of The Arts/PS 335 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PA meetings
- PA Executive Board members will be involved with District personnel

2. The Academy of The Arts/PS 335 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the Annual Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. The Academy of The Arts/PS 335 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- Enrichment Clubs
- After School Math Academy
- After School ELA Academy

4. The Academy of The Arts/PS 335 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. The Academy of The Arts/PS 335 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The Academy of The Arts/PS 335 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: *the Common Core Learning Standards; the State's student academic achievement standards; the State's and local academic assessments including alternate assessments; the requirements of Title I, Part A, how to monitor their child's progress and how to work with educators.*
- The Academy of The Arts/PS 335 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: providing Parent workshops and courses dealing with Content Area Workshops, Common Core, Parent Orientations, Open House, Informational Workshops such as: CPR Training, Fire Safety, First Aid, Financial, Asthma, Diabetes, Special meetings with Ms. Rodriguez, *ESL Teacher* designed to meet the specific literacy needs of parents of English Language Learners.

- The Academy of The Arts/PS 335 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

Providing teachers with professional development regarding the most effective techniques in involving parents in respectful conversations.

Involving parents in the regular activities of the school

Involving parents in the Perfect Attendance, Student of the Month Assemblies, 100 Book Challenge Ceremonies and our Annual Passport Day.

- The Academy of The Arts/PS 335 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a

language to parent can understand:

School letters are translated and ELL students are provided with native language letters of school events. Translation services information are posted in the school lobby in the appropriate native languages.

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in- home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished setting up an appointment with Fiorella Mejia, Parent Coordinator at (718) 860-3401 ext. 422

PART IV ADOPTION

Department of Education of the City of New York

The Academy of The Arts/ PS 335

Glorimer Lopez, Principal

This policy was adopted by The Academy of The Arts on 11/26/2013 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 26, 2014.

Glorimer Lopez, Principal

Date

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

PS 335 – The Academy of the Arts

SCHOOL-PARENT COMPACT for 2013-2014

The Academy of The Arts/PS 335 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2013-2014.

The Academy of The Arts/PS 335 Responsibilities:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - ❖ A Print-Rich classroom environment with leveled classroom libraries
 - ❖ 100 Book Challenge Program
 - ❖ Fountas & Pinell- Common Core Aligned Tasks
 - ❖ After-School Academies
 - ❖ Academic Intervention Services provided to students as needed by classroom teachers
- 2. Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - ❖ Parent teacher conferences are held twice annually – November 2013 and March 2014
 - ❖ After-School meetings for Level 1/Level 2 students in 4th and 5th Grade NYS ELA/NYS Math
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - ❖ Monthly Calendars issued to keep parents aware of school events
 - ❖ Student report cards are distributed 3 times a year
 - ❖ Student promotions in doubt letters are sent home a minimum of once a year.
 - ❖ Progress reports sent home in January.
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - ❖ Teachers are available for parents at two parent teacher conferences each year.
 - ❖ Teachers are also available to meet with parents during professional time on a daily basis with an appointment. For an appointment please call Fiorella Mejia, Parent Coordinator at (718) 860-3401 ext. 422
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - ❖ The PA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
 - ❖ Parents may also volunteer by consulting with the teachers and Parent Coordinator.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- ❖ Supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
 - participating, as appropriate, in decisions relating to my children's education;
 - promoting positive use of my child's extracurricular time;
 - participating in school activities on a regular basis;
 - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
 - reading together with my child every day;
 - providing my child with a library card;
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
 - being aware of and following the rules and regulations of the school and district;
 - supporting the school discipline policy;
 - express high expectations and offer praise and encouragement or achievement

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

- ❖ Specifically, we will:
 - *come to school ready to do our best and be the best;*
 - *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
 - *listen and follow directions;*
 - *participate in class discussions and activities;*

- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

The Academy of The Arts/PS 335 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics; and

- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, The Academy of The Arts/PS 335 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

PS 335

Glorimer Lopez, Principal

11/26/13

_____ Parent’s Signature Date: _____

_____ Student’s Signature Date: _____

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

1. .

