

2013-14

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

DBN: (i.e. 01M001): **15K107**

School Name: **JOHN W. KIMBALL**

Principal: **EVE LITWACK**

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
EVE LITWACK	*Principal or Designee	
SHIRLEY HARKINS	*UFT Chapter Leader or Designee	
ALYSE DOSIK	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
JULIE ROSENBERG	CBO Representative, if applicable	
HEIDI IGOE	Member/PARENT	
DEBORAH IARUSSI	Member/ PARENT	
KIM BIRNEY-BROOKE	Member/ PARENT	
MARIKO BECK	Member/PARENT	
TAMARA CHEBAR	Member/STAFF	
MARGARET GALELLA	Member/STAFF	
JULIE TAYALA	Member/STAFF	
PASCALE PRADEL	Member/STAFF	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, to increase the median adjusted growth percentile for all tested students in grades 4 and 5 in Mathematics by 5-10, as measured by progress on the 2014-15 NYS Mathematics Exam.

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.

In 2013-14, student progress across grades 3-5 on the NYS Mathematics exam remained relatively flat at 73%, a gain of less than 1% from the previous year.

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. Continue to build mathematics pedagogy by observing and evaluating classroom instruction using a research-based rubric via the "Advance" system and use feedback cycles to improve understanding of student cognitive engagement and teacher pedagogy in mathematics.
2. Provide instructional support to classroom teachers from on-site mathematics specialists (teacher-specialists) and Exemplars staff developer in order to target mathematics instruction, carefully attend to Common Core Standards, and build deeper mathematical understandings.
3. Continue to refine quarterly mathematics benchmark assessments and their analysis, to regularly assess student progress and target mathematics instruction.

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

Activity 1:

1. Principal
2. Assistant Principal
3. Network Specialists
4. District "Advance" Coach
5. Classroom Teachers

Activity 2:

1. On-site teacher-specialists in math
2. Exemplars staff developer
3. Classroom Teachers
4. Principal
5. Assistant Principal
6. Exemplars Staff Developer

Activity 3:

1. On-site teacher-specialists in math
2. Classroom Teachers
3. Data Analyst
4. Principal
5. Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activityActivity 1:

1. Ensure that up to two, out of four, classroom teacher observations occur during mathematics instruction
2. Use Danielson Framework for Teaching, research-based rubric, to evaluate teacher understanding of mathematics content and pedagogy
3. Use Danielson Framework for Teaching, research-based rubric, to evaluate student cognitive engagement and formative and summative assessment during mathematics instruction
4. Use teacher feedback cycles for observations of mathematics instruction to identify where content and/or pedagogical weaknesses lie, with concrete recommendations for improvement

Activity 2:

1. Use 2-3 cycles of Monday professional development sessions for teacher-specialists and Exemplar staff developer to work with grades K-5 on identified issues (from teacher observations) for mathematics instruction such as building student number sense and moving to more efficient strategies.
2. Use teacher common planning time with math specialist support to continue to enhance curriculum maps that accurately reflect the Common Core Standards for Mathematics and that take diverse learning needs into consideration through incorporation of strategies for Universal Design for Learning (UDL) and Response to Intervention (RTI).
3. Through feedback process, encourage peer observation and reflection on mathematics practice
4. Use cycles of Monday professional development sessions for book study group with math leaders on differentiated mathematics instruction and use grade meeting structure to disseminate important “take aways” from that learning
5. Pilot “lesson study” instruction, led by 4th grade teacher math specialist, into mathematics professional development on grade 4

Activity 3:

1. With teacher-specialists and classroom teachers, review current Common Core aligned quarterly mathematics benchmarks to evaluate effectiveness of the assessments in highlighting specific areas of need.
2. With mathematics specialists guidance, incorporate at least two open-ended problems into each benchmark assessment, beginning in December 2014, to more accurately reflect each student’s use of strategies and “go to” tools for problem solving
3. With Data Analyst and teacher mathematics specialists, analyze school-wide item skills results for December, February and June benchmark assessments
4. With classroom teachers and mathematics specialists, review student results and item skills for each benchmark assessment (December, February and June) to determine instructional implications and to identify resources to support instruction

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

Activity 1: September 4th 2014 - June 26th 2015

Activity 2: November 2014 – June 26th 2015

Activity 3: December 2014 - May 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activityActivity 1:

1. Schedule at least two classroom teacher observations during mathematics instruction
2. Schedule feedback cycles to include peer observations of mathematics instruction
3. Schedule Monday professional development cycles to include teacher-specialist and Exemplars staff developer support for all classroom teachers
4. Schedule cycles of Monday professional development sessions for book study group with math leaders
5. Schedule follow up grade meetings to disseminate “big ideas” from mathematics study group
6. Budget tax levy and PTA grant funds for professional texts in mathematics

Activity 2:

1. Schedule regular cycles of Monday professional development time for mathematics work with teacher specialists and Exemplars staff developer
2. Schedule classroom instructional time and debriefing time with Exemplars staff developer
3. Budget per session for teacher math specialist planning with all grades
4. Request PTA grant for Exemplars staff development
5. Request PTA grant for Exemplars on-line support materials
6. Use tax levy fund for additional mathematics materials (e.g., Contexts for Learning Mathematics replacement units) to support student understanding of fundamental and essential mathematical concepts

Activity 3:

1. Budget per session for teacher math specialists planning, review and analysis of school-wide benchmark assessments
2. Budget per session for data analyst review of school-wide benchmark assessments
3. Create and use Google Documents to track math benchmark results for each class on each grade
4. Use teacher common planning time and grade meetings with teacher math specialists and/or Exemplars staff developer to create rubrics, evaluate student work on benchmark assessments, and determine next steps for instruction

Strategies to Increase Parental Involvement

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

To Increase Parent Involvement in Mathematics we will:

1. Hold two annual Curriculum Conferences in classrooms on each grade to review mathematics concepts, strategies and expectations in mathematics for the current year, and to inform parents of the mathematics curriculum and expectations for the following year
2. Hold annual Coffee Meetings with the principal for parents on each grade to review some Common Core Standards and expectations in mathematics
3. Hold annual Testing meeting for parents in grades 3-5 to review Common Core Standards in Mathematics, testing protocols and procedures, and specific ways parents can support their children
4. Hold annual mathematics meetings hosted by the school teacher-math specialists for parents (three meetings: K, 1-2, 3-5)
5. Host two parent meetings for grades K-2 and 3-5 with the Exemplars staff developer to build a better understanding of the Common Core Standards and expectations for student problem solving
6. Provide a monthly student-written (upper grades) or teacher-written (lower grades) grade-wide Parent Newsletter with descriptions of current mathematics work on the grade
7. Host monthly First Friday events for families, where math games and activities, even some instruction, are regularly included to educate parents about current mathematics instruction
8. Continue to support PTA-sponsored "Math Superstars" adult-led before school program for students on grades K-5
9. Continue to request support from PTA for funding of Exemplars staff development and on-line mathematics resources (e.g., Exemplars materials)
10. Foster teacher-parent collaborations with Khan Academy as a resource for classroom and home mathematics practice and enrichment

Budget and Resource Alignment

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

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

By June 2015, to increase the median adjusted growth percentile for all students with disabilities in grades 4 and 5 in Mathematics by 5-10, as measured by progress on the 2014-15 NYS Mathematics Exam.

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.

In 2013-14, progress made on the NYS Mathematics Exam by Students With Disabilities across grades 3-5 remained flat at 30% with no gains made from the previous year.

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. Build mathematics pedagogy in special education by observing and evaluating classroom instruction in ICT classrooms using a research-based rubric via the "Advance" system and use feedback cycles to improve understanding of student cognitive engagement for students with disabilities and special education teacher pedagogy in mathematics.
2. Track and analyze SWD data from quarterly mathematics benchmark assessments; Use item skills analysis for SWD to target skill areas to be developed and improved
3. Apply Universal Design for Learning (UDL) principles, strategies, and resources to provide multiple entry points to the mathematics curriculum for SWD

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

Activity 1:

1. Principal
2. Assistant Principal
3. Network Specialists
4. District "Advance" Coach
5. Special Education Teachers
6. SETSS teacher

Activity 2:

1. Data Analyst
2. On-site teacher-specialists in math
3. General Education and Special Education Classroom Teachers
4. Principal
5. Assistant Principal

Activity 3:

1. UDL specialists on each grade (special education teachers)
2. Network special education support personnel
3. General Education classroom teachers
4. SETSS Teacher
5. Principal
6. Assistant Principal

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

Activity 1:

1. Ensure that up to two, out of four, special education teacher observations occur during mathematics instruction

2. Use Danielson Framework for Teaching, research-based rubric, to evaluate special education teacher understanding of mathematics content and pedagogy
3. Use Danielson Framework for Teaching, research-based rubric, to evaluate student cognitive engagement and formative and summative assessment during mathematics instruction
4. Use teacher feedback cycles for observations of mathematics instruction for SWD to identify where content and/or pedagogical weaknesses lie, with concrete recommendations for improvement

Activity 2:

1. With teacher-specialists, special education and general education classroom teachers, review current Common Core aligned quarterly mathematics benchmarks to evaluate effectiveness of the assessments in highlighting specific areas of need with particular attention to SWD
2. With Data Analyst and teacher mathematics specialists, analyze item skills results for SWD for December, February and June benchmarks
3. With special education teachers and mathematics specialists, review student results and item skills for SWD for each benchmark assessment (December, February and June) to determine instructional implications and to identify resources to support instruction

Activity 3:

1. With UDL specialists, each grade will review mathematics curriculum units and lessons to include strategies, tools and technology to provide multiple means of access for all learners, in particular SWD
2. Special education teachers will identify and implement UDL strategies for each SWD to promote and support mathematical understanding
3. ICT teams will share UDL best practices in mathematics at monthly ICT team meetings

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

Activity 1: September 4, 2014 – June 26, 2015

Activity 2: December 2014 – June 2015

Activity 3: October 2014 – June 2015

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

Activity 1:

1. Schedule at least two classroom teacher observations during mathematics instruction in each ICT classroom
2. Schedule feedback cycles to include peer observations of mathematics instruction in general education and ICT classrooms
3. Schedule Monday professional development cycles to include teacher-specialist and Exemplars staff developer support for all classroom teachers
4. Schedule Monday professional development cycles to include ICT teacher development in mathematics with teacher math specialists
5. Schedule cycles of Monday professional development sessions for book study group with math leaders (including some ICT teachers)
6. Budget tax levy and PTA grant funds for professional texts in mathematics

Activity 2:

1. Budget per session for teacher math specialists planning, review and analysis of school-wide benchmark assessments
2. Budget per session for data analyst review of school-wide benchmark assessments
3. Create and use Google Documents to track math benchmark results for each class on each grade, flag SWD in each class
4. Use teacher common planning time and grade meetings with teacher math specialists and/or Exemplars staff developer to evaluate student work on benchmark assessments
5. Use monthly ICT team meetings to share areas of strength and need for SWD in mathematics

Activity 3:

1. Use common planning time for general education and special education classroom teachers to review mathematics units and lessons
2. Schedule monthly ICT team meetings to review UDL principles, strategies and best practices for SWD
3. Use common planning time for special education teachers to identify resources (i.e., websites, technology) to support multiple entry points into the mathematics curriculum

- Request PTA budget for Exemplars staff developer and additional web-based resources to support diverse learning needs (e.g., Adapted Mind and Exemplars)

