



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELEMENTARY SCHOOL FOR MATH, SCIENCE & TECHNOLOGY
DBN (i.e. 01M001): 10X382
Principal: DR. AVON CONNELL COWELL
Principal Email: ACOWELL@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Avon Connell Cowell	*Principal or Designee	
Mr. Michael Stochansky	*UFT Chapter Leader or Designee	
Dorvell P. Craig	*PA/PTA President or Designated Co-President	
Ms. Camille Gaetan	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chante Brown, Good Shepherd Services	CBO Representative, if applicable	
Victoria Frazier	Member/ PS 382 Business manager	
Teresa Lopez	Member/ Parent Member	
Mirquia Capallan	Member/ Parent Member	
Marleny Mosquero	Member/ Parent Member	
Hippolito Velez	Member/ Parent Member	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Engage English Language Learners (ELLs) in rigorous instruction that focuses on academic vocabulary development, content area literacy and critical thinking, using the Sheltered Instructional Observation Protocol (SIOP) planning model and Thinking Maps. There will be a 25 percent increase in students' vocabulary development and critical thinking skills from September 2013 until June 2014 as is measured by the comprehension & writing rubrics for each grade

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.

Using the Fountas & Pinnell Literacy Assessment System we've noticed that even ELLs who are reading fluently at high levels have a very difficult time comprehending higher level texts due to challenging vocabulary or unfamiliarity with the context. Focusing on strategies for improving students' vocabulary as well as teaching students skills that will help them think critically when they are reading will provide them greater access to more challenging text as well as improving their comprehension.

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. There will be a daily inclusion of content and language objectives in lesson planning and implementation.
2. Key vocabulary will be explicitly linked with past experiences and past learning.
3. A variety of questions or tasks that promote higher level thinking will be incorporated.
4. Thinking Maps will be incorporated into the lesson planning; students will use these maps to identify and articulate the 8 cognitive processes in which we engage as
5. Frequent opportunities for discussion of concepts and topics among students during classroom instruction

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

1. Tax levy funds are being used to train all pedagogues in using the SIOP lesson plan template; this template helps teachers identify the content and language objectives prior to the lesson
2. Tax levy funds will be used to train all pedagogues in using the SIOP lesson planning template; this template helps teacher identify the key vocabulary and how it links with past experiences and past learning, prior to the lesson.
3. Tax levy funds will be used to train all pedagogues in using the SIOP lesson planning template; this template helps teacher identify the higher order thinking questions that will be asked, as well as the scaffold questions that lead to the HOTQ questions
4. AUSSIE consultants provide training for instructional and support staff members in the use of the Thinking Maps to support the 8 cognitive processes in which effective learners engage
5. Teachers will provide opportunities during instruction to have students engage in meaningful discussion, practicing the academic vocabulary

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

1. Unit and lesson plans are reviewed monthly to ensure content and language objectives are included; all teachers are observed at least once per month to note if plans are implemented; students work is being analyzed every six weeks to note if students are able to correctly incorporate the vocabulary and demonstrate critical thinking in their writing.
2. Unit and lesson plans are reviewed monthly to ensure content and language objectives are included; all teachers are observed at least once per month to note if plans are implemented; students work is being analyzed every six weeks to note if students are able to correctly incorporate the vocabulary and demonstrate critical thinking in their writing.
3. Unit and lesson plans are reviewed monthly to ensure content and language objectives are included; all teachers are observed at least once per month to note if plans are implemented; students work is being analyzed every six weeks to note if students are able to correctly incorporate the vocabulary and demonstrate critical thinking in their writing.
4. Weekly grade meetings by AUSSIE consultants will be used to evaluate progress, effectiveness and impact of each strategy

5. Frequent observations of teacher practice with immediate and actionable feedback will be provided by the principal to all pedagogues

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

1. Teachers received training on the use of SIOP map in September and continue to receive PD support at least once per month. On Election Day, all pedagogues received 3 hours on PD using the SIOP template in helping teachers write effective language objectives in the different content areas, This is a school wide initiative and will continue for the rest of the school year, June 2013, to ensure teachers continue to develop their professional capacity
2. Teachers received training on the use of SIOP map in September and continue to receive PD support at least once per month. This is a school wide initiative and will continue for the rest of the school year, June 2013, to ensure teachers continue to develop their professional capacity
3. Teachers received training on the use of SIOP model in September and continue to receive PD support at least once per month. On Election Day, all pedagogues received 3 hours on PD using the SIOP template in helping teachers write effective language objectives in the different content areas, This is a school wide initiative and will continue for the rest of the school year, June 2013, to ensure teachers continue to develop their professional capacity
4. Professional development on using Thinking Maps began on the 2 PD days in September 2013, prior to the beginning of the school year; one map was introduced each week to the students for the first eight weeks of school. Election day PD (Tuesday 5th November 2013) session will focus on 3 hours of support with Thinking Maps in helping students developing their vocabulary
5. All pedagogues are observed at least once each month from October 2013 until April 2014.

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

1. In all grades students participate daily in 90 -120 minutes of instruction in math, 90 – 120 minutes of instruction in literacy; 60 minutes of instruction in science, social studies, art, physical education or technology and an additional 45 – 60 minutes in science or social studies.
2. In all grades students participate daily in 90 – 120 minutes of instruction in math, 90 - 120 minutes of instruction in literacy; 60 minutes of instruction in science, social studies, art, physical education or technology and an additional 45 – 60 minutes in science or social studies.
3. In all grades students participate daily in 90 – 120 minutes of instruction in math, 90 - 120 minutes of instruction in literacy; 60 minutes of instruction in science, social studies, art, physical education or technology and an additional 45 – 60 minutes in science or social studies.
4. In all grades students participate daily in 90 – 120 minutes of instruction in math, 90 - 120 minutes of instruction in literacy; 60 minutes of instruction in science, social studies, art, physical education or technology and an additional 45 – 60 minutes in science or social studies.
5. Within each month, teachers are observed for at least once, for 20 – 30 minutes

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).

Workshops for parents providing strategies to support students English Language Development in the following: Using the public library (provided by the local librarian); Strategies for reading with your child daily (provided by literacy consultant) supporting language development through Readers' Theatre for the entire family (provided by classroom teachers); Strategies for remembering key English vocabulary words (provided by classroom teachers). Lending library for parents with books on tape and English/Spanish or English/other language resources

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

To improve teacher instructional practice through consistent observation of all classroom teachers during at least three cycles of observation providing focused, specific and timely feedback using the Danielson Framework. At least 80 percent of the teachers will be performing at least at the effective level overall, as measured by the Danielson Framework

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.

Danielson Framework is being used as the rubric for new teacher evaluation beginning September 2013; hence, teachers need continued support in ensuring their instructional practices are aligned accordingly.

Instructional Strategies/Activities

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

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

1. Teachers will continue to participate in professional development on the Danielson Framework to deepen their understanding of the expectations of the tool in improving teacher instruction.

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

1. AUSSIE consultants will continue to provide in house professional development support in designing coherent instruction, using assessment in instruction, developing effective questions, incorporating more meaningful discussions and the other competencies that relate to their professional practice.

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

1. Consistent classroom observations with timely, specific and actionable feedback

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

1. Initial planning conferences were conducted in September 2013; all classroom teachers have been observed and received feedback by 31st October 2013. Based on the first round of observations, and the conversations with individual teachers and consultants, differentiated instructional support is being provided to the teachers by the AUSSIE consultants and the principal. The process will continue until end of April 2013

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

1. All teachers on the grade have a common preparation period daily; further, all early childhood grades and all testing grades have the same preparation period each day. Hence, there is greater opportunities for teacher collaboration, and supervisory and peer support, for both individual and grade level teams.

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).

Not applicable to parents

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To improve students' capacity to solve grade appropriate (based on the common core standards) addition, subtraction, multiplication and division stories of whole number and fractions by June 2013 . We anticipate that 40 percent (approximately 118) of our students will be able to solve these problems as measured by the Number Fluency Assessment and unit tests.

