



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CONCOURSE VILLAGE ELEMENTARY SCHOOL

DBN (i.e. 01M001): 07x359

Principal: MRS. ALEXA SORDEN

Principal Email: ASORDEN@SCHOOLS.NYC.GOV

Superintendent: MS. YOLANDA TORRES

Network Leader: MS. PETRINA PALAZZO

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
Alexa Sorden	*Principal or Designee	
Beatriz Perez	*UFT Chapter Leader or Designee	
Lisa Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Niurka Castro	Member/ Instructional Coach	
Katrina Brice	Member/ IEP Specialist	
Celestine Clee	Member/ 2 nd Grade Educator	
Mayra Negron	Member/ ELL Coordinator	
Nitza Gonzalez	Member/ Parent	
Tanya Rosa	Member/ Parent	
Kyasia Davis	Member/ Parent	
Tamisha Bradshaw	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.

When developing our CEP goals we focused on using a theory of action since we rely heavily on the Quality Review rubric to guide our daily school practices therefore each goal was developed using a theory of action. Our first instructional priority is to become proficient at using the workshop model with a focus on “explicit modeling”. Our first goal is as follows: **IF we implement the workshop model with a specific focus on “explicitly modeling” each learning intention across all content areas THEN every student will be highly engaged and prepared to apply the skill and/or strategy modeled (i.e. learning intention) AND as a result students’ academic performance will improve.**

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.

We have identified this as an area of need because research supports that “explicitly modeling” allows students to observe the learning intention in action therefore allowing students to emulate the skill/strategy. Students will be able to see what they are asked/required to do independently, which will then create a greater sense of independence.

Instructional Strategies/Activities

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

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

1. All students will benefit from this process of teaching especially ELLs and SWDs because they will have the model, then they will practice the intention, the teacher will be able to assess the students’ understanding of the learning intention modeled. After teachers assess students’ understanding via the active involvement piece students will then be able to work independently. This process allows teachers to clarify any misconceptions prior to the independent practice.

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

1. Our Instructional Coach and IEP Educator will support our implementation of the workshop model. In addition, we have referred to several resources from the following sources: Robb, L. (n.d.). *Teaching a Reading and Writing Workshop*: http://www.wrsdcurriculum.net/MW_september2012.pdf, and <http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf>

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

1. A method of evaluating this goal, our school is implementing the Danielson Framework to conduct teacher observations. When conducting observations our focus is **component 3a** to assess educators’ ability to “explicitly model”.
2. Students’ performance in terms of their ability to implement skills and/or strategies across all content areas in reading, writing, and/or speaking.

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

1. We started the observation process in September however our start and end dates are October 1, 2013-June 1, 2014. We will have the following checkpoints to assess our progress with meeting or exceeding the expectations in “explicitly modeling”:

- December 20, 2013
- February 14, 2014
- April 30, 2014
- June 23, 2014

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

1. We will provide monthly professional development sessions, regular feedback via email, one-to-one teacher conference, and formal written reports.

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).

Our ELL coordinator, IEP Specialist, and parent coordinator have crafted workshop for parents alongside Learning Leaders with a focus on the common core. We have provided sessions on how to state an opinion with supporting reasons. We selected this standard because it made the most sense to non-pedagogue, we did not want to overwhelm our families with education jargon hence why we have taken this approach. Parents will receive five PD sessions throughout the school year.

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	X	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.
<i>IF we implement Shared Reading with a focus on close reading THEN every student will be highly engaged AND as a result their fluency, comprehension, vocabulary, critical thinking skills, questioning and discussion skills will improve AND as a result students will gain literacy proficiency.</i>

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.
We selected this as an area of need due to the fact the phase-out school obtained 7% profanely in literacy as per the 2012-2013 testing data. This immediately raised a concern and triggered the need to put a plan in place where students are exposed to complex text for various reading experiences across all content areas, engage in rich academic discussions about the text, ask and answer questions about the text, and really dig deep to go beyond the text. Shared Reading will serve as the vehicle to enhance students' reading performance because it creates rigorous opportunities for students' to obtain meaning from the text. The teacher serves as the scaffold for reading complex text hence why it becomes accessible to all learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. This instructional strategy will benefit <i>all</i> learners especially ELLs and SWDs since students have repeated exposure to the text and teachers scaffold the reading, and guide the discussions by posing intentional questions that will promote thinking it makes it accessible. Moreover, the discussions will support comprehension development, which is crucial when making reading progress.
B. Key personnel and other resources used to implement each strategy/activity
1. Our Instructional Coach will support this process however classroom educators will serve as the primary role in supporting the implementation of this instruction goal by engaging in inter-visitations, developing lessons together, and providing one another with regular feedback.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. A method we are using to evaluate the effectiveness of this process is the Danielson Framework with a focus on the following components 3a, 3b, 3c, and 3d. 2. Students' work sample such as their annotation samples, reader response samples, and Accountable Talk sessions will serve as evidence
D. Timeline for implementation and completion including start and end dates
We started the observation process in September however our start and end dates are October 1, 2013-June 1, 2014. We will have the following checkpoints: <input type="checkbox"/> December 20, 2013 <input type="checkbox"/> February 28, 2014 <input type="checkbox"/> April 30, 2014 <input type="checkbox"/> June 5, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Professional text such as " <i>Notice and Note Strategies for Close Reading</i> " by Kyleene Beers 2. Professional Planning time funds to support per session 3. Consultants' support by Creative Schools 4. In-House Professional Development conducted by our Instructional Coach and Educators.