Strategies to Increase Parental Involvement

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

To Increase Parental Involvement in Mathematics we will:

- Hold two annual Curriculum Conferences in classrooms on each grade to review mathematics concepts, strategies and expectations in mathematics for the current year, and to inform parents of the mathematics curriculum and expectations for the following year
- Hold annual Coffee Meetings with the principal for parents on each grade to review some Common Core Standards and expectations in mathematics
- Hold annual Testing meeting for parents in grades 3-5 to review Common Core Standards in Mathematics, testing protocols and procedures, and specific ways parents can support their children
- Hold annual mathematics meetings hosted by the school teacher-math specialists for parents (three meetings: K, 1-2, 3-5)
- Host two parent meetings for grades K-2 and 3-5 with the Exemplars staff developer to build a better understanding of the Common Core Standards and expectations for student problem solving
- With teacher math specialists, SETSS provider, and Assistant Principal, hold a school-wide parent meeting for parents of Students with Disabilities to review expectations of IEP goals in ELA and Mathematics, Common Core Standards in ELA and Mathematics and report card goals
- Provide a monthly student-written (upper grades) or teacher-written (lower grades) grade-wide Parent Newsletter with descriptions of current mathematics work on the grade
- Host monthly First Friday events for families, where math games and activities, even some instruction, are regularly included to educate parents about current mathematics instruction
- Continue to support PTA-sponsored "Math Superstars" adult-led before school program for students on K-5
- Continue to request support from PTA for funding of Exemplars staff developer and on-line mathematics resources (Exemplars materials)
- Foster teacher-parent collaborations with Khan Academy as a resource for classroom and home mathematics practice and enrichment

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, increase the percentage of students in grade 3 (inclusive of students with disabilities) scoring at or above grade level (level 3 or 4) in English language arts by 5-10% as measured by performance on the 2014-15 NYS English Language Arts Exam.

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.

In 2013-14, student proficiency in Grade 3 on the NYS English Language Arts Exam dropped from 83.7% level 3s and 4s in 2012-13 to 73.3% level 3s and 4s, a decrease by more than 10%.

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. With data analyst, literacy coach, and grade 3 teachers, review Item Skills analysis for grade 3 students from 2013-14 ELA exam (now our current 4th grade students) to identify areas of proficiency and areas of predominant need; anticipate that these areas of need are also likely expected for *current* grade 3 students; disseminate this information to other grades, in particular to grade 2 teachers
2. With Teachers College staff developer, school literacy coach, and principal, pinpoint priority Common Core Standards in reading and writing curricula that were not met by 2013-14 3rd grade students; concentrate TC professional development for 2nd and 3rd grade on these Standards but also apply them to all other grades
3. Provide additional literacy support to those students in grades 2 & 3 who are not yet at the benchmark reading levels

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

Activity 1:

1. Data analyst
2. Literacy coach
3. Teachers College staff developer
4. Classroom teachers (all, but in particular, grades 2 & 3)
5. Principal
6. Assistant Principal

Activity 2:

1. Literacy coach
2. Teachers College staff developer
3. Principal
4. Assistant Principal
5. Classroom teachers, grade 3

Activity 3:

1. Lower and Upper grade intervention teachers
2. Literacy Coach
3. Classroom teachers, grades 2 & 3
4. Principal
5. Assistant Principal

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

Activity 1:

1. Use 2013-14 ELA testing data and Item Skills Analysis for last year's 3rd graders to determine areas of weakness and priority foci (e.g., Short and Extended Responses in nonfiction genres)
2. With literacy coach and principal/AP support, ensure that grade 3 teachers are frequently using formative assessment on those foci areas in those reading units
3. Ensure that students have explicit understanding of expectations for priority areas, and that student rubrics are provided to help support learning and independence in these areas

Activity 2:

1. Identify Common Core Standards in the ELA Item Skills where the majority of last year's 3rd graders had the most difficulty; establish priority Standards.
2. With TC staff developer and literacy coach, design staff development tailored to those needs, with emphasis on 2nd and 3rd grades
3. Ensure that literacy coach follows up regularly with classroom teachers after each TC staff development session
4. Build into Monday professional development sessions dedicated work on the priority Standards for all grades with TC staff developer and literacy coach

Activity 3:

1. Identify students who require more support to meet in small groups with literacy intervention teachers twice per week
2. Ensure that intervention teachers use different programs to address decoding or comprehension needs and assess student progress monthly
3. Provide additional before or after school remediation time with grade 3 teachers for a 10-week cycle beginning in January 2015

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

Activity 1: Mid-October 2014

Activity 2: Mid-October 2014 – June 2015

Activity 3: October 2014 – June 2015

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

Activity 1:

1. Download Item Skills lists for all grade 3 students from 2013-14 ELA exam
2. Review Item Skills list with grade 3 teachers, literacy coach, TC staff developer and principal; determine priority Standards that must be addressed
3. With TC staff developer, schedule meeting times for 3rd grade team and determine ways the priority Standards will be addressed
4. Schedule Monday professional development times and Tuesday grade meeting times to meet with 2nd & 3rd grade teams to review rubrics and look at student work related to priority areas

Activity 2:

1. Schedule pre- and post-meetings with TC staff developer and literacy coach to determine how priority Standards will be addressed and follow up with grades 2 & 3
2. Use Monday professional development time to review Common Core Standards for the priority Standards across all grades to help build a better understanding of these Standards for all teachers
3. Use Tuesday grade meetings with literacy coach and principal to review student work and address instruction in the priority Standards

Activity 3:

1. Schedule student groups with intervention teachers around classroom and prep schedules; third grade intervention teacher sees students for 50-minute period, twice per week; second grade intervention teacher sees students for 30-minute session, twice per week
2. Second grade intervention teacher uses Fountas & Pinnell's "Leveled Literacy Instruction" program; third grade intervention teacher uses "Intervention by Design" literacy program
3. Reading levels for AIS students entered into Google Docs by classroom teachers once per month; all student reading levels entered into TC Assessment Pro five times per year
4. Per session funds used for third grade teachers before or after school program