Comprehensive Needs Assessment

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

As the NY State Assessments are now fully aligned with the Common Core Learning Standards, it is imperative that students are able solve more complex mathematical problems that demonstrate their understanding of the strategies they are using

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. Daily math instruction for at least 90 – 120 minutes
2. RtI support is provided to students in 3rd, 4th and 5th grades, for at least 30 minutes daily, to help students develop their competencies in solving math number stories.

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

1. Classroom teachers on each grade implement instructional practices daily
2. Cluster teachers and paraprofessionals (Mr. Schecter, Mr. Motley, Ms. Rainford, Ms De Oleo, Mr. Benson and Ms. Ortiz) provide tier II & tier III intervention for students performing below grade level expectations, 3 – 5 sessions weekly, for 30 minutes each session.

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

1. Weekly grade meetings are held to track students' progress and determine next steps, as necessary; unit assessments in math are provided at the end of each unit; the Number Fluency Assessment (NFA) is administered 4 times throughout the school year. Students are assessed individually and are given the opportunity to demonstrate their thought process, so teachers are better able to determine student mastery.
2. Teachers and paraprofessionals who provide RtI support meet every six weeks to review the current RtI plan, note student progress, and determine next steps as necessary.

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

1. Results from the June 2013 NFA data were used to initially group students and identify those in need of RtI services for the first two months of the school year. NFA data collected by 8th November 2013 will be used to prioritize students' learning needs and regroup based on the current data, including identifying student in need of RtI support. The process will recur in January, March, and May 2014. Unit test will also be administered at the end of each unit.
2. Results from the June 2013 NFA data were used to initially group students and identify those in need of RtI services for the first two months of the school year. NFA data collected by 8th November 2013 will be used to prioritize students' learning needs and regroup based on the current data, including identifying student in need of RtI support. The process will recur in January, March, and May 2014. Unit test will also be administered at the end of each unit.

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

1. Math instruction is provided to all students for 90 – 120 minutes each day
2. RtI support is provided 3 – 5 times weekly, for at least 30 minutes each

Strategies to Increase Parental Involvement

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

1. Workshops on supporting students in mathematics learning are provided to parents twice each year by our AUSSIE math consultant. Grade specific mathematics handbooks have been sent home to each parent. Books include activities for the parents to try at home with their children at specific times; these activities are aligned with Common Core Standards and the scope and sequence for each grade.

Budget and Resource Alignment

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

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

Goal and Action Plan #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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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	<ol style="list-style-type: none"> 1. <i>Fast ForWord</i> Computer based literacy intervention program 2. Literacy intervention using the Fountas & Pinnell Literacy Intervention System. 	<ol style="list-style-type: none"> 1. Students independently use laptops to participate in the program, which is differentiated for each student. 2. Small group instruction 	<ol style="list-style-type: none"> 1. At various times throughout the school day, based on students' grade. 2. Three to five times weekly
Mathematics	<ol style="list-style-type: none"> 1. RtI math support 2. Nuefeld Math Program (computer based) 3. Computer based websites such as thinkingblocks.com that are NCTM aligned. 	<ol style="list-style-type: none"> 1. Small group support based on the Number Fluency Assessment (NFA) for each grade 2. Small group of whole class as needed 3. Individual activity based on student's ability 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day; students are also encouraged to try the activities at home, if they have access to a computer
Science	<ol style="list-style-type: none"> 1. Additional instruction/activities in specific tasks as needed, provided by the science cluster. 	<ol style="list-style-type: none"> 1. Small or whole group, based on assessment data 	<ol style="list-style-type: none"> 1. During the school day
Social Studies	<ol style="list-style-type: none"> 1. Extra instruction is provided by the Social Studies cluster minutes to students who are not meeting the grade level expectations. 	<ol style="list-style-type: none"> 1. Small group support provided to students based on unit assessment or project completion 	<ol style="list-style-type: none"> 1. During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Grief counseling 2. Students with open ACS cases meet with their case workers periodically; the caseworker then meets with our school counselor to discuss ways in which the school can also support the child in all areas to 	<ol style="list-style-type: none"> 1. Small group support 2. Individually or with siblings 3. Daily for a minimum of 30 minutes. 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day

	<p>help meet the academic expectations. The school social worker works with the school counselor and psychologist in providing supports for students and their families.</p> <p>3. School counselor meets with students whose social development often impedes his/her academic progress. She provides specific meta-cognitive strategies for helping students to stay focused and addressing behavioral concerns.</p>		
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**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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All instructional staff members are highly qualified, based on the 2012 – 2013 BEDS.

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).
Consistent professional development support is provided to all instructional staff in the following ways: <ul style="list-style-type: none"> • AUSSIE consultants in math and literacy facilitate weekly grade meetings where teachers plan instructional units, review assessment data and student work, plan differentiated lessons; review professional resources; provide demonstration lessons and plan lab sites in different content areas. • Other classroom teachers, who, in addition to teaching art, physical education, science, and technology, provide RtI support. Specialty teachers meet every two weeks, with the principal and AUSSIE consultants to learn and discuss strategies for RtI support, review and discuss student progress in RtI groups based on observations and conferences, make changes as necessary.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funding sources are conceptually consolidated to support all members of our school community. Monthly parent meetings are held to ensure parents are aware of their rights and the resources that are available to them, as well as DoE Road Maps for each grade, outlining the learning expectations for the students. For families that may be experiencing social or emotional challenges, the parent coordinator and the school counselor meet with the individual families and connect or advocate for, them with agencies that are able to support their family needs.

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.).
PS 382 does not currently enroll preschool students. For kindergarten students, however, parents and children are invited to an orientation meeting at the beginning of the school year where they remain with the students for the half day, visiting the classrooms and participating in the daily routines. Early childhood parents are invited to many activities with their child throughout the school year.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers consistently participate in weekly on site professional development sessions. Some of the meetings involve

collaboratively planning units of study and creating assessments and rubrics, aligned to those specific units. In at least three units of study, student are expected to demonstrate understanding through performance tasks . These assessments are created based on the CCLS. Once tasks are complete teachers norm the work, identifying different levels of instructional support that are needed

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

PS 382: Elementary School for Math, Science & Technology Family Contract

The Citywide Standards of Discipline and Intervention Measures issued by the New York City Department of Education is the governing guide for students' rights, responsibilities and behavior. The NYC Family guide includes parental rights and responsibilities. Upon enrollment at *PS 382*, you will be given a copy of each. Please review with your child(ren) as we expect strict adherence to these guidelines.

This contract between *PS 382: Elementary School for Math, Science & Technology* and our families reflect our commitment to developing positive relationships, accepting responsibilities for our actions and respecting each other and the environment.

As a parent/guardian at *PS 382* I AGREE to the following responsibilities:

- ✓ I will follow and uphold the NYC DoE's discipline code & *PS 382*'s policies and procedures (see attached).
- ✓ I will make sure my child comes to school on time, in uniform, tidy and ready to learn. I will pick up my child promptly at dismissal.
- ✓ I will assist my child with homework assignments; I will make sure homework is legible, clean and submitted when it is due.
- ✓ I will be courteous and respectful when interacting with all members of the school community –teachers, administrators, support staff, and other parents/guardians.
- ✓ I will work with my child to support the behavioral expectations required by the school.

As a student at *PS 382* I AGREE to following responsibilities:

- ✓ I will come to school daily, in uniform, on time, and ready to learn.
- ✓ I will follow the rules of my class and the school.
- ✓ I will not use any parts of my body or any of my words to cause harm to my classmates, teachers, parents or anyone in my school.
- ✓ I will take my class work and homework seriously; I will work hard to complete all my assignments.
- ✓ I will respect my environment by not littering and not defacing or destroying school property.

I understand that I must agree to all the terms of the contract in order for my child to attend *PS 382*. I also understand that if we do not follow the terms of the contract my child may be ineligible to attend *PS 382: Elementary for Math, Science & Technology*.