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).

Parent workshops focused on understanding our close reading and how they may be able to implement it at home.

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	X	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.

*IF educators engage in a yearlong book study focused on questioning and discussion they will gain skills and strategies needed to **THEN** be able to formulate quality questions, which will lead to rich academic discussions, **AND** as a result students will demonstrate higher levels of performance in reading, writing and speaking and listening across all content areas.*

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.

All students will benefit from this process of teaching especially ELLs and SWDs because quality questions will promote thinking. Quality questions will bring forth the rigor needed in classrooms to help students' make thinking visible. Educators will implement "wait time", which will allow all students the time needed to process the question and respond in writing and orally.

Instructional Strategies/Activities

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

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

1. All students will benefit from this session because *all* educators are involved in the study, which means students will receive the same instruction during their specialty classes: visual arts, physical educations, and science. ELLs and SWDs will benefit greatly because educators will learn how to implement "wait time" along with intentionally framing questions that enhance students' comprehension.

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

1. Our Instructional Coach, ELL Coordinator, Intervention Specialists, and Classroom Educators will all play a pivotal role in ensuring our goal is met.

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

1. A method we are using to evaluate progress is the Danielson Framework with a focus on the following **components 3b, 3c, and 3d.**
2. Students' work sample such as reader response samples, performance tasks, and Accountable Talk will serve as evidence.
3. Conference notes will serve as tool since it will track students' reading and writing development. The focus will be on assessing students' reading comprehension.

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

We started the observation process in September however our start and end dates are October 1, 2013-June 1, 2014. We will have the following checkpoints:

1. December 20, 2013
2. March 21, 2014
3. June 20, 2014

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

1. Professional Texts such as "Enhancing Professional Practice, Quality Questioning: Research-Based Practice to Engage Every Learner, Thinking Through Quality Questioning: Deepening Student Engagement, and Leading Through Quality Questioning: Creating Capacity, Commitment, and Community
2. Consultants Support: Creative Schools
3. Professional Development with our network and in-house PD conducted by our Instructional Coach and educators.

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).

- Learning Leaders program will provide common core workshops focused on questioning and how to make thinking visible at home.
- Our educators will deliver workshops with a focus on understanding what we read by asking questions that demonstrate thinking.

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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	Foundations K-1 Shared Reading K-2 Interactive Writing K-1 Guided Reading K-2 Leveled Literacy (Intervention)	Whole Group Small Group Intervention Specialist	During the day, Morning and Saturday Academy
Mathematics	Small Group Go Math Soar to Success Fluency Activities	Whole Group Small Group	During the day, Morning and Saturday Academy
Science	Small Group Instruction with the science block with a strong focus on deepening students' content knowledge	Small Group	During the day
Social Studies	Small Group Instruction with the social studies block with a strong focus on deepening students' content knowledge	Small Group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The intervention specialist and guidance counselor provide at risk services to meet the individual needs of each student based data	Small Group and One-to-One	During the day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	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.
<input type="checkbox"/> All educators participated in the 18D process for hiring, which consisted of 6 members making decisions about the candidate based on his/her response and portfolio. <input type="checkbox"/> We have developed a PowerPoint, which describes our school expectations and we have advertised throughout the city in an effort to recruit highly motivated and qualified educators.

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).
<input type="checkbox"/> As a new school we engaged in 40 hours of professional development prior to the school year. <input type="checkbox"/> We engage in weekly professional development totaling (150 minutes per week) <input type="checkbox"/> We participate in weekly webinars focused on the common core and instructional shifts

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have used and intend to further use these funds to provide uniforms and supplies for families living in temporary housing.

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.).
As a PreK-2 school we are fortunate to have the access to our preschool students therefore we have developed a transition plan, which entails-workshops, open house, and transitioning into Kindergarten plan beginning in April 2014. PreK students will begin visiting Kindergarten classroom, the cafeteria, and obtain exposure to our daily systems and structures.

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
As a TA school we are able to use the resources to provide our educators with professional development to be able to adequately support our scholars. We expose our scholars to technology, high interest texts at varying levels to capture their interest.

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).
Our scholars receive in class support most of the day however a core group of scholars are pulled for supplemental support. We offer a morning academy with a support of fluency in reading and mathematics, our groups rotate every 6 weeks so that we may create equity throughout the school. Additionally, we provide Saturday Academy with a focus on reading, writing, math, and enrichment activities.