**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 08	Borough Bronx	School Number 335
School Name The Academy of the Arts		

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 Glorimer Lopez	Assistant Principal Ariana Arbolino
Coach n/a	Coach n/a
ESL Teacher Charity Rodriguez	Guidance Counselor n/a
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Fiorella Mejia
Related Service Provider type here	Other Heather Ryan, Network 607
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	1	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	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	276	Total number of ELLs	34	ELLs as share of total student population (%)	12.32%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	8	4	4	6	7	5								34
SELECT ONE														0
Total	8	4	4	6	7	5	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	3	16	0	3	1	0	0	34
Total	17	0	3	16	0	3	1	0	0	34

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0											0
Arabic														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	8	4	4	6	6	5	0	0	0	0	0	0	0	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	4	4	6	7	5	0	0	0	0	0	0	0	34

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	2	0	0	1	0	0	0	0	0	0			10

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	2	4	1	3	0								11
Advanced (A)	0	0	0	5	3	5								13
Total	8	4	4	6	7	5	0	0	0	0	0	0	0	34

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0							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.

In September all students from grades 1 through 5 are administered a Fountas and Pinnell Reading Comprehension assessment in order to assess each student's strengths and weaknesses. As a result, students are provided with an Independent Reading Level and an Instructional Reading Level. These levels are used to assist Classroom Teachers and ESL teachers in planning for differentiated needs and groups according to the data and ensuring the ELL students in the classroom are provided with strategies to ensure academic growth. Further F&P assessments are administered throughout the year, in order to assess progress and monitor learning as students are expected to move up in Reading Levels. All 4th and 5th Grade students are also administered Interim Assessments in order to assess proficiency and determine how they will possibly achieve the NYS ELA exam.

Students in Kindergarten are given assessments in January and again in April/May. These assessments measure the students ability to identify letters, letter sounds, upper/lower case letters, and assess emergent literacy skills. This data is used to group students according to needs and provide additional data to ESL provider in order to support classroom instruction.

ELLs are also provided with multiple reading of ELA texts, they are provided with additional time to complete tasks and are provided Native Language Dictionaries/Glossaries in order to support their instruction inside their General Classroom and in their Pull-Out Session with the ESL Provider.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns reveal that students are achieving English Proficiency within the 1-4 years of beginning ESL services. They have also achieved consistently in their academics as compared with their Non-ELL peers. NYSESLAT and LAB-R scores are also aligned to what our Interim Assessments data shows about the students' ability to score proficient levels in the NYS ELA exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The patterns across the NYSESLAT are analyzed in order to determine which instructional approaches and decisions are made for both classroom teacher and the ESL Service Provider. Students whose reading/writing and/or speaking/listening scores are below or at the beginning level, are provided interventions such as small group instruction, lessons differentiated to the areas they are struggling in and technology based instruction through the use of Imagine Learning software to address their weaknesses.

The data generated by AMAQ will be used to determine the groupings of ELLs within each classroom, small group instruction, and if students will benefit from a push-in instructional period in order to support their listening/speaking skills through classroom activities. Analysis of the 4th Grade and 5th Grade students' NYSESLAT and NYS ELA scores show that most of the ELL students make gains from year to year in the listening and speaking areas of the NYSESLAT, while the reading and writing areas show slower progress.

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?
 - a. At PS 335 we have noticed that the patterns in proficiencies across grades are that those that enter in grades k-2 are reaching a proficient score on the NYSESLAT earlier and sooner than those students that enter in grades 3-5 and begin services later. The patterns also reveal that a student's reading and writing proficiency in their native language is directly related in how well they fare in tests taken in English.

b. ELL Periodic Assessment data is used by the school leadership and teachers to determine instructional decisions and determine further interventions for the continued progress of our ELLs progressing. Data helps us ensure that ELLs are performing consistently with their peers and on grade level as determined by the Common Core Standards.

c. From the Periodic Assessments, the school has learned about the different academic strengths and weaknesses of our ELL population. We have learned that collectively they are consistent in performance with their non-ELL peers and can learn strategies that can be used both in their Native Language and in learning the English Language. Our ELLs, though as a sub-group has struggled with NYS ELA exams. Native language is used as a support to aid the ELLs in the areas for which they have weaknesses. In math, content is provided in their native language to assist in their learning.

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](#).)

In order to provide Tier I Intervention to our ELLs, General Ed Teachers and ESL Teachers collaborate on lessons that are targeted for students to be able to increase language acquisition, fluency, vocabulary and academic proficiency. When data (such as end of unit tests, running records, conferencing notes) from ELL and classroom teachers indicate that students are not improving students are provided with more intense interventions, Extended Day tutoring as needed. Instruction at all Tiers is tailored to meet ELLs' language and academic needs and specific domains in which they are at risk. The needs of our ELLs are directly identified by individual students' performance on assessments administered.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development of ELLs is assessed through in-class discussions and written assignments of each child. Differentiated instruction is provided in all content areas in order to ensure that students are continuing to develop their second language.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

The success of our ESL Program at PS 335 is measured by scores achieved by our ELLs in all formal and NYS Assessments. We evaluate our success by the progress measured through NYSESLAT levels for our ELLs and by proficiency levels achieved (levels 3 and 4) in both NYS ELA and NYS MATH Exams, of our 3rd, 4th and 5th grade students.