Strategies to Increase Parental Involvement

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

To Increase Parental Involvement in English Language Arts we will:

1. Hold two annual parent Curriculum Conferences in classrooms on each grade to review concepts, strategies and expectations in English Language Arts for the current year, and to inform parents of the literacy curriculum and expectations for the following year
2. Hold an annual Coffee meeting with the principal for parents on each grade to review Common Core Standards and expectations in the ELA curriculum
3. With the Literacy Coach, hold annual literacy meetings for parents on each grade to address more specific areas of the literacy curriculum (e.g., "writing about reading")
4. Host two parent meetings for parents on grades K-2 and 3-5 with Teachers College staff developer
5. Provide a monthly student-written (upper grade) or teacher-written (lower grade) grade-wide Parent Newsletter with descriptions of current literacy work on the grade
6. Host monthly First Friday events where families can participate in classroom reading and/or writing activities and/or celebrations
7. Host classroom publishing parties for families at the end of most writing units
8. Request PTA funds to support TC staff developer and curriculum
9. Continue PTA-sponsored "Meet the Author" program for students on every grade
10. Continue to support PTA-sponsored parent-led before school Book Clubs

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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	Guided Reading with a common text in small group Guided Reading with different texts in small group (strategy lessons) Shared reading with whole class or small group Previewing concepts with small groups Share/interactive writing with whole class or small group Independent Reading TC Reading Records and literacy assessments Independent Whole Book Reading Assessments (J. Serravallo) Foundations (K-2) with whole class and small groups Orton-Gillingham – individualized instruction	Individualized instruction/conferring Small group instruction Whole class instruction Partner and independent work Collaborative groups	All services are provided during the regular school day Additional AIS instruction after school for grade 3 (cycle of 10 weeks starting in January 2015)
Mathematics	Guided Practice with small groups Repetition of concepts Whole group practice and introduction of concepts Previewing concepts in small groups Individualized instruction and practice of concepts Modified assignments	Individualized instruction/conferring Small group instruction Partner work Independent work Collaborative groups Whole class instruction	All services are provided during the regular school day Additional AIS instruction after school for grade 3 (cycle of 10 weeks)
Science	Guided practice with small groups Repeated reading Previewing concepts in small groups Repeated review of concepts	Small groups Partnerships Individualized instruction/conferring Whole group instruction Collaborative groups	All services are provided during the regular school day. Additional AIS instruction after school for grade 3 (cycle of 10 weeks)
Social Studies	Guided practice with small groups Previewing concepts in small groups	Small groups Partnerships	All services are provided during the regular school day

	Repeated reading Repeated review of concepts	Individualized instruction/conferring Whole group instruction Collaborative groups	Additional AIS instruction after school for grade 3 (cycle of 10 weeks)
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Guidance: Games, toys, art, talk therapy Social worker: Talk therapy	Small group One-to-one counseling	All services are provided during the regular school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.		
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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

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)

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 107
School Name John W. Kimball Learning Center		

B. Language Allocation Policy Team Composition [i](#) 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 Eve Litwack	Assistant Principal Pascale Pradel
Coach Jennifer Tirado/Literac	Coach N/A
ESL Teacher Margaret Galella	Guidance Counselor Alice Ott
Teacher/Subject Area Maryanne Cruz/Reading	Parent Alyse Dosik
Teacher/Subject Area Michele Dente/SETSS	Parent Coordinator Heather Damon
Related Service Provider Tara Tomasi/Speech	Other Janet Fink/OT
Network Leader(Only if working with the LAP team) Neal Opromalla	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
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)	583	Total number of ELLs	5	ELLs as share of total student population (%)	0.86%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	2												4
Push-In					1									1
Total	2	2	0	0	1	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5									5

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	5	0	0	0	0	0	0	0	5	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1			1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1												3
TOTAL	2	2	0	0	1	0	5							

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)														0
Intermediate(I)		1			1									2
Advanced (A)	2	1												3
Total	2	2	0	0	1	0	0	0	0	0	0	0	0	5

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use TCRWP for all assessments of early literacy skills for our ELLs. We also utilize teacher made assessments. For grades 3, 4 and

5, we incorporate results from the Acuity Predictives to help us modify our teaching to the ELLs. This is given in the fall, winter, spring and end of the school year. Our Reading Teacher also sees the children and uses the Leveled Literacy Intervention program.

We have found that our ELLs make great progress throughout the year, based on these assessments. This information helps our teachers to stay focused for the language achievement of the ELLs. It also provides teachers with areas of need for the ELLs so that targeted instruction can take place. For example one of our Third Grade ESL student grew from Level A (September 2012) to a Level P (November 2013). Our Kindergarten ESL student was a Pre-emersion (November 2012) and is now currently Level F, which is on grade level for First Grade. This trend is typical of our ESL students at our school.

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

Data patterns in proficiency levels on the LAB-R show that most of the children who take the LAB-R score out of this assessment. This means that most of our children entering our school are already bilingual. The portions of children who do not score out of the LAB-R have a low intermediate level of English.

Data patterns in proficiency levels on the NYSESLAT show that most of our children score out of the ESL program within 3 to 4 years. The pattern suggests that each year the ELL students progress one level each year in their language acquisition. Most children are in need of more instruction in writing, reading and listening. Most children are competent in the speaking modality on the NYSESLAT. Our ELLs typically score high (80%+) on the Reading and Speaking modality on the NYSESLAT. For the Listening and Writing modalities, they generally scored lower (60% or less).

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

When the results of the NYSESLAT is made available to our school in the early fall, the ESL Teacher uses this data to guide the classroom teacher in areas of strengths as well as areas of weakness. The data of each ELL student is given to all the classroom teachers, with the ESL Teacher guiding the teacher as how to read the scores.