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 7	Borough Bronx	School Number 359
School Name Concourse Village Elementary School		

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 Alexa Sorden	Assistant Principal N/A
Coach Niurka Castro	Coach type here
ESL Teacher Mayra Negrón	Guidance Counselor Deyanira Malagon
Teacher/Subject Area Beatriz Perez	Parent Lisa Rivera
Teacher/Subject Area type here	Parent Coordinator Roberto Cameron
Related Service Provider Katrina Brice	Other type here
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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	235	Total number of ELLs	58	ELLs as share of total student population (%)	24.68%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	19	0								19
Dual Language	0	0	0							0
ESL	39	0								39
Total	58	0	0	0	0	0	0	0	0	58

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	0	0	19											19
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	19	0	19									

*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	7	11	23											41
Chinese														0
Russian														0
Bengali	2	1												3
Urdu														0
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	7	3	2											12
TOTAL	17	16	25	0	0	0	0	0	0	0	0	0	0	58

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)	8	3	4											15

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)		11	12											23
Advanced (A)	6	4	10											20
Total	14	18	26	0	0	0	0	0	0	0	0	0	0	58

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

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

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

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

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

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

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

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

The assessment tools that are used to assess the early literacy skills of our ELLs students include Running Records and CCSS aligned, school administration-designed assessments in reading and writing. This data enables our ELL instructors to focus specifically on skills that individual students need. As per the Running Records assessment, 70% of our ELLs are reading below grade level. The insight gained from this data is that ELLs require intensive and targeted instruction in basic literacy skills. In response to that need our school's instructional plan includes targeted, small group interventions provided by literacy, special education and TESOL specialists with the goal of bringing all ELLs' reading skills up to grade level.

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

The data patterns across proficiency levels reveals that the typical ELL student at our school scores one to two years below grade level on initial ELA assessments, which is consistent with the lower proficiency scores they received on the Reading and Writing modalities of the NYSESLAT (Based on the data we have noticed that students are not reaching proficiency in reading and writing; however, they have very strong oral language skills). When examining data patterns of the students inherited from P.S. 385 (the school we are replacing), we discovered that for the majority of ELL students their proficiency levels remained the same between their initial LAB-R score and their Spring NYSESLAT score. We are a Pre-K to Second Grade school; therefore the majority of our ELLs have received only 1-2 years of ELL services.

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

Unfortunately, the NYSED has not provided NYSESLAT modality information from the test's Spring 2013 administration. Therefore we are unable to use that information as a basis for instructional decisions or inform our Annual Measurement Achievement Objectives.

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. As previously stated, the patterns across proficiencies and grades reveals demonstrates that the majority of our ELL students are below grade level in English language literacy skills. Our ELLs in Kindergarten and First Grade participate in our push-in ESL program, meaning that they receive native language support when necessary, but are not tested in their native language. On an as needed basis ELLs in grade K and 1 are allowed to complete assignments in their native language, but the language of instruction is English. Therefore they are not officially tested in any other language. For our second grade ELLs in the TBE program, content area assignments are completed in their native language. Once instruction in English begins in the content areas we will be able to assess how students fare in tests taken in English as compared to tests taken in their native language.

b. Instead of using ELL Periodic Assessments to test our ELLs, P.S. 385 uses the results our content area performance tasks, Running Records, and content area examines to assess and inform ELL instruction.

c. From our battery of assessments our school is learning that ELLs progress well when instruction is scaffolded (comprehensible instruction through the use of manipulatives, visuals, technology, TPR, language supports and native language) and differentiated (modified instruction and assignments) using ELL best practices.

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](#).)

Data guides instruction for all of our students, including our ELLs, within the RtI framework. Our Tier 1 consists of strong core instruction for all of our students guided by data derived from a variety of formative, interim and summative assessments. Based on the data gathered from those assessments, rigorous and evidence-based curriculum aligned with the CCSS (as well as best practices for English language development for ELLs), is designed and implemented by the administration and the grade teams. If designed appropriately, this instruction serves a minimum of 80% of our students as demonstrated by the results of formative, interim and summative assessments. If not, Tier 1 is redesigned and retaught. If 80% or better of our students are served by the Tier 1 instruction then the remaining 20% of students, including any ELLs, are provided with Tier 2 interventions. This 'double dose' of instruction provides extra attention, activities and experiences (including additional TESOL supports for ELLs) targeted to specific

small groups of students in addition to core instruction. Tier 2 serves about 5-10% of students. If not, as in Tier 1, the intervention must be redesigned and retaught. Once more, data is gathered during Tier 2 through an assortment of formative, interim and summative assessments to guide instruction and to gauge its success. Those students who demonstrate the need for stronger interventions are then moved into Tier 3 interventions. Intensive intervention at this level is characterized by intensive and individual instruction (small group or 1:1) and serves about 1-5% of students. Students at Tier 3 may require data gathered through a formal evaluation conducted by the School Based Support Team, which may or may not lead to the creation of an Individual Educational Plan for the student based on the findings of the evaluators.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions through that child's instruction. Upon receiving an ELL student in their class, teachers are provided with data on that students' second language development based on the results of that students' NYSESLAT and/or LAB-R scores, as well as observations made by the ELL specialist during her initial interview with the student. That data is used by the student's teacher to plan and implement instruction in light of that students' second language development needs. Best practices in TESOL are used throughout our instruction of ELLs in order to ensure their academic success.
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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success in our ELL program is evaluated by students' results on formal and informal assessments conducted continually throughout the school year. These assessments include NYSESLAT results, state wide standardized exams (once we expand into the testing grades), and teacher created periodic assessments of vocabulary, listening, speaking, reading, writing and content area subjects. The results of these assessments are used to judge whether we have met AYP for ELLs.