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](#).)
Upon registration of a new student, parents are given the HLIS form as part of the registration packet. All parents are required to fill it out in order to proceed with the registration. Upon receipt of the form, our ELL Coordinator, interviews the parent to assess and clarify language proficiency and language preferences. If it is determined, through the form and the interview, that another language other than English is spoken at the home of the child, the LAB-R exam is administered by their the ELL Coordinator, or the ESL provider. The results of the LAB-R will further determine if the child is designated as an ELL or Non-ELL student. If identified as an ELL Student, then they will be added to the list of students of ELLS and provided services according to their level.

The DOE video, explains that the NYC public schools offers Before providing the parents with the video, we make sure that parents are aware of the importance and the reason for the orientation. After an oral orientation we proceed to show the video. At the end of the video we have a question and answer period in which we answer and clarify any misunderstandings. In addition, parents also receive the DOE ELL Parent brochures further describing the ELL programs in the language of their preference. After the orientation the parents receive the Parent Survey and The parent survey form are collected and reviewed to determine parent's choice of program through the Program Selection form. The survey is read to parents and the questions are further clarify if they

request it. They proceed to select the desired ELL program.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

As data from the LAB-R is used to identify student ELL eligibility, this data is also used to begin communication with parents. Parents are notified of their child's eligibility by sending Entitlement letters and through follow-up phone calls. The parents of students who are eligible for ESL, Bilingual Education or Dual Language program are required to attend an orientation in which they view a video about all three ELL programs. Before providing parents with the video, PS 335 ensures that parents are aware of the importance and the reason for the orientation through oral presentation by the ESL Coordinator. The orientation then proceeds with the showing of the video. The DOE video, explains that the NYC public school offers three ELL programs: Transitional Bilingual Education, Dual Language and English as a Second Language. Our ESL Coordinator shows the parents the DOE ELL parent video. In addition, parents also receive the DOE ELL Parent brochures describing the ELL programs in the language of their preference. Ms. Rosado or Mrs. Rodriguez (ESL Provider) are available to answer any questions parents may have about the three programs.

This orientation and its format is also offered throughout the year and individually to parents as new students register.

The process to inform parents who have previously chosen a TBE/DL program once it becomes available is the same as the process to inform parents who are new comers. We communicate the availability of the program through letters mailed home and follow up phone calls to their homes as well. PS 335 will re-offer parents the same orientation to ensure they are well informed of the TBE and DL, we provide them with new brochures to inform them of the TBE/DL programs. If they were not able to view the video at their first orientation, the ESL Coordinator and ESL Provider will schedule an appointment to review the video once again so they can be fully informed.

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](#)].)

After the ELL Program orientation (through the use of DOE Video, and question and answer session), the parents receive the parent survey and program selection form. The survey is read to parents and the questions are further clarified if they request it. They proceed to select the desired ELL program. The parent survey and selection form are collected and reviewed to determine parents choice of program. All completed selection forms are filed in the ELL Coordinator's room. The school follows up with parents via phone calls in order to ensure they are satisfied with their ELL Program choice.

All parents and guardians are required to attend an orientation in which they view a video explaining all programs in Bilingual Education. The ESL Coordinator proceeds to explain the three programs. After the orientation, the parents receive a form in which they are able to select the desired program. We always schedule a second orientation for parents who did not attend the first orientation. To ensure that all parents receive the orientation and the forms we follow up by making phone calls to or send letters to schedule individual orientations.

The ESL Teacher proceeds to go over the forms to find out the program preference. For the last four (4) years, the parents Program of Preference is ESL. Therefore, we are currently offering ESL only to our students.

The ESL Teacher secures and stores all returned forms in a ESL/ELL Binder which is kept in the Principal's office. The Binder is frequently used throughout the year for additional information regarding parent choices and to communicate with parents about upcoming ESL Workshops and ESL Student progress.

Continued entitlement letters are sent home at the beginning of the year and copies are kept saved for at least two years with all other Entitlement forms.

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.
If a parent has chosen a Bilingual Program or a Dual Language program, then they are offered other school choices within the

community in order for them to be able to register children at other schools who offer the program of their choice. Within the last three years, parents have all selected the ESL pull-out program provided here at the PS 335 and we have continued to communicate with all parents through report cards, progress reports and personal meetings about the progress of their child through the ESL pull out program.