Child's Name	Grade	Teacher
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Child's Signature	Date
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Parent/Guardian's Name & Signature	Parent/Guardian's Name & Signature
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I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 382
School Name Elementary School for Math, Science, and		

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 Avon Connell-Cowell, PhD	Assistant Principal
Coach	Coach
ESL Teacher Michael Dong	Guidance Counselor
Teacher/Subject Area Madonna Lee	Parent
Teacher/Subject Area Michael Stochansky	Parent Coordinator Nordely Ramos
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	297	Total number of ELLs	83	ELLs as share of total student population (%)	27.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	12
SIFE	2	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	47	2	4	34	0	7	2	0	1	83
Total	47	2	4	34	0	7	2	0	1	83

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	12	9	17	14	12								75
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French	1		1	1										3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2			2										4
TOTAL	14	12	10	21	14	12	0	0	0	0	0	0	0	83

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)	13	4	4	2	1	2								26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	4	7	6	2	6								30
Advanced (A)	6	2	11	6	9	10								44
Total	24	10	22	14	12	18	0	0	0	0	0	0	0	100

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2	1		13
4	9	1	1		11
5	12	5			17
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	6	2	5			1			14
4	4		6	1	1				12
5	16	1	2						19
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				1	9		2		12
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

Multiple tools are used to assess students' progress in literacy. The whole school uses the Fountas and Pinnell Literacy Assessment System to measure student's independent & instructional reading levels. An add-on component, created by an AUSSIE consultant, is a reading strategies checklist, which looks at students' use of reading strategies (predicting, questioning, visualizing, summarizing, and thinking aloud). Students are also assessed with a writing assessment, which measures students in ideas & voice, organization, language features, revision, and conventions. Assessments specific to K-2 students are checklists of emergent reader characteristics, alphabet letter & sound recognition, and sight word recognition. These diagnostic tools are used at least 4 times a year. The data that is collected is further analyzed at grade level teams to form small group/guided instructional targets, interventions, and centers that are necessary to assist students' learning and growth. Based on the data available, while students are generally instructionally reading below grade level, they still make growth. Writing is an area in need of further support and development.:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Including the LAB-R results of the current year's Kindergarten class, there are 26, 30, and 44 ELLs at the Beginner, Intermediate, and Advanced levels of English proficiency, respectively. From Kindergarten to grade 2, there are a larger number of ELLs at the Beginner level of English proficiency (21) compared to ELLs at the same level in grades 3 to 5 (5). Although the numbers are somewhat equal, the same can be said for ELLs at the Intermediate level of English proficiency when comparing students in Kindergarten to grade 2 with grades 3 to 5 (16 vs. 14). There are a larger number of ELLs at the Advanced level of English proficiency (25) in grades 3 to 5 compared to ELLs at the same level in Kindergarten to grade 2 (19). The data demonstrates that students are making gains. As students progress through the ESL program, students are achieving the next level of English proficiency with each passing year as determined by the NYSESLAT.
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](#))
No data is available.
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?

Of the 13 3rd grade ELLs who were administered the 2012-2013 NYS ELA, 10 performed at a Level 1 (Below Standard), 2 performed at a Level 2 (Meets Basic Standard), 1 performed at a Level 3 (Meets Proficiency Standard), and 0 performed at a Level 4 (Exceeds Proficiency Standard). Of the 1 ELL who performed at a Level 3 on the NYS ELA, 1 received an advanced score on the NYSESLAT. Of the 14 3rd grade ELLs who were administered the 2012-2013 NYS Math, 8 performed at a Level 1 (Below Standard), 5 performed at a Level 2 (Meets Basic Standard), 1 performed at a Level 3 (Meets Proficiency Standard), and 0 performed at a Level 4 (Exceeds Proficiency Standard). Three students had taken the assessment in their native language: 2 performed at a Level 1 (Below Standard) and 1 performed at a Level 3 (Meets Proficiency Standard).

Of the 11 4th grade ELLs who were administered the 2012-2013 NYS ELA, 9 performed at a Level 1 (Below Standard), 1 performed at a Level 2 (Meets Basic Standard), 1 performed at a Level 3 (Meets Proficiency Standard), and 0 performed at a Level 4 (Exceeds Proficiency Standard). Of the 1 ELL who performed at a Level 3 on the NYS ELA, 1 received an advanced score on the NYSESLAT. Of the 12 4th grade ELLs who were administered the 2012-2013 NYS Math, 4 performed at a Level 1 (Below Standard), 7 performed at a Level 2 (Meets Basic Standard), 1 performed at a Level 3 (Meets Proficiency Standard), and 0 performed at a Level 4 (Exceeds Proficiency Standard). One student had taken the assessment in her native language and performed at a Level 2 (Meets Basic Standard). Of the 12 4th grade ELLs who were administered the 2012-2013 NYS Science, 0 performed at a Level 1 (Below Standard), 1 performed at a Level 2 (Meets Basic Standard), 9 performed at a Level 3 (Meets Proficiency Standard), and 2 performed at a Level 4 (Exceeds Proficiency Standard). One student had taken the assessment in her native language and performed at a Level 2 (Meets Basic Standard).

Of the 17 5th grade ELLs who were administered the 2012-2013 NYS ELA, 12 performed at a Level 1 (Below Standard), 5 performed at a Level 2 (Meets Basic Standard), 0 performed at a Level 3 (Meets Proficiency Standard), and 0 performed at a Level 4

(Exceeds Proficiency Standard). Of the 19 5th grade ELLs who were administered the 2012-2013 NYS Math, 17 performed at a Level 1 (Below Standard), 2 performed at a Level 2 (Meets Basic Standard), 0 performed at a Level 3 (Meets Proficiency Standard), and 0 performed at a Level 4 (Exceeds Proficiency Standard). One student had taken the assessment in his native language and performed at a Level 1 (Below Standard).

There appears to be no correlation between NYS ELA results and NYSESLAT English proficiency levels. Even when including the data of students who attained Proficient level on the NYSESLAT, the bulk of students at the Advanced level of English proficiency in the NYSTP tested grades (25), 23 of them attained a Level 1 or 2 on the NYS ELA. The results are measurably better for NYS Math and NYS Science. ELLs who took the NYS Science seemed to have excelled, with 75% at a Level 3 (Meets Proficiency Standard) and 20% at a Level 4 (Exceeds Proficiency Standard).

This may indicate that these students had greater acquisition of science content language and skills necessary to fully access and tackle the exam. Consequently, it is imperative that content language and skills for ELA and math need to be strengthened.

Regarding ELLs who took their assessments in their native language compared to ELLs who took the assessments in English, the data are small and so, difficult to form a generalization. With the exception of 1 student who performed at a Level 3, ELLs who had an assessment in an alternate language performed comparably with their peers who had the assessment in English.

The school did not use or administer the ELL Periodic Assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

In an RtI framework, there are 3 tiers of instructional support. Tier 1 is a strong core instruction in which all ELLs participate. ELLs are assessed periodically using the Fountas and Pinnell Benchmark Assessment System in literacy. The results of this assessment allow staff to see students' advancement in word reading, fluency, and reading comprehension. The results are used to form student groups for guided reading and targeted skill instruction, determine small group foci, determine whole group language foci and types of questions to ask in daily instruction, and design appropriate literacy tasks and literacy center activities. Spelling and vocabulary are assessed through a sight word recognition task or an assessment from a curriculum such as Wordly Wise. This data alongside informal observations gathered from classroom interactions and homework are used to design literacy center activities and individualized word/vocabulary lists and homework.

Data on students' writing are gathered from their writing unit's final product as well as observations made through individual student conferences. While data gathered during the process of the task is used immediately to provide feedback to students on how to improve their writing for the particular unit, the final products provide insight on how instruction can proceed for the following units of study. Immediate feedback follows the individual student conferences and the instruction is adjusted for the students through these conferences in the forms of what their next steps in writing will be. For example, through the conference, the student may be redirected to enhance their writing by adding relevant details that communicate their desired visual and sensory image. The data would further allow staff to form guided writing groups and develop writing foci. As a whole, including the final product, the data will allow staff to see how instruction for future writing units can be modified or provided a scaffold to support students' writing progress. Data would be used to develop whole group writing lesson objectives and tasks.

The school does not regularly or formally collect data on students' oral language and so, to move forward, we will begin by conducting informal observations on students' use of language.

The Number Fluency Assessment is used to gather students' advancement in mathematical concepts. Results from the assessment help staff to determine math center activities.