Because the patterns of our ELLs tend to have weaknesses in the areas of listening and writing, the ESL teacher coordinates with the reading teacher so that the reading teacher will include the ELLs in her intervention program.

We are using the data for individualized instruction for each student as it pertains to vocabulary, syntax and daily living skills. The data reveals that our students make excellent progress.

4. For each program, answer the following:

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

A. In the past, the patterns across proficiencies show that our ELL students are strong in the speaking and reading modalities. Our ELL students are not quite as strong in the writing and listening modalities but after 2 to 3 years of service they tend to score out of the ESL program. The ELL students do not take native language tests in our school. Currently, there is no data provided by the NYSED to support this claim.

B. School leadership and teachers use the results of the NYSESLAT and periodic assessments to develop an intervention plan for the ELLs that make sense. If the an ELL student needs intervention in ELA, the classroom teacher works with the ESL teacher and the Reading teacher to create a sound reading and writing program for the ELL student.

C. Periodic assessments have shown that our ELL population is making progress. We follow the periodic assessments to ensure that the amount of progress is significant. The ESL teacher also conducts informal assessments on an everyday basis, which is then used to further instruction. These evaluations are also shared amongst the staff. Native language is used for newly arrived students so they can assimilate into the culture of the school and the community. Our library also has various native language books that children can borrow.

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 regards to our RTI program for our ELLs, we look at language modalities, preferential seating, more picture support, kinesthetic TPR, label room with common vocabulary words. Our school has an active RtI Team that addresses behavior, academic, and social issues for

students. Teachers use a checklist to provide interventions for students with needs and students who do not make adequate progress, and these students are discussed with the RtI Team to implement an individualized program for the student.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Ascertain with parents what sort of student their child was in their home country. Parents provide contact information so that the ESL Teacher can contact the previous school to attain student data. Parents also provide data from their home country, such as narratives and report cards. Research shows that when a child is strong in their first language, they will be more successful in learning the second language.
ESL conference with classroom teacher on a daily basis to inform teacher on specific TESOL methodologies, like picture support, preferential seating, giving the ELL allotted wait time for questions. Teachers share running records, informal observations and conferences and any other relevant data with the ESL Teacher. Observing classroom teacher when they conference with the ELL student.
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?

We do not have a Dual Language Program at our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ESL and other various programs for ELLs is very successful. Students move between 6 to 8 reading levels during their first year. The majority of our ELLs score out of the ESL program within 2 to 3 years of service. After they score out of the program, the ELLs score a 3 or 4 on the ELA standardized state and city tests. Our ELL population is successful in attaining their second language.

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](#).)

When parents come to enter their children into our school, they immediately are asked by our school secretary and parent coordinator to produce paperwork that proves their address: bills, letter from landlord. Once this is established, this team also asks the parents for birth certificate and immune records. The parent also fills out the Home language Identification Survey, which is a survey that asks parents if a language other than English is only spoken at home. If the parent is having a difficult time understanding what is requested of them, we seek out a translator to conduct the interview. All paperwork is then given to the parent in their home language.

During this informal interview with the parent, it is determined which language they are dominate in. If the parent writes down that the child speaks, reads and writes in English, the person conducting the interview will assign a language OTELE code on the HLIS form that is not NO (which means English only). If the parent indicates that the child speaks, reads and writes in a language other than English the interveiwier will assign a language OTELE code and notify the ESL Teacher immediately through the school telephone, or paging the ESL Teacher if needed. As a second procedure, the interviewer will also give written notification that this child speaks another language to the ESL Teacher.

If the OTELE code is something other than NO, the LAB-R is administered to the student by the ESL Teacher within the first 10 days of school. The ESL teacher runs a report on the ATS to determine which students have a home language other than English.

In our school, we have one professional who speaks both English and Spanish and conducts the Spanish LAB-R. This person who is qualified to conduct these interviews is Mary Ann Cruz, Reading Teacher.

We also have teachers that speak and read the following languages in case other translations are needed:

Italian: Lisa Silvetti; Tagalog: Sharon Rauceo; Korean: Shirley Harkins; Jennifer Tirado and Arelys Vasquez; Spanish

The ESL Teacher, Margaret Galella, annually generates a report from the ATS system that gives a breakdown of the NYSESLAT scores for the current ELL students. This breakdown of the scores aids the ESL Teacher in pinpointing the areas of need for these students. The breakdown scores also aids in curriculum planning for the ELL students continuing ESL services in this school year.

If a child who speaks Spanish and does not score out of the LAB-R, we, including the ESL Teacher and the Reading Teacher who is bilingual in both English and Spanish, administer the Spanish LAB-R to determine in which language the child is dominant.

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

The ESL Teacher plans two meetings (called Parent Orientation Meeting for English Language Learners) with parents in the first 2 weeks of school, right after drop off. The Teacher carefully explains the process of identifying children. The teacher also presents a DVD from the Department of Education that is in either English or their home language. If a translator is needed to explain the different options to the parents, at least one of the following teachers, Ms. Vasquez or Ms. Cruz, attends the Parent Orientation Meeting. The Parent Coordinator is also a part of the Parent Orientation Meeting.

If the parent speaks another language other than Spanish, the ESL Teacher will contact the appropriate translator from the DOE for this meeting. After this meeting, the parents are welcome to take home the DVD for their perusal. The parents also have an opportunity to ask any questions about the free standing ESL program we have at our school.

The ESL Teacher answers questions about the programs the Department of Education offers: Transitional Bilingual and Dual Language. The ESL teacher will also find appropriate schools for the parents if they wish to send their child to a school with a Bilingual or Dual Language program.

Lastly, the ESL Teacher also gives information to the parents for adult ESL classes in the area, including adult education facilities and local public libraries.