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.

In order to ensure that all sections of the NYSESLAT are administered to all ELLs every year, the ELL Coordinator and ESL Provider collaborate to create a testing schedule. A checklist of the ELL roster is kept with each section of the NYSESLAT to ensure that every student has completed the appropriate section (s) of the NYSESLAT Exam. If students are absent, a testing makeup session is scheduled for the student to make up each part of the test missed. The administration of the Speaking section of the NYSESLAT is administered to individual students by either the ELL Coordinator or the ESL Provider with the use of a recorder.

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. 
- After reviewing the Parent Survey and Program Selection Forms for the past few years, PS 335 has discovered that 90% of the parents have requested an ESL Program. Our ESL program model offered at PS 335 for 2013-2014 completely aligns with the parent requests and infor on parent selection forms. Due to this data, we do not have enough students to open a Bilingual or Dual Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

PS 335 uses a free-standing ESL program that follows both pull out and push-in model in order to keep within the mandated minutes of instruction needed as well as further meet the needs of ELLS. ELL students are grouped heterogenesouly in general education classes and are supported with pull out ESL instruction. The ESL teacher pushes in during Literacy blocks (in some classes as well) and also provides Extended Day Tutoring in which the ELL students are grouped. ESL provider also works with the students in their content classes. Groups of students are mixed proficiency levels. The ESL Instructor differentiates instruction by following the classrooms teacher's curriculum map and further facilitates the group following the content taught by the classroom teacher. The teachers work collaboratively to continually group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL Coordinator and Provider follows the school schedule to ensure that all ESL students receive the mandated units of ESL instruction throughout the day. Preparation periods are scheduled for ESL collaboration and coincide with the classroom teacher to facilitate common planning. Bilingual glossaries, translated materials, and native language literature is available and provided in order to support language and vocabulary development.

PS 335 follows the prescribed amount of language development as mandaged by Regulations Part 154. All students identified to be at the beginning and/or intermediate levels of language development (as per NYSESLAT or LAB-R) will receive two units (360 minutes) per week of ESL instruction thourgh pull-out services. Students identified at the advanced level will receive one unit (180 minutes) per week..

Reading and Comprehension Strategies will be provided to ELL students (all levels) through Literacy Block Instruction in their General Education Classrooms a minimum of three times a week. Additional support will be provided through the ESL Provider in their specified period of ESL instruction. In the content area instruction, ESL strategies will be infused to maximize comprehension and cognitive development. Additional instructional time through Extended day programs, Imagine Learning Software, and After school programs will be provided to further support ELA and ESL strategies.

Native language support is provided through the classroom libraries where a selection of Spanish language books that are reading level and grade appropriate. In addition, students are encouraged to celebrate their native heritage through school assemblies and programs.

School teams that include the content area teachers (Art), ESL teacher, and any support instructors (Speech and Language Provider), meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students' self assessments, diagnostics). This data is used for individual student progress and analysis and to ensure curriculum alignment to the needs.

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.

In addition to the push-in program, the ESL teacher works with small groups to provide specific instruction using ESL strategies in a pull-out classroom one period a day. ESL programs used by the ESL teacher include the "Words Their Way for EL" program and "Understanding by Design (all grades), and Imagine Learning (Software) (all grades)" Rigby Reads, (upper grades)" Getting Ready for the NYSESLAT (All grades). The K-2 Instructional programs focus on building vocabulary and emergent reading behaviors aligned with the Common Core Learning Standards. In the upper grades, the instructional programs extend fluency and vocabulary and increase comprehension skills of the ESL students aligned with the Common Core Learning Standards. All of the programs in used include a writing component in conjunction with the reading as well and are aligned to the Common Core Learning Standards.

ELL Strategies are targeted to increase use of language, fluency, vocabulary and comprehension include modeling of strategies, audiovisuals, graphic organizers, explicit vocabulary development, activating prior knowledge, and discussions that are guided through a open-ended question. ELL students will also be targeted and participate in Title III funded after-school programs.

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

We do not provide bilingual classroom instruction. Native Language support is provided through glossaries, teachers who speak Spanish and providers who translate when necessary.