The RtI Guide for Teachers of ELLs acknowledges, "In serving ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high-quality opportunities to learn and are succeeding." While we are working to improve Tier 1 instruction for ELLs, the abovementioned literacy data is still used to determine if ELLs need additional assistance. Based on the gathered data, ELLs may be placed in additional small group instruction where they work with a designated

RtI educator on the focus skill/task or engage in Scilearn's Fast ForWord online program.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers have access to ARIS where they can view students' administrative details and assessment data. Part of the assessment data is information about their students' ELL status and English proficiency level as determined by NYSESLAT results. Teachers are able to use this information to form alternative student groups based on English proficiency levels to focus on literacy skills that they may be using.
All staff is involved in the use of the SIOP model for lesson planning and therefore, beginning to develop language objectives to help focus the lesson on language that will enable an ELL access to the curriculum.
As NYS continues to develop a scale of language proficiency for the Common Core Learning Standards, the ESL teacher will be kept updated on any new changes and work to communicate with staff how these progressions can be used to assist students in their second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the school's ELL programming is evaluated primarily using the NYSESLAT results. The results of the NYSESLAT are analyzed to see the percentage of students who test proficient and those who were able to advance their proficiency level within their respective grade span. NYS ELA and NYS Math assessment results are also used in determining the success of ELL instruction. An additional tool we use are the school's data collected from the Fountas & Pinnell Literacy Assessment System. It is used to determine the extent to how much progress students have made regarding reading comprehension and meaning making in English.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The registration process for the beginning of the academic year for all new students involves multiple school personnel: school aides, pupil accounting secretary, principal, parent coordinator, guidance counselor, and an ESL licensed teacher. The ESL teacher assists parents in completing the HLIS. A student's ELL eligibility status is determined after a review of the HLIS and an informal interview with the child. If the student is determined as ineligible, NO is placed as the student's OTELE code. If a student is determined as eligible, then within 10 days of the student's first attend date, he or she is given the LAB-R on his or her grade span by one of the out of classroom ESL licensed teachers. If a student tests proficient on the LAB-R, the parent will be given a letter of non-entitlement status. Students who score beginner/intermediate or advanced on the LAB-R will be deemed as entitled to services. Students with an OTELE code of SP and who receive the beginner/intermediate or advanced level on the LAB-R will be administered the Spanish LAB-R to assess the level of Spanish language proficiency. Typically the out of classroom ESL teachers administer the Spanish LAB-R. In the event that they are unable to do so, the 2 teachers with a Spanish bilingual extension are asked to assist in the Spanish LAB-R administration. For those students who have been newly granted ELL status, an entitlement letter is sent home. Families are notified of their child or children's status, and are invited to attend an orientation meeting where they could select one of three language learning program offered by the school.
For students who had ELL status in the prior academic year, the NYSESLAT report is used to determine the current year's

eligibility status. Students who receive a level of beginner, intermediate, or advanced are deemed as eligible for continued ESL services. A continued entitlement letter with the option to change the child or children's language learning model is sent home to notify the family of their child or children's ELL status. Students who receive a level of proficient on the NYSESLAT are deemed as ineligible for continued ESL services. A letter of discontinuation of ESL services, but with a supplement of transitional ESL services, is sent home to notify the family of their child or children's change of ELL status. Parents are always notified in their preferred language (when possible) as indicated on their child or children's HLIS.

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.
Once a child has been granted ELL status by the LAB-R results, parents are invited to attend an orientation session on the tenth school day of the new academic year. At the orientation, the ESL teacher explains or clarifies the entitlement letter the families received and reviews the survey and program choice forms. After a review of the forms, the video is shown to the attending families in their preferred language. Historically, the orientations are attended predominantly by Spanish language households. Households with a language other than Spanish who attend are given their own viewing of the video at the same time through the use of laptops and headphones. Once the video is completed, the families are asked to complete the form. The ESL teacher answers any questions parents still may have. In the event that parents are unable to attend the orientation, an ESL teacher will attempt to reach out to the parents during the school's Curriculum Night. This event is held at the end of September, and usually 10 school days after the original orientation meeting. For those parents who we have been unable to meet, even after Curriculum Night, a letter is sent home in the preferred language asking for parents to do one of two things: watch the video from the NYCDOE website, complete the attached program survey and program choice form, and submit the forms to the school or to call and schedule a meeting to have a personal orientation session. This letter is sent out within 10 school days from Curriculum Night. If no communication has been made within a week of the letter, then an ESL teacher with the assistance of the parent coordinator and a school aide will make calls to parents to inquire about form completion or to conduct the orientation over the phone. This process continues until the parent-teacher conferences in early November. If forms remain incomplete, a final attempt is made to meet with parents during the parent-teacher conferences. The parent coordinator and a school aide assist by calling parents prior to the conferences to ensure that parents are aware of the necessity in completing the program choice forms. Any outstanding forms past this date will be defaulted to TBE.
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 [\[see tool kit\]](#).)
At the meetings or through the one-to-one telephone conferences, parents are informed that the TBE and DL language learning models are not yet available at the school. They are temporarily unavailable due to an insufficient number of parents who elected those programs. Fifteen students of the same home language in two contiguous grades must have parents who elected TBE (by choice or default) for their children in order for the program to become available. Fifteen students of any home language in two contiguous grades must have parents who elected DL by choice for their children in order for the program to become available. While we wait for the minimum number of elections, the process and plan to notify parents of eventual availability are:
 - Notify the principal of the parents' requests in program choice
 - If TBE has sufficient numbers, parents are notified in writing through a letter in English and their home language and orally through a phone call of the new program availability.
 - If DL has sufficient numbers, parents are notified in writing through a letter in English and their home language and orally through a phone call of the new program availability. Furthermore, the written and oral communication will indicate a meeting for interested parents. The meeting will be a mandatory requirement as it will be the forum where the additional language of instruction for the program will be decided.
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.
All attempts are made to place students with ELL status as per the parent's first preference indicated on the program choice form. Currently all students are placed in an ESL instructional program. Parents who selected TBE or DL as their first choice are notified of their options. They all refused the option to transfer their child or children to a school that currently has the program they desire. However, they were made aware of the criteria outlined in the ASPIRA Consent Decree. As soon as the school can garner at least 15 parents with a first preference of solely TBE or DL in one language in 2 contiguous grades, parents will be notified of the new program offering for the following school year. This notification is based under the assumption that we are unable to change

programs in the middle of the academic year.

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.

The test coordinator will create Speaking test packets consisting of the Do not Enter sign, Directions for Administration, the student's Speaking booklet, and copies of the Speaking Score Sheet for Individual Administration. For the first week of the NYSESLAT administration period, the Speaking test packets will be signed out and in by the ESL licensed teachers administering the exams daily. The ESL licensed teachers do not administer the exam to the students they instruct. Any students who are unable to be administered the Speaking section in this first week will be given the assessment in the remainder of the NYSESLAT administration period.

The test coordinator will also create a schedule for the administration of the NYSESLAT Listening, Reading, and Writing assessments. The schedule typically follows a morning and two afternoon administrations due to the school's lunch period beginning at 10:35 A.M. and ending at 11:25 A.M.. Although each section is untimed, prior experience has demonstrated that students complete each test session within 1 hour. The Writing section has been the one exception, where students have been known to take up to 2 hours. The Listening section is administered first to each grade, followed by Reading and ending with Writing, each on separate days. The ESL and Special Education licensed teachers administer the exams to the ELLs and ELL-SWDs. Any student who is absent during their grade's NYSESLAT section administration will take the exam in one of two ways. If the student is in a grade span where the test will be administered at a future date, the student will take the exam in the future administration. For example, a 1st grade student is absent for the 1st grade Reading section administration. Since one of the NYSESLAT grade spans is 1-2 and the 2nd grade administration of the same section will be given the following day, assuming the 1st grader is present, the 1st grader will take the Reading section with the 2nd graders. If the student is absent for the alternative administration date, assuming that the student is in a grade with a NYSESLAT grade span, then the student will take the missing section at the end of the formally scheduled NYSESLAT administration period. The test coordinator will provide the proctors with the Do not Enter sign, Directions for Administration, pencils, and student test booklets which will be signed out and in as the sections are administered in accordance with the locally created administration schedule.