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 [\[see tool kit\]](#).)

The Parent Coordinator and the ESL Teacher and any translators needed conduct a parent orientation meeting for all parents of ELL students. Usually within a week after registration and the LAB-R is administered, we hold these parent orientations. Entitlement letters are hand delivered by the ESL Teacher to the parent at either arrival or dismissal. The letter also includes an orientation date. During this orientation, we have parents complete Parent Survey and program selection forms, where the form is collected and held in a secured file for as long as the student attends the school. The Parent Coordinator, Heather Damon, is responsible for assisting with the Parent Orientation Meeting. The ESL Teacher, Margaret Galella, is responsible for administering the LAB-R, organizing and maintaining all records of the HLIS, Parent Survey and program selection forms, as well as conducting the Parent Orientation Meeting.

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.

The ESL Teacher interviews the ELL parents about the ELL's education in their home country. Together with this information and the score of the LAB-R, the ESL Teacher will place the ELL students according to their language ability and age for small group instruction.

Placement letters are distributed at Parent Orientation where the parents select from a choice of three different programs. The parents at our school usually choose the ESL program. The ESL Teacher retains the records in a secured file, which is kept throughout the students' tenure at our school. Parent choice is explained during the Parent Orientation and those records are kept in a secured file as well. The ESL Teacher also completes the ELPC screen on the ATS system.

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.

Reading teacher, Assistant Principal, and Literacy Coach help administer the speaking, reading, writing and listening section of the NYSESLAT. The ESL teacher attends yearly testing meetings and turnkeys information to the above staff members. When scoring

the writing section of the NYSESLAT we use the above reference staff members. The ESL Teacher accesses data of the ELL students and their NYSESLAT scores through the following functions on the ATS system: RLAT, RLER, RLAB, RMSR. Through these functions, we can determine which students are eligible for the NYSESLAT.

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 trend at our school is for ELL students to remain in our community and attend our school. Parents do not choose other programs at other schools and they choose to have their children stay at our school. One hundred percent of our ELLs (the 5 currently identified ELLs) remain in the school.

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])?
 1. a. Instruction is delivered either through a pull-out program as a self-contained free standing ESL program or a push-in program.
 1. b. For our Kindergarten ESL program, we follow a heterogeneous mix of proficiency levels. For our Third Grade ESL program, we follow a homogenous model where the students are on the same proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL Teacher compiles a schedule for all ELL students that ensures they get the mandated minutes of ESL instruction per week. This schedule is distributed to classroom teachers, the principal, the assistant principal, the literacy coach, the SETSS teacher, and other service providers such as OT and PT teachers.

2. a. All beginner and intermediate English Language Learners receive 360 minutes a week of ESL instruction. Our advanced learners receive 180 minutes of instruction. The ESL Teacher usually conducts her ESL lessons for the mandated children during the school's literacy time, which starts at 9:10 to 10:00 am every morning, as well as conducting lessons during our embedded AIS, which is twice a week (on Mondays and Wednesdays) for 45 minutes each time, usually at mid-day, around 10:45 am.

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.

The ESL teacher conducts similar classroom mini-lessons during ELLs' reading periods. The ESL teacher also includes reading of non-fiction materials such as science and social studies as part of the ESL curriculum. The ESL teacher continues to conduct lessons in math (usually as a warm-up lesson) within the allotted mandated minutes for the ELLs.

ESL curriculum maps are aligned to literacy maps on all grades, which are aligned to the Common Core Standards.:

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

The ESL Teacher reviews materials from the home country's schools, such as report cards and letters from school administrators to evaluate their native language. The ESL Teacher interviews parents about the schooling system in their native country and what type of student their child was. The ESL Teacher also runs reports on the ATS to view the results of the Spanish LAB-R, to review which language the child is dominate in.

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

ESL teacher using a checklist of the four modalities in each lesson when meeting with ELL students. All four components are incorporated into each lesson.

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).

The ESL teacher often has to differentiate instruction within the ELL subgroups. The teacher often does partner work, partnering a newcomer with an advanced level ELL.

A. Our school usually does not have SIFE students. But if we do, the Rtl Team has a plan set in place for the SIFE students. The ESL teacher will confer with the Rtl Team to plan according lessons with SIFE students, like providing review language lessons during our embedded AIS program, have students participate in the Reading Teacher's program until they are on grade level and also have students participate in an At-Risk program with the SETSS teacher.

B. The ESL teacher spends the first six weeks with newcomers reviewing survival and safety skills. This helps the students feel comfortable and establish a personal and trusting relationship with the ESL teacher. After the students feel comfortable with daily routines, the ESL teacher starts to align their language development with ELA lessons. These lessons resemble what is being taught in the general classroom, with more emphasis on vocabulary work.

C. The ESL Teacher places ELL students into a push-in program so that the student does not lose instructional time from the general classroom. At this point of service, the student needs to remain in the classroom but also needs the extra support that the ESL teacher gives, like explaining idioms, grammar points, etc.

D. Students that have been receiving ESL services for more than 6 years are generally not in our school.

E. ELLs students with 1-2 years proficiency receive extended time for tests (including state tests). The reading intervention teacher also services those students as needed.

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?

Our school was recently awarded a literacy grant for our ESL program. We are using the Rigby's On Our Way to English series, which includes Common Core aligned guided reading books and benchmark assessments. The series also includes content-area selections in math, science and social studies. On Our Way to English is a program designed specifically for Grades Kindergarten to 5th Grade, perfect for our elementary school ESL students. We are also using Rigby's PM Books. These titles are known for their clear climax and resolution, real story lines and steady growth of sentence structure with easily scaffolded text for reading success among our ELLs. These materials will help our ELLs by providing a rich vocabulary through high picture support, as well as providing sequential story elements and inferential questioning.