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

Our ESL instruction is designed to develop our ELL students skills in listening, speaking, reading, and writing the English language, in order to move to proficiency in NYSESLAT Exams but also NYS ELA. Through the use of ESL strategies provided through the regular content all students are appropriately evaluated through classroom activities, interim assessments, teacher created assessments and writing assignments. A school team, that include the content area teachers (Art), ESL teacher, and any support instructors (Speech and Language Provider), meet regularly to examine data (ARIS, NYSESLAT, classroom assessments). This data is used to monitor student progress in the four modalities throughout the year.

6. How do you differentiate instruction for ELL subgroups?

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

Instruction for the different sub-groups of ELL students is differentiated as follows:

- SIFE students- N/A

b. ELL students (less than 3 years) - Extended Day Program 50 minutes/2x a week; September Through June; After School Title III Program 2x a week for 1.5 hours per day. The required units of ESL services are provided during the normal instructional day. Our Main focus of this group is development of vocabulary, fluency and oral language development.

c. For ELL students who are in the ESL Program for (4 to 6 years) - Extended Day Program 50 minutes/2x a week; September through June; After School Title III Program 2x/week for 1.5 hours per day; the required units of ESL are provided during the normal instructional day. These students are also provided with comprehension skills, fluency and test preparation.

d. Long term ELL students, those with more than 6 years of ESL instruction, are provided with all the programs listed above through with additional push-in periods in order to move them to proficiency levels.

e. ELL students who are also Former ELLs are provided with all the programs and opportunities that are offered to other ELL students through our extended day program, regular instructional program, After-School program and push in support.

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?

ELL-SWDs are provided extra support through instructional materials that are targeted to their needs (lower reading level materials; guided reading in their instructional level; visual aids; technology, etc.) As per their mandated IEP accommodations, they are also provided with extra time to complete tasks, grouped in smaller classes, provided with additional readings and are also supported through push-in services by their Related Service Provider (eg: Speech and Language Provider).

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are provided extra support through instructional materials that are targeted to their needs (lower reading level materials; guided reading in grade-level and supported through scaffolding; visual aids; technology, etc.) As per their mandated IEP accommodations, they are also provided with extra time to complete tasks, grouped in smaller classes, provided with additional readings and are also supported through push-in services by their Related Service Provider (eg: Speech and Language Provider).

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

ELLs identified as at risk and needing intervention using the RTI framework, instruction is tailored to meet the needs of these students in the specific areas (ELA/Math) for which they are at risk. The programs used for intervention are: "Imagine Learning" "NY Ready ELA/Math" Read Naturally" Rigby Reads, Getting Ready for the NYSESLAT, Words Their Way and Foundations.

In addition to the listed programs, ELL students who are in the ESL Program (0-3 years and 4-6 years) receive additional services through the extended day program, After-School Program and the required units of ESL instruction are provided. These students are immersed in vocabulary development and test preparation.

Long term ELL students (more than 6 years), are also provided with all the programs and opportunities that are offered to other ELL students. Additional practice is provided for these students through the use of test preparation materials for the NYSESLAT to ensure they achieve a proficient level in the NYSESLAT.

ELL-SWDs are provided with additional support and assistance based on individual IEP goals, additional push-in services through Related Service Providers, extra time given to complete their tasks, small group instruction to coordinate more individualized support.

All programs and supports provided are provided in English with additional native language support through staff members who translate instructions.

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

The current ESL program at PS 335 has yielded progress in the ELL students proficiency levels in the NYSESLAT decreasing every year in the Beginning range and moving towards proficient. This current school year 2013-2014 we have a total 10 ELLS who moved from the Beginning Level to the Intermediate Level, and 15 ELLs who moved from the Intermediate Level to the Advance level as evidenced by NYSESLAT scores. This indicates that we move children within one year of service to the next level of proficiency.

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

This upcoming year, PS 335 will introduce a new curriculum ReadyGen for Literacy which will incorporate ESL strategies to everyday instruction and Common Core Learning Standards based instruction and content. We will also assign the ESL provider two periods a week for push-in services as additional instructional support in those classrooms with larger ELL population. In our Extended Day, the ESL provider will provide support to those students who have been identified as Advanced and promote writing skills in order to ensure a passing grade in the NYSESLAT and increase proficiency rating in the NYS ELA Exam.

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

None.

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

ELLs students and ELL-SWDs are provided equal access to all school programs offered at PS 335. ELLs students are encouraged to in after school activities such as PBIS Incentive Activities; Attendance Ceremonies; School Dances; Movie Nights, etc.

Through the use of Title III funding, additional materials and resources will be purchased for the use in an ESL After School Program.

This program will be scheduled for Thursdays and Fridays for grades 2-5. Instructional Activities slated for this program will include Writer's Workshop, Reader's Workshop, Imagine Learning, Foundations, Phonics on the IPAD in order to support the development of the English language skills.