Parents are notified that their child will be taking the NYSESLAT the weekend prior to the official start of the assessment period by letter. Students in the grades 3 to 5 will also be informed so that they are aware of their responsibility to be present in school during the assessment period as well as to serve as a reminder to their legal guardians.

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. 

The majority of the parents has selected ESL only instruction as their first preference. Kindergarten has 13 ELL students, 10 of which have SP for their OTELE code, 1 has FR, 1 has , and 1 has . Five SP families selected ESL for their first choice. Two SP families selected TBE for their first choice. One FR family selected TBE for their first choice. Four SP families have yet to complete their survey and choice forms. Grade 1 has 12 ELL students, all with SP for their OTELE code. Seven SP families selected ESL for their first choice. Three SP families selected DL for their first choice. One SP family selected TBE for their first choice and one SP family has yet to complete their survey and choice form. Grade 2 has 10 ELL students, 9 of which have SP for their OTELE code and 1 has FR. Six SP families selected ESL for their first choice. Two SP families selected DL for their first choice. One FR family selected TBE for their first choice. One SP family have yet to complete their survey and choice form. Grade 3 has 22 ELL students, of which 18 have SP for their OTELE code, 1 has Bengali, 1 has mandingo, and 1 has Sonike. Ten SP, 1 Bengali, 1 Mandingo, and 1 FR families selected ESL for their first choice. Two SP and 1 Sonike family selected DL for their first choice. Two SP families selected TBE for their first choice. Three SP families have yet to complete their survey and choice forms.

Grade 4 has 14 ELL students, all with SP for their OTELE code. Eight SP families selected ESL for their first choice. Two SP families have selected DL for their first choice. Four SP families have yet to complete their survey and choice forms. Grade 5 has 12 ELL students, all with SP for their OTELE code. Five SP families selected ESL for their first choice. One SP family selected DL for their first choice. Six SP families family have yet to complete their survey and choice forms. For all outstanding forms, we are continuing to expend efforts in opening communication with the families for completion of the survey and program choice forms

The school is providing an ESL instructional model for all ELLs as it was determined by parental requests and the ASPIRA Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The school currently uses a pull-out organizational model. With ELLs being split into multiple classes along their grade level, they are pulled out of their classes to be serviced by an ESL licensed teacher using a heterogeneous program model.

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)?

Due to the placement of staff and students in the school, all ELLs are given the mandated number of instructional minutes in each program model as per CR Part 154. At least 360 instructional minutes are delivered to ELLs at beginning and intermediate English proficiency levels. ELLs at the advanced English proficiency level receive at least 180 instructional minutes.

One ESL licensed teacher services all students in Kindergarten, Grade 1, and Grade 3. Currently Kindergarteners, Grade 1 students, and Grade 3 students receive 1 hour daily, with the exception of students with an Advanced proficiency level who receive 1 less hour. The 1 remaining required hour for students at the Beginning and Advanced proficiency levels is provided for through Art, which is taught by one of the ESL licensed teachers. ESL instruction for Kindergarteners learns through a theme or concept study. Lessons work on promoting oral language through discussion/conversation starters (pictures), listening stamina and comprehension through related read-alouds, and background and vocabulary building. Themes are drawn from the NYC Social Studies and Science Scope and Sequences. Since students are pulled out during writing time, Grade 1 ELLs receive ESL instruction through the writing process. The primary focus is on enabling ELLs to write by guidance through the writing process and writing mechanics. Writing units are taken from the school's teacher developed literacy curriculum and modified by the ESL teacher in collaboration with the ELLs' classroom teachers. Grade 3 ELLs receive ESL instruction through the social studies and science content areas. The ESL teacher teaches the subject area lessons. The material taught is determined by the NYC Social Studies and Science Scope and Sequences. While the ESL teacher teaches writing to Grade 1 ELLs, all classroom teachers are the primary ELA instructors. The out of classroom ESL teachers are informed of the ELA foci through meetings with the classroom teachers.

One ESL licensed teacher services all students in Grade 2, Grade 4, and Grade 5. Currently Grade 2 students, Grade 4 students, and Grade 5 students receive 1 hour daily, with the exception of students with an Advanced proficiency level who receive 1 less hour. The 1 remaining required hour for students at the Beginning and Advanced proficiency levels is provided for through Art for Grade 2 and Grade 5, or Social Studies for Grade 4, which is taught by the ESL licensed teachers. Due to the overall proficiency of the Grade 2 students, instruction is centered on vocabulary building. Grade 4 and 5 ELLs learn through a theme or concept study typically drawn from social studies themes. Students are also instructed in English grammar and syntax.

All English Language Learners, regardless of English proficiency level, receive ELA instruction from their classroom teacher. ELA instruction typically consists of a daily 1.5 hour block that includes instruction in reading and writing, as well as small group instruction. ELA units are centered around a topic, theme, or concept. A typical example of instruction during the ELA instructional block is: 30 minutes of reading where students are taught and practice a reading skill, 30 minutes of small group instruction where students either work with a teacher in a small reading group, independently, or in pairs/trios on a task, 30 minutes of writing where students are taught a particular writing focus/skill and work independently or confer with a peer/teacher.

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 typically delivered by the students' classroom teacher with support from an out of classroom ESL teacher, when necessary. The content is made more accessible to the ELLs through the use of graphic organizers, visuals & artifacts, and hands-on activities that allow for more group work and communication. Content area instruction is supplemented by a science, social studies, and math lending library, social studies classroom libraries, use of various technologies such as the

SMARTBoard and Macbooks, and the science, technology, and social studies cluster teachers. English is the primary language of instruction. Students' home language, if Spanish, is used minimally and only in instances that would facilitate their comprehension in academic and social situations. Regarding Newcomers with an SP OTELE code, there are additional resources that are available. There are Spanish-English and picture dictionaries available to be used. Typically, they are paired with a Spanish bilingual student in the classroom (who is comfortable with Spanish and English) to assist them and the classroom teacher (in the situations where the teacher does not understand Spanish) in giving directions and completing tasks.

One of the major instructional shifts of the Common Core Learning Standards is a greater integration of literacy in the content areas, and as such, developing a balance between the use of informational and literary texts in instruction. To meet this demand, ELA units are designed around a content area of science, social studies, or ELA. While reading units typically focus on reading skills/strategies and are applied/practiced using texts that are aligned with the unit's topic/theme, writing units have an end product of either a narrative, argumentative, or informational piece. Beside the actual work product, the process that students engage in through their writing are outlined in the standards as Production and Distribution of Writing and Research to Build and Present Knowledge. Through common meeting time, students engage in practices that attend to the speaking and listening standards. Built into the ELA instructional block is a time for word study where students learn and practice sight words and vocabulary. Math instruction is taught through a curriculum that is aligned to the Math Common Core Learning Standards. The school uses Investigations.

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

Aside from the use of the Spanish Lab-R, we do not currently evaluate our ELLs in their native language. One of the goals is to acculturate our ELLs to American culture and the American education system where English is the dominant language of communication. Language heavy subjects, especially literacy, are always assessed using English language assessments. Additionally it is inconsistent to assess an ELL's ability to comprehend an English text if we use a language other than English. The school does employ a math benchmark checklist which can be administered in Spanish. The staff, however, is made aware of the difference between an ELL's ability to communicate in English vs. what knowledge and skills they actually possess.

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

Every two months, students are evaluated with reading and writing assessments and performance tasks. The tasks are measured up against a rubric. In both instances, the amount of progress the student has made is determined through the current period's assessment results measured against the prior period's assessment results. Regarding speaking and listening, informal assessments and observations are conducted. When it is necessary, the SOLOM is used.

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).

Classroom teachers are notified of ELLs who are newcomer or who have been identified as SIFE. As part of the regular classroom instruction, newcomers or SIFE students will be given more attention by the classroom teacher in one of the following forms: one to one instruction, small group instruction, alternative tasks that meet the goals/objectives of the units being taught. Furthermore, these two categories of ELLs also receive additional small group instruction in the form of AIS/RTI support. Newcomers and SIFE students also work with the out of classroom ESL teachers. During the regular ESL instructional block, newcomers and SIFE work with an out of classroom ESL teacher in activities that integrate speaking, listening, reading, and writing skills and cover a variety of topics.