When using the guided reading portion of the On Our Way to English, the ESL Teacher can easily group her ELL students according to level of language acquisition. For example, we group together children who are struggling with prediction, we can use the books and work on specific targeted instruction.

The ESL Teacher uses repetition for grammar points, lots of visuals and vocabulary work when working with ELL-SWDs. The ESL Teacher also uses realia to help the students with vocabulary. The ESL teacher confers with the SETSS teacher and the Special Education teacher to help ELL students with special needs. These teachers meet once a week and give each other strategies that will help these students.

We currently do not have any ESL students that have IEPs. When we have ELL students with IEPs, the ESL Teacher logs onto SESIS and reviews their IEP, which helps create the goals specific for these students. The ESL Teacher meets weekly with the ICT Teacher or the SETSS Teacher or with a service provider and reviews the ELLs' goals that are listed on the IEP. We also will create weekly and daily goals for the students as well. The ESL Teacher will also be active on the Student Based Support Team as well as part of the IEP meetings.

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?

Using a flexible scheduling format, the ESL Teacher will push-in during ELA and content areas for ELLs-SWD to achieve their IEP goals. The ESL Teacher will modify curriculum by using visuals, and using multisensory and language enriched lessons. The criteria to placing ELLs-SWD is that their disability is prohibiting them from reaching Common Core benchmarks and with the use of the ICT Teacher and other service providers and the ESL Teacher, the ELLs-SWD can master the curriculum. The criteria would be difficult in mastering the Common Core curriculum without the mandated Special Education services and ESI services.

The school uses a variety of instructional tools, such as the use of technology like the Smartboard, the Elmo and computers, as well as computer programs, such as Scholastic's video center, as resources for the ELL-SWDs to guide them to standard grade level. Our school schedule has built in an extra period a week where the ESL Teacher and the Special Education teachers meet together to discuss progress and teaching strategies for the ELL-SWD's. The administration has a weekly meeting with our Literacy Coach, Special Education Teachers, the ESL Teacher, the Reading Teacher, the Guidance Counselor, the Social Worker, Assistant Principal and the SETSS teachers to brainstorm strategies for our ELL-SWDs.

Courses Taught in Languages Other than English

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

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

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

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

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.



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.

We know our ESL students need an intervention because we have Common Core benchmarks that need to be met. For example, if an ESL student is a level A in First Grade in November, the classroom teacher has a meeting with the ESL Teacher and administration, as well as the RtI Team to determine what intervention programs and services are available for that student.

the ELL students are a part of several intervention programs. The students are a part of our AIS program; all of our teachers that deliver this program during two periods a week. During this AIS, the entire school is a part of a literacy AIS program. Each teacher in our building works with a small group of students (about 4 to 6 students in the group) additional instruction in both Math and ELA. The ELLs are also a part of this AIS program. The Reading Teacher also services the ELLs (Kindergarten through 2nd Grade) at least twice a week. The ELLs also have access to the library three times a week; once during their allotted library class time and two other times during Open Access. Open Access is a time when students can return books and borrow new books from our school library. The school also has a very successful afterschool program that offers homework help and lots of other enrichment programs: chess, karate, piano, writing plays, dance. An afterschool scholarship program is available for families who qualify.

We see our ELL students, in addition to the mandated time, twice a week for the embedded AIS periods. We usually meet with the students on Mondays and Wednesdays. Our school has an official AIS time, so the students are not losing out on valuable classroom time or ESL services.

We also utilize At-Risk Services provided by our SETSS Teacher. At-Risk services are provided on Thursdays and Fridays by the SETSS Teacher. If the interventions do not work, the child study team discusses possible need for a formal evaluation which may lead to Special Education services.

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

We use benchmark checklists and running records to determine the effectiveness of our ESL program. We review the data every month with all teachers that have contact with the ESL students: classroom teachers, out of classroom teachers, the Reading Teacher, Literacy Coach and the ESL Teacher, as well as administration. We have centralized all the running records on a Google Docs and iCloud so that all teachers have access to the students' data. We have had professional development on how to access these Google Docs during our weekly Friday Professional Development period.

The program is effective because ELL students make AYP goals. Most ELL students phase out of the program within 2-3 years. It is clear the program meets the student's needs in content and language development because the ESL program is literacy based, is rich in vocabulary, and is balanced between non-fiction and fiction texts.

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

Our afterschool program has many new programs offered this year, including chorus, theater, dance, karate, movement and yoga.

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

Currently we have no plans to discontinue any of our ELL programs.

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

Our PTA generously provides scholarship funds to our ELL students for the afterschool program. Most of our ELL families take advantage of this scholarship fund. If a family does not take part in the scholarship fund, the ESL teacher will seek out the family to ensure that they understand the scholarship fund and afterschool program. Classroom teachers also seek out the PTA to help these families (if they qualify) to support enrichment programs such as 5th Grade overnight trip to Poconos Educational Environmental Trip, 4th Grade Ballroom Dancing competitions, and various theater acts for all grades held at New Victory Theater in Times Square.

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 ESL teacher uses the computer and the internet to enhance ESL instruction. The ESL Teacher uses a Rigby Guided Reading program that has various reading genres included (fiction, nonfiction, science, and social studies). For our Kindergarten Grade ESL

subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing several internet programs like Brain Pop and Starfall) to promote reading. The ESL teacher uses iPads for vocabulary enrichment for both First Grade students and Fourth Grade students. The First Grade students also use Brain Pop for math instruction. For our Fourth Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing internet programs like Professor Garfield (reading comprehension, sequencing and inferencing) and Kahn Academy (for math).

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

Our ESL program provides instruction in English. The ESL teacher celebrates the students home languages by asking for translations of the vocabulary words in their first language and then providing the same vocabulary word in English. The ESL teacher uses cognates from both languages to assure literacy comprehension and inclusion of the Native Language. Our school library provides several native language books in Spanish, German, French, Dutch, Chinese and Bengali for continued literacy of the Native Language at home. The ESL teacher organizes peer buddy system that pairs up students learning English with students who speak fluent English and share their native language.