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

Instructional materials used to support ELLs in content and language include NY Ready in both Math and ELA; Understanding by Design Curriculum, ReadyGen Curriculum, GO Math Curriculum; Foundations; Reading Street; Read Naturally, Imagine Learning,

IPADs, Polyvision Boards, Manipulatives, visual aids, and bilingual resources. Classrooms are equipped with computers and other various technology to be incorporated into ELL student' elarning and support in their progress. Classrooms are equipped with Polyvision Boards and/or document readers (Art Room) to facilitate interactive learning.

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

Native language support in the ESL Pull-Out program consists of the ESL Provider translating directions and some of the task, when needed by a group of children or an individual student.

Bilingual dictionaries , glossaries, and thesaurus in native language, is available for students to use as resources.

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

All ELLs students are placed in the appropriate grade level for their age upon registration to our school. Materials and resources used are age- appropriate; grade-appropriate and developmentally appropriate.

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.

ELLs that enroll through out the school year who do not speak English are enrolled in a classroom where the teacher and other students can communicate with them in their native language. Teachers in the classroom will find another student who is familiar with the structures of the school and the daily routines and assign them to be a "peer buddy" to the new ELL student.

Classroom teachers are provided materials in Native Language in order to assist in assessment and/or instructional support.

For new ELL students, we provide the following:

- Extended Day Program, Using Imagine Learning where students begin at their level of proficiency
- Use of native language materials and communication with the family in order to ease transition into new school and new procedures
- Classroom assigned includes a teacher that can communicate in their language;
- Teachers assess in Native Language in order to build upon what students already know and transition those skills into English Language acquisition
- Extensive use of graphic organizers and extensive modeling and scaffolding for written work, in order to help prepare for the NYS ELA and NYS Exam

18. What language electives are offered to ELLs?

None

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.

1. A professional development plan that is inclusive of all members who work with ELL students, including classroom teachers, cluster teachers, educational assistants, parent coordinator, counselor, and all other staff members. Areas covered in the staff development include ESL Strategies and the content areas, instructional modifications and scaffolds for ELL's, in special education programs, Using the Danielson Rubric to identify Effective Practices in instruction; using data to differentiate instruction for ELLs.

2. The ESL provider is sent to professional development throughout the school year both provided by ELL Department and the Network. The ESL teacher turnkeys the information received at these workshops providing professional development for all teachers of ELL students in our school. Teachers gain information on how to provide instructional strategies to support ELL students; writing scaffolds incorporated into instruction so that students meet the ELA Writing standards. Teachers incorporate these strategies into their Common Core Aligned Instructional Plans in order to further support ELLs in their ability to meet the Common Core Standards. These Professional Development opportunities is provided during professional development days and other times, totaling a minimum of 7.5 hours for teachers and 10 hours for teachers of SWD.

3. The ELL Coordinator and our Parent coordinator will provide assistance to both parents and students as they transition from elementary school to middle school. Staff development for teachers to learn ESL methodologies and strategies will be provided by the ESL Coordinator. Several ways of differentiated instruction can be discussed after classroom observations include seating arrangement for ELLs in the classroom that can improve and support academic interactions; scaffolding strategies to promote vocabulary acquisition; using PBIS to promote a safe environment and reward systems for ELLs.

4. 7.5 hours of Professional Development will be offered to Gen Ed Staff Members and 10 hours of Professional Development offered to Special Education Teachers through the following:

September - Danielson Framework for Teaching - Looking at Domain 3 - Instruction

October - Danielson Framework for Teaching - Looking at Domain 2 - The Classroom Environment

November - Danielson Framework for Teaching - Looking at Domain 1 - Planning and Preparation

December - Danielson Framework for Teaching - Looking at Domain 4 - Professional Responsibilities

January - Scaffolds for Ensuring Access to Common Core Standards

February - Writing Rubrics to Provide Feedback and Next Steps in Student Writing

March - The HESS Cognitive Matrix - How to plan for questioning that promotes higher order thinking skills?

April - Looking at the Instructional Shifts - Academic Vocabulary

May - Mathematics and ESL - Scaffolding Word Problems and How to Solve Multiple Step Problems

D. Parental Involvement

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

1. During the year ELL Parent involvement activities include workshops, meetings and informative sessions for parents of our English Language Learners. These meetings and sessions are held by the parent coordinator and either the Principal (bilingual in Spanish) or our ESL Coordinator. The first session is scheduled for the first month of October followed by additional sessions in order to provide parents with additional information.