Many ELLs who have received services for 4 to 6 years have tested as advanced. Reading and writing tend to be the main modalities which hold our students back from achieving the proficient level on the NYSESLAT. As such, ELLs with 4 to 6 years of ESL service will be grouped according to their literacy need and receive small group instruction with their classroom teacher. When working with the ESL teacher, these ELLs will receive direct instruction in grammar, syntax, and vocabulary.

Long term ELLs will be provided with additional small group instruction.

Former ELLs will continue to receive testing accommodations on all assessments. Former ELLs, will on an individual basis, continue to work with the ESL teacher if additional support is needed in completing classroom tasks and assignments.

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?

Curriculum units across content areas are planned during a common prep period at each grade level. Since this curriculum planning is guided by a coach but done by teachers, units are not only aligned to standards but also designed to target grade and class specific needs and strengths. During these common planning periods, teachers are also able to create rubrics for writing and reading units for both teacher and student reference. Based on abilities and current rates of progress, rubrics can be differentiated to suit the tiered levels of work being produced by students. Continual and ongoing assessment of reading, writing, and math is taken of students, with priority given to English language learners, in order to closely monitor their progress and areas of need. Teachers across the grade and the content areas can examine data gathered from assessments to group students with shared needs and cooperatively strategize how to best meet those needs. These needs are easily addressed in our center based classroom approach, in which different groups of students can be working on varying tasks at the same time. This allows ELL students to spend time focusing on practicing familiarized skills independently or cooperatively while still receiving small group, specialized instruction from the teacher. Furthermore, the school is currently in the beginning stages of implementing the SIOP model to provide sheltered instruction. The SIOP model includes the use of content objectives as well as language objectives. ELL students are also taught to annotate while reading in order to actively engage with texts. ELLs learn how to access content specific vocabulary by using cognates, and by analyzing prefixes, root words, and suffixes to decipher the meaning of unknown words. Familiarizing ELLs with content-specific vocabulary allows them access to more difficult texts.

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?

Within the classroom, materials are used to make English language learners more independent and to support academic content. Word walls for each content area display important vocabulary words to reference in reading, writing, and discussion. Differentiated dictionary and word reference books such as dictionaries, picture dictionaries, and glossaries are available to aid students in their independent work. All classrooms are equipped with listening centers so that students can match oral language to printed text. Many classrooms have labeled objects and areas to help students familiarize themselves with common words and vocabulary. Word study lessons are planned around specific classroom or student needs, whether to explore vocabulary, language, spelling, or grammar conventions. Most classrooms have Smart Boards, which provide an audio, visual, or hands on tool for teaching and reference.

ELL-SWDs are mainstreamed and receive instruction in reading, writing, math, or any combination of the three, when appropriate, in a general education setting unless otherwise specified in their IEP. During their periods of ESL service, the ELLs-SWDs are grouped with ELLs from general education classrooms and receive instruction according to their NYSESLAT proficiency level. Finally, ELLs-SWDs are invited to participate in all the school's extracurricular activities.

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:			

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

Social Studies:				
Math:				
Science:				

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

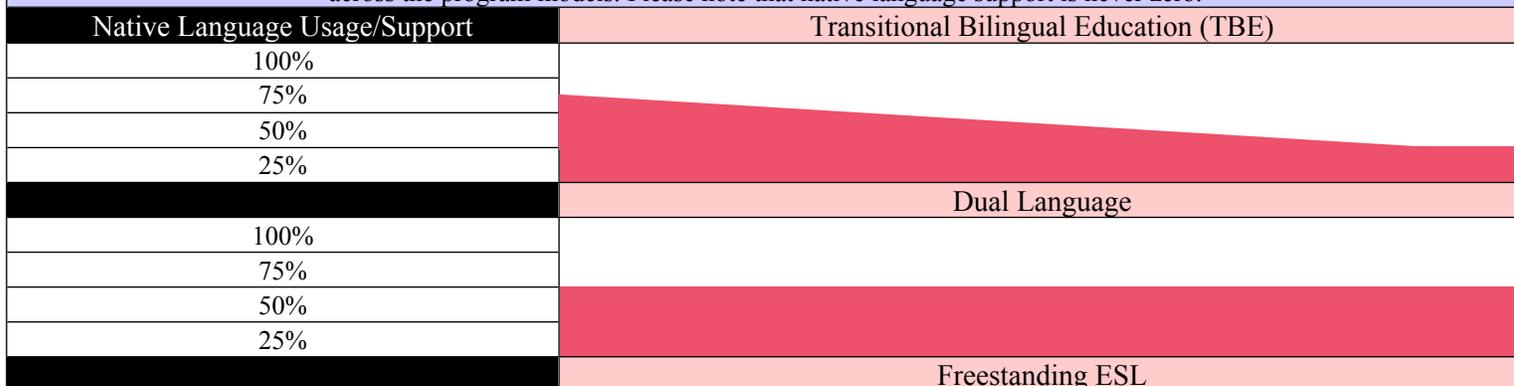
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

ELLs may receive instruction through targeted intervention programs in English in ELA (additional guided reading, Fountas and Pinnell Intervention Reading System, double dose Wilson FUNdations, Fast FORWord) and Math (additional small group instruction, Mathematics in the City).

As determined by the literacy data collected by the school's classroom teachers, ELLs have many of the same literacy challenges as their non-LEP peers. Through dedicated RTI periods, students are grouped according to their challenge in need of improvement and a team of pedagogues determines the most appropriate support to utilize. Double dose FUNdations is used with lower grade students who need additional instruction in phonics, decoding, and sight word recognition. The Fountas and Pinnell Intervention Reading System and additional guided reading groups are used to assist students with developing reading strategies and skills to generate meaning from texts. Fast FORWord is used for students who need an intervention in language/sound distinctions, vocabulary building, improving memory, sight word recognition, and reading comprehension.

Data collected by the Early Childhood and Childhood Mathematics Assessment is used to determine students' capabilities in numeration, counting, addition and subtraction, and multiplication and division. Students who are deemed as needing improvement in any of these areas receive additional small group instruction in the specific math area by their classroom teacher. The math teacher also runs small groups. The math curriculum is supplemented by Mathematics in the City. Furthermore, all students in need of improvement in the different math areas are invited to attend the Saturday Math Lab. Macbooks have the Neufeld Math program installed.

There aren't any separate intervention programs for social studies and science. These two content areas are integrated into literacy instruction. Any interventions that we may use to address ELA challenges also support the understanding of content in social studies and science. An additional support available to ELLs is that the science teacher runs small groups.

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

In previous years content and language objectives were solely under the purview of ESL teachers. This year, to meet the needs of ELLs in content and language, the school has dedicated time through professional development in ensuring that all teaching staff are trained in components of the SIOP model. One of the aspects of the model that is being given much attention is the inclusion of language objectives into teachers' instructional plans. In addition to receiving their ESL instruction with an ESL-licensed teacher, students also participate in social studies or art. Both classes are taught by an ESL-licensed teacher.

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

Currently staff are receiving professional development in the use of Thinking Maps and the SIOP model for lesson planning.

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

A change in the school budget has impacted the programs that the school was able to offer to all of its students. Whereas in the past we were able to hold before and after school tutoring sessions and Saturday Math Lab, we can no longer afford these programs. As such, these programs and services have been discontinued.

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

A student's ELL status does not create automatic inclusion or exclusion to programs offered in the school, with the exception of programs funded by Title III. ELLs are split heterogenously (English proficiency levels) into the different classes in the grade to which they belong. Each class has equal access to all school facilities as well as participation in school run events such as assemblies, book fairs, and library visits. The extracurricular programs that all students have been invited to, including ELLs, are: an afterschool program run by the community based organization Good Shepherds and G-Next, a program dedicated to the empowerment and achievement of female students' academic and social success.