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](#).)
At registration the parents/guardians of all entering students are required to fill out a Home Language Identification Survey (HLIS). Mayra Negrón, our ELL specialist and coordinator (NYS Certification in TESOL), informally interviews parents/guardians and assists them in completing the HLIS; providing translation services in Spanish when required (and receiving assistance from other adult bilingual relative or friend in the event of a parent/guardian that speaks neither English nor Spanish). Based upon the answers provided on the HLIS Ms. Negrón deems the student's eligibility for LAB-R testing. Those who qualify to be LAB-R tested are administered the test by Ms. Negrón within 10 days of their registration. Those students who qualify for ELL services and have a home language of Spanish are also administered the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The parents/guardians of those students whose LAB-R score indicates their eligibility for language services receive program entitlement letters. Upon receiving the program entitlement letter, Ms. Negrón makes an appointment with said parents/guardians within ten days of the child's enrollment in order to conduct an individual parent orientation session. During this session the parent/guardian is provided with informative brochures in their native language (when available from the NYCDOE), is shown the official NYCDOE orientation video in their native language (when available), and receives further clarification and information from Ms. Negrón regarding the three program choices available to their child within the NYCDOE. After a question and answer

period regarding the three program options, parents/guardians are asked to fill out the Parent Survey and Program Selection form indicating their first program choice for their child. In those grades in which TBE/DL is currently unavailable (due to lack of parent requests for the TBE program for their child), parents/guardians who choose the TBE/DL program for their child are informed that a TBE class will be formed if the following two conditions arise: 1. the school enrolls 15 students who speak their same native language across two consecutive grades and 2. those 15 families choose TBE/DL as their program of choice. In the event that the TBE program comes available, the ELL coordinator and the Parent Coordinator will contact (by phone, mail and take-home letter) families as soon as possible to begin the formation of the TBE class. In the meantime, families can opt to receive information about nearby schools that already offer the TBE/DL program for the grade their child is in, or they can enroll their child in our school's ESL program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As per the procedure outlined in our response to question 2, Parent Survey and Program Selection Forms are collected from all ELL families within 10 days of a child's admittance into our school. Throughout the fall the ELL teachers reach out (letters, telephone calls, individual meetings) to the parents/guardians of students without a completed Parent Survey and Program Selection form. Until contact is made second grade ELLs are placed in our school's TBE Program, and Kindergarten and First Grade ELLs are placed in our ESL program (currently our school does not have sufficient requests from parents in order to open a TBE program on those grades as per CR Part 154). The original copy of a student's Parent Survey and Program Selection Form is placed in the student's cumulative file, and a copy is maintained in the office of the ELL coordinator. Original Entitlement letters are also maintained in the student's cumulative file, and a copy is maintained in the office of the ELL coordinator.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are placed in programs in accordance with their parent/guardian's expressed choice on the Parent Survey and Program Selection form filled out during the parent orientation conferences. Our school maintains all copies of the Parent Survey and Program Selection Form to document parent choice. Placement and Continued Entitlement letters (in the families' native language) are sent by the ELL coordinator to all students tested with the LAB-R. The originals of these forms are placed in student's cumulative records, and copies are maintained in the office of the ELL coordinator. Parents/guardians may enroll their child in our school's ESL program, which consists of our certified ESL teacher, Ms. Negrón, pushing-in to designated ESL classes on each grade level and providing ESL services in class with native language supports when beneficial/necessary. Additionally, at the Second Grade level parents/guardians of Spanish-speaking students can elect to have their child participate in the TBE program for that grade (To date, an insufficient amount of families in grade K-1 have chosen TBE or DL as required to create a class or classes on those grades). Parents receive welcome letters in English and Spanish created by Ms. Negrón informing them of their child's program placement, schedule and Ms. Negrón's contact information (email/telephone). Additionally, the ELL coordinator updates the ELPC screen in ATS within 20 days of the student's registration.

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.

Before the spring administration of the NYSESLAT our ESL teacher Ms. Negrón prints the RLER from ATS in order to confirm which students are eligible to be tested with the NYSESLAT in order to assess the progression of their English language skills over the past school year. Ms. Negrón then proceeds to create a NYSESLAT testing schedule that includes all NYSESLAT eligible students and all four components of the NYSESLAT. During the testing period make-ups are scheduled and administered as needed to ensure that all eligible students complete all four NYSESLAT components. During the individual speaking portion of the NYSESLAT, as well as during the grading of the constructed writing responses of the writing section of the NYSESLAT, a team of pedagogues who do not work directly with the ELLs are trained by our ELL coordinator to administer those portions of the test in accordance with the rules and regulations set forth by NYSED.