September - The Parent Connection: A Resource for Newly Enrolled English Language Learners (this workshop is also offered individually, if necessary)

October - The Parent Connection: A Resource for Newly Enrolled English Language Learners (this workshop is also offered individually if necessary)

Other scheduled workshops include:

Common Core Learning Standards - What do they mean for my child?

ESL Classes for Adults

First Aid Workshop - which results in certification

ARIS Parent Link Workshop

Transitioning to Middle School (for 5th grade ELL Parents)

Middle School Choice Application Process (for 5th grade ELL Parents)

2. The school also partners with other agencies and Community Based Organizations to provide workshops and services to ELL Parents. This year, we have partnered with Astor Mental Health Services, Urban Health Plan, and Learning Leaders. Our Bilingual Parent Coordinator all assist parents with school related issues both physical, social/emotional and academic.

In addition, we provide information about neighborhood After-School programs (such as PAL, Brightside Academy, SISDA, and Studio School for Readers and Writers) are available for parents to sign up their children in order to receive help with homework; physical activity and other academic related issues.

A series of ESL workshops are offered to the community directly related to ESL issues and concerns.

3. In order to evaluate the needs of parents, a parent survey was created to establish parental needs. Discussions are also part of the SLT Meetings in order to discuss further how to support the needs of parents.

4. Parental involvement activities directly address the needs of parents because activities are a direct result of the data received from the parent survey. During SLT and PA meetings, parents are also asked for their input into what types of workshops they need. As a result, the following workshops and informative sessions for parents will be provided during the school year 2013-2014, which include:

- Open School Afternoon
- Curriculum Afternoon
- ESL Parent Workshop
- First Aid Workshop
- Common Core Standards
- ARIS Parent Link

- ESL Parent workshop
- NYS ELA Exam Workshop
- NYS MATH Exam Workshop
- Art Workshop

Additional ESL workshops will be held for parents through out the year as further needs assessments are made.

All meetings, workshops and informative sessions are offered to the entire community with bilingual support always available for parental support and involvement.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>PS 335 The Academy of the Arts</u>		School DBN: <u>08x335</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Glorimer Lopez	Principal		1/28/14
Ariana Arbolino	Assistant Principal		1/28/14
Fiorella Mejia	Parent Coordinator		1/28/14
Charity Rodriguez	ESL Teacher		1/28/14
	Parent		1/28/14
	Teacher/Subject Area		1/28/14
	Teacher/Subject Area		1/28/14
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Heather Ryan	Other <u>Network Support</u>		1/28/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x335 **School Name:** PS 335 - The Academy of the Arts

Cluster: 6 **Network:** 607

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 335 used the HLIS data and parental interviews during registration and school events in order to assess the needs of Written and Oral Interpretation needs.

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.

As a result, we know that about 10% or about 27 parents require Spanish translation of all communication. As a result of our findings the Principal and Parent Coordinator are both available to translate oral information in Spanish to Parents that need these services. All communications are sent to parents in both English and Spanish in order to provide appropriate and timely information in a language they understand.

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.

All written letters and communications, report cards, calendars, schedule of events, invitations from the school will be sent home in both Spanish and English. Written Translation services will be provided by in-house school staff such as the Principal, Parent Coordinator, ESL Teacher and several bilingual paraprofessionals. PS 335 also uses a telephone messaging system in both English and Spanish to further communicate upcoming events and timely information to Parents..

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.

All oral interpretation services during school events, such as award ceremonies, graduations, open school nights, parent teacher conferences, scheduled meetings, attendance reports, etc. will be provided in both Spanish and English. Oral Translation services will be provided by in-house school staff such as the Principal, Parent Coordinator, ESL Teacher and several bilingual paraprofessionals. PS 335 also uses a telephone messaging system in both English and Spanish to further communicate upcoming events and timely information to Parents.

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

PS 335 will continue to provide on-site Interpretation and Translation services through the use of the Parent Coordinator, Paraprofessionals, Principal and other staff members who can speak and translate in the language of the parent. The Bill of Rights will be sent home in both languages (Spanish and English) for parents to read. In the school's Safety Plan, several staff members have been identified as being able to provide Translation and Interpretation Services. Next to our Main Office Entrance, by the Parent Coordinator's Office and on the 4th Floor where ESL services are provided and where parents of ESL students meet, there will be information on how to access information for Translation and Interpretation Services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Academy of the Arts	DBN: 08x335
Cluster Leader: Mr. Jose Ruiz	Network Leader: Mr. Elmer Myers
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: 29
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III After School Program will begin in January of 2014. The program will consist of English Language Arts and Math Instruction for both General Education and Special Needs ELL students. The objective of the program will be to build oral language fluency, increase fluency, increase academic vocabulary, improve writing skills, increase reading comprehension and improve problem solving skills in mathematics.