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

The following materials that are available to all staff include: Rigby ELL Assessment kit, Fountas and Pinnell Benchmark Assessment System, Fountas & Pinnell Guided Reading Program: non-fiction focus, fiction focus, and content areas, FUNdations by Wilson, Making Meaning, Rosen Real Life Readers, Language Proficiency Kits, Comprehension Strategies Kit, Exploring Writing, Newbridge content area big book library & guided reading sets, interactive content-area big books, Primary Sources Kits, Fast FORWord program, books on tape, access to many websites including www.mesenglish.com, www.readinga-z.com,

pebblego.com, www.starfall.com, www.brainpop.com, www.eslflashcards.com

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

In addition to bilingual peers and adults, Spanish native language support is given with bilingual dictionaries and content area glossaries. For the 3 native French speakers, the school is currently looking into purchasing French-English bilingual dictionaries. Unfortunately due to a lack of fluent French-English speaking peers and adults, support in this form cannot be given. However, while it is not fully accurate, to ensure students comprehend the gist of a task, Google translate is used. At this time, native language support for speakers of low incidence language such as Mandingo and Sonike, is not provided for at this time. The school is looking into what native language supports would be available and can be provided.

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

Due to the limited English proficiency of the Newcomers, many materials need to be modified to support their understanding of subject matter. Consequently, where applicable, Newcomers in grades 2 and up create different literacy products than their more English-dominant peers. Newcomers also receive targeted instruction from the classroom teacher and ESL teacher to build English vocabulary with sight words and academic vocabulary that is essential to each subject area. There is a great use of manipulatives and visuals in all areas. Tasks are typically broken down and ELLs in need of additional support are pulled into groups (all ELLs or a mix of ELLs and non-LEP students) for small, guided group work.

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.

Newly enrolled students are not identified as ELLs before the beginning of the school year. They are identified through the HLIS form and interview, after which they can be administered the LAB-R. The results of the LAB-R determine if a student with a home language other than English may receive ELL status. The LAB-R is only administered at the beginning of the school year, when students are attending school. Many of the new students we receive before the beginning of the following school year are from pre-K programs. Those students are not identified as ELLs as their HLIS is ineligible to be used and parents, when registering their child or children for Kindergarten, must complete a new HLIS form. It is common for the school to have admissions for the new school year one to three days before students return to school. Even then, students who may be identified as eligible are not tested with the LAB-R until the first ten school days they are physically in the building.

18. What language electives are offered to ELLs?

The school offers the following courses: ELA, Mathematics, Science, Social Studies, Gym, Technology, and Art.

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)?

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 classroom-based instructors receive at least 2 hours of professional development weekly in literacy and math. Current sessions include unit planning, student work analysis, assessment and data analysis, and planning differentiated lessons. One AUSSIE literacy and one AUSSIE math consultants facilitate these sessions. In addition to the PD offered at the school, faculty is encouraged to apply to other professional development courses and programs offered by higher education and informal education institutions. Moreover, our school seeks ways to maximize its professional capacity. Hence, each faculty member develops professional learning goals within the Charlotte Danielson Framework. Through meetings with the principal and colleagues, individual learning plans are created with short-term goals and a timeline that allows for the pedagogue to work towards achieving their self-identified professional learning goal. Due to the individual nature of each staff member's professional development goal, it would be infeasible to list them here. In short, many staff members are working at goals in Danielson's Framework Domain 3: Instruction. At this time, the focus of the school is on developing the teaching and learning capacity of faculty in assisting the instruction of ELLs. So, PD offerings will be focused on the use of Thinking Maps and the SIOP model for lesson planning.

The monthly faculty conference also provides another arena by which professional development is delivered to all staff. At these meetings, any professional development given often covers topics that are pertinent to all, such as access to SESIS, anti-bullying identification and processing procedures. The science teacher is on hand to consult with any staff requiring assistance in science instructional techniques. The guidance counselor currently provides guidance instruction to classes. There is no assistant principal. The therapists who work at the school are not employed full time. They travel to multiple schools. The members of the school based support team are members of three schools. They are invited to attend our grade team meetings that are facilitated by the AUSSIE consultants or the faculty conferences. The school's parent coordinator is invited to attend professional development offerings and meetings being given by the CFN.

2. Since the Common Core Learning Standards have been adopted by New York State, the weekly professional development in literacy and math facilitated by the AUSSIE consultants have always focused on furthering faculty understanding of the standards as well as working to align instruction to the new standards. This year, the AUSSIE consultants as well as the principal have been running weekly professional development with all out of classroom staff to inform them of the instructional shifts and to assist with lesson design. The ESL and SETTS teachers are also invited to meetings held by the CFN. These meetings often focus on Common Core aligned instruction.

3. The guidance counselor meets with all Grade 5 classes for an hour a week and the parent coordinator holds meetings for parents to inform them about their choice in middle schools. Furthermore, parents are allowed the option to make appointments with the parent coordinator to complete their child's middle school application.

4. The school has shifted focus to the teaching and learning of ELLs; all staff participate in professional development geared towards this improvement in instructional capacity. Prior to the start of the school year, staff attend a full day introductory/review session on Thinking Maps. Staff engage with the 8 different visual thinking tools and learn how to introduce and incorporate their usage into their daily instructional plans. The followup session occurs on Election Day. Staff deepen their understanding of Thinking Maps by learning how they can be used for vocabulary instruction.

Each grade team and out of classroom team meet once a week with one or both AUSSIE consultants. In these meetings, the consultant and staff review lessons and units to evaluate the alignment to Common Core Learning Standards, connecting content area topics to literacy and students' home, culture, and background knowledge. As the school moves into SIOP model lesson planning usage, units and lessons are looked at for inclusion of language objectives. With language objectives being a relatively difficult task for educators to engage in due to lack of exposure, meetings cover language functions and skills and to which language objectives can be designed.

The school is concurrently implementing Thinking Maps. Meetings with the AUSSIE math consultant will often cover the usage of the maps. Meetings may focus on a specific map and expand on how it can be used. Since ELLs in an RtI Framework must receive a

strong core instruction, math tends to be a less developed area for many teachers. To this end, the AUSSIE math consultant also works heavily on developing staffs' mathematical knowledge and concepts within a constructivist mindset. Topics include multiple representations of operations and algebraic problem solving, student use of Thinking Maps in understanding and demonstrating math knowledge, and resources and activities that can engage students at all levels.

Meetings with out of classroom staff also look at how the out of classroom staff's content areas can develop a stronger connection to literacy and language development of students.

Staff attendance is recorded through a sign-in sheet, which is collected at the end of each meeting and kept in a binder in the main office.

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. All parents are invited to Breakfast with the Principal, a monthly event. At this event, parents are informed of the various events and activities in our school, as well as ask questions or share their concerns. In the first month of the school year, we host Curriculum Night. During Curriculum Night, parents meet their child or children's new classroom teacher and learn about the services that are offered through the school. At Curriculum Night, teachers provide an overview of the school's curriculums and they also share the academic, social, and behavioral expectations for all students for each particular grade level. Parents are also invited to their child's publishing parties at least 3 times a year.

Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator is physically present at all these meetings and events. Typically, the translator is the parent coordinator or an aide. We have several parents who have a home language other than Spanish. These parents speak Sonike, French, and Mandingo. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in English.

2. Housed within the building complex is the Community Based Organization Good Shepherds. They have provided ESL classes for our parents and after school programming for our students. We work with Literacy, Inc. to offer literacy workshops to parents. Parents are provided health education and awareness workshops through our partnership with Juvenile Diabetes and American Lung Association. Health First helps us to inform parents about health services and insurance that are available to them. With the NYPD and NYS Safety First Program, we offer parents community safety workshops and child identification cards.

Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator is physically present at all these meetings and events. Typically the translator is the parent coordinator or an aide. These parents speak Sonike, French, and Mandingo. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in English.

3. Breakfast with the Principal is a monthly event to which all parents are invited. At this event, parents are able to ask questions or share their concerns. Parents are allowed reasonable access to the school. They are free to come and schedule appointments to meet with any staff member over any concerns or issues that they wish to address. Also since the parent coordinator is present at all meetings and events to which all the school's parents are invited, she has a direct interface with the parents by which conversations and discussions can be had over possible school services. Typically, a survey is developed by the parent coordinator and sent to parents each school year to determine the needs and supports the community would like to investigate further and possibly acquire.