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. 
As this is the first year of our existence, we do not have access to the prior Parent Survey and Selection Forms filled out by our inherited students. In studying our current Parent Survey and Selection Forms and Continued Entitlement letters, parents have chosen Dual Language, Transitional Bilingual Classes and ESL program. Of the 23 inherited ELLs in the Second grade, all of our families chose the keep their child in the same program they participated in last year. The families of our 2 new admit ELLs chose to place their children in the school's TBE program. In grades Kindergarten (17 ELLs) and First (16 ELLs), however, an insufficient

number of parents signed up for either TBE (6 total in grades K/1) or DL (5 total in grades K/1) in order for the school to open a TBE or DL program on those grades. Twenty-two of our Kindergarten and First grade families chose ESL as their first choice for their child. Therefore our ELLs in grades Kindergarten and First were placed in our ESL program. Therefore, as per CR Part 154, the programs that we offer are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. At PS 359 we have an ESL program consisting of a combination of push-in and pull-out services in grades Kindergarten and First Grade. The ELLs are grouped into two classes on each grade. The ESL teacher, Ms. Negrón, collaborates with the classroom teachers to differentiate and scaffold instruction for the ELLs in the classroom. Ms. Negrón pushes into the ELL classrooms daily to support the ELLs in their classroom learning by scaffolding the instruction with the use of ELL methodologies such as using manipulatives, visuals and realia, total physical response, creating and utilizing graphic organizers; instructing students in the use of flashcards; picture dictionaries and glossaries; use of the native language and native language materials when appropriate, and modified language or extended explanations when necessary. Pull-out services are also given by Ms. Negrón to support the specific ELL needs of basic vocabulary development and English phonics.

At the second grade level, we have both a TBE class and a self-contained ESL class. The self-contained ESL class is an all day program lead by a TESOL certified teacher. All instruction is delivered using ESL methodologies and best practices. In the Spanish language TBE class, students receive ESL/ELA instruction during the literacy block (with native language supports when necessary), and content area instruction in Spanish. As the school year progresses, the percentage of English language instruction will increase from 40% to 75% from September to June.

1b. Students are grouped heterogeneously by grade.

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)?
 2. ELLs are concentrated heterogeneously in one or two classes per grade. This is done to ensure that all ELL students receive their mandated amount of instructional minutes of ELA and ESL as per CR Part 154.

2a. In Kindergarten and First Grade ELLs receive push-in services consisting of small guided reading or writing groups lead by a push-in ESL teacher as well as individual instruction with the ESL teacher. Push-in services are also provided during certain content area periods (mathematics and FUNDations). In addition small group pull-out services are provided to students in grades K-2 who demonstrate specific needs, such as in vocabulary, phonics, reading or writing. During push-in services students receive one-to-one or small group instructional support in reading and phonics (following the Reading/Writing Workshop and/or FUNDations). Program minutes for ESL are 360 minutes for Beginner and Intermediate students, and 180 for Advanced students. In Second grade students receive services either within our TBE class or our self-contained ESL class. The activities planned for these students focus on the four modalities of reading, writing, speaking and listening. Many different materials are used as well as a variety of activities to strengthen their skills in English. In addition, an emphasis is placed on comprehension and test taking strategies in preparation for standardized testing for the coming school year. Program minutes for ESL are 360 minutes for Beginner and Intermediate students, 180 for Advanced students. Program minutes for TBE are 360 minutes for Beginner and Intermediate students, 180 for Advanced students, and 45 minutes of NLA for all ELLs in our TBE class.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is scaffolded in order to make content comprehensible and to enrich language development. Methods used by the ESL teacher in order to scaffold instruction include but are not limited to creating graphic organizers, visuals, word banks, manipulatives, flashcards, glossaries/dictionaries, sheltered English and differentiated materials and assignments. Instruction is provided in English with native language supports when necessary. In mathematics we use the GoMath program, which includes extensive manipulative and visuals to support learning, as well as specifically designed ELL instructional materials used by the ESL teacher to support ELLs. For science, our classes use the Interactive Science Program NYC edition, which also incorporate manipulatives, visuals and technology to support learning used by the ESL teacher to support ELLs. For

social studies our ESL teacher uses My World in alignment with the Common Core Standards, and collects and create support materials such as realia, manipulative, visuals, technology and graphic organizers to make content comprehensible to enrich language development. Additionally, across all content areas we use a modified form of the Frayer Model to develop student's academic vocabulary The ESL teacher also uses her own created realia, graphic organizers, manipulatives and visuals to help ELLS across all content areas. The TBE classes the same math, social studies and science programs as the monolingual class, with the addition of also having the Spanish language versions of the student textbooks, workbooks and resources.

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

ELLs are assessed appropriately in their native language using a variety of methods, including but not limited to oral language assessment in the native language with a pedagog and translator if necessary, and literacy assessment using native language books and materials (those currently available as well as those found during our continual research and outreach).

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

ELLs are appropriately and frequently evaluated in all four modalities of English acquisition throughout the year through an assortment of formative, interim and summative assessments that gather data on students' ability to listen, speak, read and writing in English across all content areas. Speaking and Listening skills are evaluated as part of our school wide focus on questioning and discussion in the classroom. Reading and writing skills are assessed during CCSS aligned performance task assessments. These assessments occur informally on a daily basis, and formally on a one to two week basis.

6. How do you differentiate instruction for ELL subgroups?

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

6a. In the event of SIFE students (once again, as we are a new Pre-Kindergarten –Second Grade school, we have not had any SIFE students to date), a conference between school officials and teachers would be called in order to develop an instructional support plan for the student that will address his/her individual needs.