Our Literacy Program will be broken down into several components.

Imagine Learning will be used for ELLs who have been identified as having a Beginners Proficiency Level, in order to build oral language and vocabulary skills. Imagine Learning software will assist ELLs with accelerating their Proficiency Levels in acquiring the English Language. This software is differentiated based on individual needs after an assessment is administered by the software program. Reading ability and programs are individualized based on the results of the assessment. Imagine Learning also uses the student's native language in order to further assist students in their transition into spoken English and improving their literacy skills.

ELLs identified as being Intermediate or Advance in their Proficiency Levels will be mainstreamed with monolingual peers during the After School Program. ELLs will be able to communicate with their peers and build upon their current oral language skills, writing skills and reading comprehension skills. Students will be provided with learning activities and opportunities with the support of a Native Speaker of English. A major component and focus will be Guided Reading, as this practice will build upon and improve Reading Comprehension skills which will assist students with the NYS ELA Exam. Students will be assessed frequently to determine which strategies are weak so that further guided instruction can be administered. The writing will reflect CCLS Expository and evidenced-based writing in order to support their development of vocabulary and written expression. NY READY will be used to provide students with grade appropriate content and close reading strategies.

Our ELLs in our early childhood k-2 grades will receive instruction that is targeted to the NYSESLAT by providing support through the use of Testing Material (How To Get Ready for The NYSESLAT) from Attanasio and Associates. The materials are based on meeting the needs of all the four (speaking, listening, reading and writing) of the NYSESLAT Exam. Instruction will be provided using a workshop model in order to provide modeling, scaffolded instruction and small group instruction.

All Students will receive pre and post assessments in order to monitor growth.

The Math After-School Program will consist of small group instruction that will be targeted based on the needs of students according to classroom data (assessments, end of unit assessments, simulations, etc.) ELL students performing below grade standards, (Level 1 in prior year exams; level 2 in prior year exams;

Part B: Direct Instruction Supplemental Program Information

current data showing level 1 or level 2 performance) will be targeted to attend the Math Afterschool program.

Both after school programs (Literacy and Math) will run two days a week from 2:45 pm to 5:15pm. The teachers who will provide instruction are ESL and Bilingual Certified.

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:

Teacher teams meet throughout the year to conduct cycles of inquiry to strengthen their understanding of student needs in the classroom in ELA and Math. Strategies are discussed and then targeted to the needs in order to increase Proficiency Levels in both ELA and Mathematics. Inquiry Meetings are held every Wednesday from 2:45 pm - 3:30 pm.

Our ESL Provider and all staff members involved with delivery of instruction to ELLs will be provided with Professional Development along the Danielson Framework (Domain 1 - Planning and Preparation; Domain 3 - Specifically Assessment and Discussion Techniques) through the Network wide PD, once a month, so that all teachers can begin to incorporate Best Practices into ESL Instruction. In addition, the ESL Provider will attend four (November 2013, January, February & March 2014) Professional Development Sessions provided by the Network targeted to meet the needs of ELLs along CCLS throughout the year.

Our Network Liasion, Heather Ryan will be providing 1:1 and Individualized support to teachers and our ESL provider on how to incorporate ELL strategies into our ReadyGen Curriculum and our Go Math! curriculum throughout the school year.

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

Part D: Parental Engagement Activities

Begin description here:

Parents of ELLs at PS 335 will be provided opportunities throughout the school year to attend workshops provided by staff members of PS 335. Some workshops will focus on literacy for ELLs with a focus on Emergent Reading Strategies for Early Childhood; ELL Parent Engagement Workshop, ELL Literacy through Comprehension Strategies, NYS ELA Exam Strategies and NYS Math Exam Strategies. The ELL Parent Workshop will specifically expose parents of our ELL students to the NYSESLAT and its components and how to help students at home to get ready for the NYSESLAT. The ELL Literacy workshop will address the importance of reading and comprehension strategies that can be used in both their native language and in their second language. Workshop attendees will also have access to an interpreter in order to support them in their native language. Workshops will be offered monthly for an hour in duration by teachers, coaches and the parent coordinator. Parents will be notified by email and through the students via a flyer with an invitation.

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)		

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.
Travel		
Other		
TOTAL		