4. This year's survey has not yet been sent to the parents. Therefore, we have not yet developed workshops, provided services, or designed activities that address the needs of our parents. However, in the past, when parents gave us input (from Breakfast with the Principal and School Leadership Team Committee) regarding their needs and concerns, we had provided support in areas such as Health and Hygiene, Finance, Food and Nutrition, accessing social services. Based on current informal feedback, homework assistance appears to be a matter of major concern. When the survey has been developed and delivered to the parents and results are collected, we will then respond to the needs that they indicate as important to their development, their child's development, and the connection between home and school life. When these sessions become available, a translator will be on site. Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator will be physically present at all the meetings and events. The translator will most likely be the parent coordinator. These parents speak Sonike, French, and Mandingo. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in English.

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.

In the past 2 years, the school has undergone a decrease in the budget and staff turnover of pedagogues with TESOL licenses. The school once had as many as 4 teachers with TESOL licenses, and we are now down to 2. The school has had to be creative in ensuring that ELLs are provided their mandated services.

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Avon Connell Cowell, PhD	Principal		1/1/01
	Assistant Principal		1/1/01
Nordely Ramos	Parent Coordinator		1/1/01
Michael Dong	ESL Teacher		1/1/01
Teresa Lopez	Parent		1/1/01
Madonna Lee	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x382 **School Name:** Elementary School for M, S, & T

Cluster: 01 **Network:** CFN 109

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

Part A: Needs Assessment Findings

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

The Home Language Identification was used to determine parents and students' language needs. Once the surveys were received they were sorted into the types of languages represented in our school and the grades in which the different languages were represented.

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

Most of our parents are Spanish speakers and prefer both oral and written communication in Spanish. Staff members were informed about the various languages represented in our school at the first summer professional development session, which focused on cultural awareness & sensitivity and building bridges in the community.

Part B: Strategies and Activities

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

All written communication is translated by the parent coordinator, or, if time permits, the DoE's Translation & Interpretation Unit. Templates for periodicals, such as monthly parent letters and calendars, are kept translated on file; only the new information is changed and updated as necessary. Larger long term items, such as the parent handbook, brochures, behavioral expectations, etc., are sent to the DoE's Translation & Interpretation Unit.

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

There are several members on staff who are fluent in Spanish, including our parent coordinator, who regularly has the most direct contact with our parents. For special occasions, like Curriculum Night, Parent Teacher Conferences and other school affairs, additional staff, like school aides and paraprofessionals assist with interpreting. Staff who interpret outside of the regular school hours are paid to do so using Title III funds.

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

Parents were informed at the initial parent meetings, both verbally and in writing, that the school is mandated to accommodate their language needs. Parents were also informed that, for languages other than Spanish, it will be necessary to make an appointment when needing to communicate with a member of staff so that interpretation services can be arranged. Parents are reminded of these services when notices are sent home monthly or when they attend monthly workshops. At the beginning of the school year, all parents are provided with the Parents Bill of Rights, NYC DoE's Discipline Code, and a summary of the school's Safety Plan.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 382	DBN: 10X382
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 382 enrolls 324 students. We currently have 79 English Language Learners (ELLs) in grades K-5, which represents 24.38% of our school's population. Based on this year's human resources, Title I-funded program, and budget, this year's program will cater to students in grades 2 to 5.

The direct instruction supplemental programs for each grade will be offered in English and facilitated by an ESL certified teacher. Due to the number of students who we had to service during the 8:35 to 3:25 school day, and student generated interest from last year's program, we will continue to offer the program in a small group format. The program for each grade will have a cap of 15 specifically selected students. Each grade group will meet once a week for 1 hour and 30 minutes of instructional time. The program start date is tentatively scheduled for the week of November 26, 2012.

Having looked at the NYSESLAT scores as well as the school collected data, the ESL certified teachers in conjunction with the classroom teachers determined that the ELLs in these grades would best be served with a direct instruction supplemental program focused on writing and creative expression.

The program for grade 2 will meet on Tuesdays from 3:30 P.M. to 5:00 P.M. Many of the grade 2 English Language Learners struggle with generating ideas and drafting during the Writer's Workshop. This program will be based on the use of art prints, art production, and the Grade 2 NYC Social Studies Scope and Sequence as prompts to generate argumentative and narrative writing pieces. This program will require art prints, art materials (paints, paper, and other coloring media), writing materials (notebooks, pencils, pens), photo paper, and color ink.

The program for grade 3 will meet on Mondays from 3:30 P.M. to 5:00 P.M. The grade 3 English Language Learners are not meeting grade level expectations in reading and writing. This program will be using social studies content as the vehicle of language instruction. Through the Grade 3 NYC Social Studies Scope and Sequence, students will engage in additional opportunities for text interactions and personal connections that would lead to improved reading comprehension. Also by having a non-fiction focus, students will further develop their writing skills in producing argumentative and explanatory writing pieces. The required supplies for this program are printing paper, laser printer toner, and writing materials (paper, pencils, pens).

The program for grade 4 will meet on Tuesdays from 3:30 P.M. to 5:00 P.M. The grade 4 English Language Learners struggle with writing, due to a limited range of background experiences. This program will use photography to offer them a different perspective on how to view the world and through learning about picture taking, develop storytelling skills. The required supplies for this program are digital cameras, SD cards, rechargeable camera batteries, photo paper, color ink, photo mats, and

Part B: Direct Instruction Supplemental Program Information

writing materials (paper, pens).

The program for grade 5 will meet on Wednesdays from 3:30 P.M. to 5:00 P.M. The grade 5 ELLs have demonstrated difficulties with generating and maintaining stamina in the writing pieces. This program will make use of script writing and film-making to refine their narrative skills and develop a greater manipulation of theme, characterization, conflict, setting, and point of view. The required supplies for this program are recording cameras such as the Flip, SD cards, rechargeable camera batteries, laser printer toner, printing paper, and writing materials (paper, pens).

Part C: Professional Development

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

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

Begin description here:

Teachers participating in the Title 3 program will meet once a week to plan and prepare for their program.

One of the areas of improvement that all our ELLs have is academic background knowledge and related vocabulary. It is the belief that professional development around this area will assist ELLs in working towards their grade level goals. To meet this end, the teachers working in the Title 3 program will work with Learning Words Inside and Out, Grades 1-6: Vocabulary Instruction That Boosts Achievement in All Subject Areas by Nancy Frey and Douglas Fisher. The text offers multiple means of interactions for its readers, thereby making it more accessible. Since the number of teachers working the Title 3 program is small, this book study group will be opened up to other teachers of ELLs to enhance the quality of professional dialogue around the teaching of ELLs. Meetings specific to the topics of this text will be held on the last Wednesday of each month to allow time for trial and error of the suggested activities.

Part D: Parental Engagement Activities

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

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

Begin description here:

The ESL coordinator and Parent coordinator have begun to work together to plan sessions that address how parents can support the learning of their children. To further develop and maintain a culture of

Part D: Parental Engagement Activities

inclusiveness, separate but similar meetings will be held for parents. Parent meetings for students who are LEP however, will center on topics that can address the learning needs of ELL children.

One meeting has already occurred where parents were again informed about the current status of the ESL program at P.S. 382 as well as the format of the NYSESLAT. Based on the feedback from prior meetings, further sessions will focus on understanding the Common Core standards, appropriate methods of homework help, understanding the new ways of doing math, how to read with your child, and how to engage your child in active learning. As the monthly schedule changes, no specific dates are set. However, at least two meetings will be held on two Wednesdays each month.

Parents will be notified of these meetings through three methods: school's monthly calendar (sent home with each child at the beginning of each month), attendance at the monthly Breakfast with the Principal (first Friday of each month), and through flyers about the meetings that are posted on the door at least 2 days before the scheduled meeting.

All notifications are in English and Spanish. The meetings are conducted in English and Spanish. Typically, either the Parent Coordinator or a Spanish speaking aide is in attendance to translate. Our parents and guardians who have a language other than English or Spanish are often English bilinguals. Therefore, we do not have an interpreter to translate for them.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		