6b. Newcomers receive ESL push-in services with a certified ESL teacher as well as receiving pull-out vocabulary development and pronunciation instruction with our certified ESL teacher Ms. Negrón if deemed necessary and beneficial to the student. For Second Grade newcomers that speak Spanish, those students have the additional option of joining our TBE class. Newcomers also receive native language support via bilingual alphabet charts and dictionaries, and access to books in their native language and/or reflective of their native culture. Ms. Negrón also works with classroom teachers to help differentiate and scaffold classroom instruction for ELLs.

6c/d. In the case of ELLs in their 4th-6th year of service as well as long term ELLs (again, to date we have not had such students), many of those ELLs citywide usually have their greatest needs in the areas of developing their reading and writing skills in English. These students would receive additional ELA, ESL and test prep services from a certified ESL teacher in a small group setting. These sessions take place during and afterschool as needed. For literacy instruction we utilize the Workshop Model. During Readers and Writers Workshop whole group, small group and individual interventions are used to provide instruction as well as assess and address the needs of the individual student, including our ELLs that need further support with reading and writing in order to achieve proficiency. During Readers Workshop, vocabulary is focused upon as well as comprehension of text and understanding of idiomatic expressions. During non-fiction reading content area vocabulary in social studies, science and mathematics is developed though the use of content theme books, pictorial study cards, content area picture dictionaries, and the creation of graphic organizers.

Read Alouds are emphasized as well as Shared Reading. As well, students are assessed and then leveled. Data is also collected regarding the students' weaknesses and strengths in reading. As participants of this program our students learn to read increasingly more difficult words by segmenting words and finding the familiar words are letter combinations within the difficult word. The children are also taught to use context to figure out unfamiliar words or vocabulary. Students are stopped at the end of a page and asked to summarize what has happened up to that point in the story. The children also learn to retell and summarize story. As well, they are taught to read with fluency and phrasing. They also learn to analyze their reading by commenting on events or characters found in the reading selection.

Our students learn to make inferences by being encouraged to think about situations that they have experienced that are similar to what happened in the story in order to predict how a character might feel and/or respond. Our children also gain an understanding of a

variety of literary features such as a shifting narrative voice. For example, children are asked, “Who is the narrator in this story?”, or “Are there any parts in the book where the narrator changes?”, or “Let’s read this part and think about how this is helping me understand this story?” so as to bring this feature to their attention.

We also teach reading with fluency. The teacher models a segment out loud to make the reading sound smooth. Student follows. We use pictures, stories or personal experiences to help the students make predictions. For example, the teacher would say, “Notice how I make a prediction about what will happen.” We have the students integrate sources of information. Students practice retelling and summarizing the story.

Students are also taught to make inferences and show evidence that tells why and how the student has gotten a particular idea from the story. They learn to use parts of words that they know to figure out parts they do not know. Our students are also taught to use context to figure out unfamiliar words or vocabulary. As well, they are taught to analyze the story. Additionally, the teacher shows students how to image a picture of the story in their minds as they are reading in order to increase their understanding of the text..

During Writers Workshop, writing is developed through fiction writing, as well as non-fiction writing in the form of memoir, and informative essay writing. Grammar is focused on with the study of simple versus complex sentence structure, use of correct verb tense and understanding of the possessive.

For writing, our instructional model is Writing Workshop Model. The teacher provides instruction in and modeling of writing skills during a 'mini lesson' . In each mini lesson a particular strategy is taught. For example, one mini lesson might be about adjectives that could be employed in a story. Another mini lesson might be about how to use transition words in a story. Another mini lesson would show how a student can connect multiple small moments to make a long story. Stories of each student are kept in folders and evaluated as to level and proficiency. An intensive map has been developed as to how to determine their strengths and weaknesses.

FUNdations an intensive phonics and early literacy program. Phonemic awareness is heightened through recognition of initial, middle and final sounds. Particular emphasis is on th sounds, d/t, s/sh, b/d, v/b and m/n differences. Students are taught placement of tongue and teeth as well as formation of the mouth for each phoneme. For example, in the placement of the th sound we place the tongue between the lips and we aspirate or blow out as we say the sound as in the word, “think”. Students then have dialogues where particular speech is practiced in a role playing format. In addition, the meaning of prefixes and suffixes are determined so that students have a key for new words. An example would be the suffix: ful. This means “alot of” so that if we have a word such as “playful” we can determine that it means ‘a lot of play’ without ever having seen the word before. Verb tense patterns are studied with an emphasis on differences between past tense and past participle formation. Taking the present perfect as an example, students learn to notice where and in what circumstance the present perfect is used in their readings. They keep a sentence glossary of this particular usage. There are “contrast exercises” for the students to see the differences in time between past tense and present perfect.

6e. For up to two years Former ELLs will receive transitional support services as deemed necessary after interpreting the data obtained through the assessment process described in question 5. These services will be provided by a specialist with TESOL training. For up to two years former ELLs will receive the following testing accomodations: time and a half, a separate testing location.

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?

In order to ensure that all ELL-SWDs receive all services mandated on their IEPs, all teachers of said students will be provided with a copy of that student's IEP, which they will follow. Services for ELL-SWDs will be provided either in house, or by the student's family through an outside facility. As with all ELLs, ELL-SWDs receive their mandated minutes of ESL instruction (and NLA instruction if in a TBE program) as per CR Part 154 (360 minutes for Beginner and Intermediate students, 180 minutes for Advanced students, 45 minutes of NLA for students enrolled in the TBE program). Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials in order to provide access to academic content and accelerate English language development for our students. Instruction is differentiated and scaffolded throughout the school day in order to meet the academic needs of our ELL-SWDs. As well, all ELL resources within the school are made available to them, including but not limited to picture dictionaries, ELL websites accessed through classroom computers and smartboards, study aids (for example, teacher created flashcards and vocabualry models), visuals (photographs and drawings collected/taken by teachers) and manipulatives. As previously stated, these materials are regularly adapted by our teachers to the needs and levels of our ELL-SWD.

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?

In Kindergarten to Second grade ELL-SWD are afforded a diverse array of support services including but not limited to ESL, Speech and Language, SETSS and Counseling as both push-in and pull-out services on a case by case basis. Grade level CTT class are also available to all ELLs who require them.

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

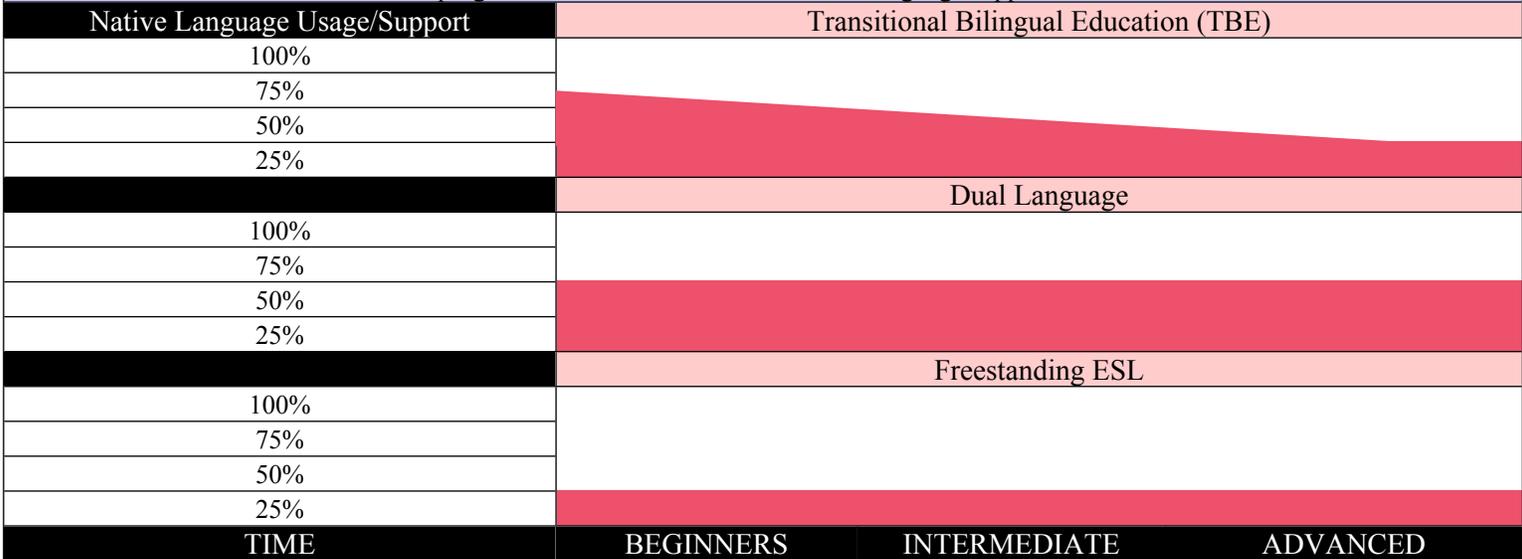
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Across all of the grades and ability levels ELL teachers are providing support services in English (and the native language when necessary) to students in the classroom during either reading or writing instruction, and at times during math and other content area instruction to provide English language support to ELLs. Teachers adapt classroom lessons by scaffolding instruction to make content comprehensible and supporting English language learning through the use of visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom specialist teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.

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

Through the use of timely and relevant assessments and best practices our current program is effective in meeting the needs of our ELLs in both content and language development. Through formative, interim and summative assessments aligned with the CCSS and best practices for ELLs, we are able to plan for and respond to the needs of our ELLs students on a daily basis.

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

P.S. 359 is considering a summer academy that would take place before the beginning of the upcoming school year to which ELL students would be invited to attend.

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

No programs/services for ELLs will be discontinued.

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

All ELLs fully participate in all school programs, including our Visual Arts and Music programs. ELLs participate fully in afterschool and extracurricular activities including supplemental afterschool instruction and Saturday Academy, both of which are academics-focused programs intended to support students in attaining grade level academic 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)?

Supplemental materials such as the smartboard, computer access, teacher-made materials and NYSELAT test preparation materials are provided to support student learning during all instruction, including content area instruction. For students in the ESL program, native language support is provided by having native language books, dictionaries, charts and flashcards available for teacher and student use. Required services, supports and resource correspond to ELLs' ages and grade levels.

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

Native language supports offered in our ESL program include bilingual picture dictionaries, bilingual picture books, bilingual flashcards and the use of the native language when deemed appropriate and consistent with best practices for ELLs. In our TBE class the native language is used during content area instruction, and all classroom textbooks are provided in both English and Spanish

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

All ELLs are placed in their age appropriate grade upon registration. Required services support and resources correspond to ELLs ages and grades as per their IEPs, which are adhered to at our school.

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.

All student families, including the families of ELLs, were invited to a family meeting at the school before the beginning of the school year. During those meeting families met the administration and staff of the school, explored the school ground, received school information in both English and their native language when possible and had the opportunity to ask any questions. Throughout the school year when new ELLs enroll they and their families are given an orientation by Ms. Negron, our ELL specialist and coordinator, and enrolled in our ESL or TBE program as per the parent's choice on the Parent's Survey and Program selection form.

18. What language electives are offered to ELLs?

As we are a new primary school, no formal language electives are offered at our school at this time.

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)?

Not Applicable

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. All teachers, including common branch and ELL teachers, are informed about the Language Allocation Policy of the school. In addition, every teacher, including common branch and ELL teachers, receive copies of their students' NYSESLAT scores and are instructed on how to use this data to inform their planning.

2. Professional development sessions offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards include Oral Language Development In Support of CCSS Language Standards, Scaffolding Techniques for ELL Reader and Writers During CCSS Aligned Instruction, Developing Active Listening Skills for ELLs in the CCSS classroom.

3. ESL teachers work with teachers and staff at all grade levels to help students transition from grade to grade as well as from elementary to middle school. Our first class of graduates will be our Fifth grade class of 2016. In anticipation of that time, all staff (including teachers, the parent coordinator, school secretary) receive support from school leadership to assist them in their work of helping prepare students for the transition to middle school and beyond. College and career readiness through adherence to the Common Core Learning Standards is central to our school's mission. Students are regularly exposed to high level academic work through research based inquiries and presentations, and classroom groups are named after careers. Once we expand to Fifth Grade in 2016 our guidance counselor will receive professional development from the network on middle school options, the middle school application process, and how to best prepare our students for the transition.

4. All mandated training of ELL and non-ELL staff as it related to Jose P is provided by ELL Specialist and Coordinator, Ms. Mayra Negrón, on either an individual, small group or whole school basis. Records of these trainings are maintain in the office of the ELL coodinator. Our scheduled PD dates (90 minute sessions) are November 5, January 7, February 11, March 11, April 8, May 6, June 5.

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. At PS 359 we are in constant communication with the parents of our ELL's throughout the year. Initially when ELLs enter the program an orientation meeting is held in which the parents are informed of the different programs that are offered to their children. Furthermore, parents are kept abreast of all the activities occurring within our school and our community by providing them with information in their language. Check In Meetings are held approximately every six weeks in order to keep ELL parents abreast of their child's progress. Parent conferences are conducted in the Fall and the Spring of each school year. These meetings focus on program requirements, instructional standards, assessments and school expectations. Translators are provided at these meetings. As well, all parents of all language backgrounds are invited to become to participate in our Learning Leaders program in which they are trained to become classroom volunteers. Additionally, open PTA meetings are held regularly. Translation services are provided by bilingual school staff, bilingual parent volunteers, and when necessary through the NYCDOE Office of Translation and Interpretation Services.
 2. Parents are contacted by our parent coordinator, who advises them of current events (such as NYCDOE parent workshops and CBO offerings) and provides aid to parents. Some partnerships that we currently have in place include Learning Leaders, Cool Culture and the Edwin Gould Foundation. Translation services are provided by bilingual school staff, bilingual parent volunteers, and when necessary through the NYCDOE Office of Translation and Interpretation Services
 3. At the beginning of the school year teachers send our welcome letters and parent surveys to their parents in which parents are encourages to share their needs, questions or concerns.

Additionally, Ms. Negrón sends out the official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our families. As well, parents fill out the section for their preferred language of communication on the HLIS, copies of which are kept in the child's cumulative file and well as on file with Ms. Negrón, the ESL teacher. This information is also recorded onto ATS and found under the BIOS report. Language forms are collected by Ms. Negrón and the parent coordinator, Mr. Cameron. As well, Mr. Cameron petitions parents as volunteer translators for school events such as Check In Meetings and Parent Teacher conferences. Teachers contact the parent coordinator when they plan to have a parent conference that will require a translator, the the parent coordinator connects then with a parent that can provide the translation.

4. The data collected from our surveys and Parents' Preferred Language Form is used to inform the mode of communication used in the conferences and communications with parents throughout the school year. Throughout the year our parent involvement activities include regular PTA meeting, Learning Learners (our parent volunteer program), and parent participation during field trips, school celebrations and school assemblies. Bilingual staff and parents provide oral and written translation services in various languages as needed to ensure the full participation of all parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Concourse Village Elementary S

School DBN: 07X359

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexa Sorden	Principal		12/15/13
Not Applicable	Assistant Principal		
Roberto Cameron	Parent Coordinator		12/15/13
Mayra Negron	ESL Teacher		12/15/13
Lisa Rivera	Parent		1/1/01
Beatriz Perez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Niurka Castro	Coach		1/1/01
	Coach		1/1/01
Deyanira Malagon	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01