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

Support and resources are determined by grade level and age appropriate materials. For example, kindergarten students may trace their bodies to learn vocabulary while a newcomer in 4th grade may label a photo of a human body.

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.

Our very active PTA hosts a Newcomers Breakfast for our families. There are numerous special events, also hosted by the PTA, which include a celebration of the many cultures that make up the school (such as Heritage Day) and all families are welcome.

18. What language electives are offered to ELLs?

Our school does not offer language electives to ELLs during the school day. We do offer Mandarin in our afterschool program. The ESL teacher provides information for families who wish for their child to continue formal Native Language education after the school day ends. For example, the ESL Teacher has information about which schools in the city or neighborhood offer instruction in Dutch, Spanish, Chinese, French, Russian and German.

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)?

We do not have a Dual Language program at our school.

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. The ESL Teacher receives 3 to 4 professional training days throughout the school year. The following dates are the professional development dates the ESL Teacher:

Friday, November 1st and Saturday, November 2nd: Bank Street's Addressing the Common Core: Supporting Social and Academic Language Development

Tuesday, November 5th: ELL Elementary Literacy Conference

Wednesday, December 11, 2013: ESL Institute provided by the NYCDOE

Thursdays, December 12th and January 9th: Unpacking the NYSESLAT: Instructional Implications for ELLs

The ESL Teacher as well as the classroom teachers of the ELLs attend these PDs.

The Parent Coordinator, Guidance Counselor and School Secretary have attended selected professional development sessions provided by our Network.

2. The ESL teacher receives training in the Common Core Standards at the school level, through faculty and other grade level meetings. In looking at our Literacy curriculum and the Instructional Shifts. The ESL teacher incorporates a variety of nonfiction literature, including "how to" books and "all about" books in her teaching along with an emphasis on social studies skills, such as map reading and comparing and contrasting cultures of the world. In addition, she regularly attends Network and DOE professional development workshops.

3. The ESL teacher researches surrounding middle schools to see which schools will accommodate our ELL population. The suggestions are then given to the classroom teachers as well as to the parents of the ELLs. The ESL teacher has also arranged tours for prospective ELL parents to various participating middle school. The ESL teacher also teaches a 10-week unit on Digital Citizenship to upper grade students to help them understand their responsibilities around using digital media.

4. During professional development days, such as Election day or Brooklyn/Queens Day, and our professional development bi-weekly sessions, the ESL Teacher will hold training for staff on such topics as TESOL Methodologies to be used in the general classroom. Specifically, the ESL teacher provides the teachers with lessons on TPR (total physical response) for children who arrive at the school with no English skills; the ESL teacher also advises teachers on how to create a positive relationship with ELL parents; provides specific strategies to teachers to help support ELL students within the classroom, for example, scaffolding and essay, labeling the room, pairing up students who may have similar home languages.

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. Parents of ELL students are encouraged to attend our monthly "First Fridays" in classrooms to learn more about curricula and ways to support their children at home. In addition the PTA hosts multiple weekend events where all parents and students are encouraged to participate.

We have a high involvement of parent volunteers in our school. The parents contribute in many ways to our school. We have First Friday, where parents come in and read to the children in their children's classrooms. We encourage our ELL parents to also read to their children in their native tongue in their children's classrooms. Parents organize many school/community building events such as harvest fairs, International Day, Valentine's Day dance, movie night (where children watch a movie at the school, leaving the parents to have a free night). The parents also have book groups with children, organize a math super star program and are very active in the afterschool program. The PTA also has a newsletter that is printed in English and Spanish. All of our ELL parents are equally involved and invited to all events.

2. The ESL teacher communicates regularly with several agencies in the neighborhood that gives free adult ESL classes. This information is conveyed to our ELL parents in the beginning of the school year. The ESL Teacher also has a good relationship with neighboring public libraries, where free adult ESL classes are also held. This information is also disseminated to the ELL parents.

3. The ESL teacher has an open door policy where any ELL parent can visit her during the hours of 8:20 –9:10 every morning, Monday through Friday. During these informal parent-teacher conferences, the ESL teacher interviews the parents to see if their needs and their needs of their children are being met. The communication between the ELL parents and the ESL teacher is very open and very responsive.

4. Our parents are involved in their children's academic life. We have a School Leadership Team that consists of 6 parents, 2 teachers, union reps, the principal and the assistant principal. During these meetings, the needs of parents and children are discussed openly. If there is a discussion about the ELL students, the principal communicates the issue to the ESL Teacher. The union reps also write minutes on the meetings and these minutes are distributed to all teachers in the building. It is from these meetings that involvement activities are designed, with the needs of children foremost in our minds.

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.

N/A

Part VI: LAP Assurances

School Name: <u>John W. Kimball Learning Cente</u>			School DBN: <u>15K107</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eve Litwack	Principal		12/6/13
Pascale Pradel	Assistant Principal		12/6/13
Heather Damon	Parent Coordinator		12/6/13
Margaret Galella	ESL Teacher		12/6/13
Alyse Dosik	Parent		12/6/13
Maryanne Cruz/Reading	Teacher/Subject Area		12/6/13
Michele Dente/SETSS	Teacher/Subject Area		12/6/13
Jennifer Tirado	Coach		12/6/13
N/A	Coach		12/6/13

Alice Ott	Guidance Counselor		12/6/13
Neal Opromalla	Network Leader		12/6/13
Janet Fink	Other <u>OI</u>		12/6/13
Tara Tomasi	Other <u>Speech</u>		12/6/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K107

School Name: John W. Kimball

Cluster: 409

Network: Opromalla

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.

We have a very small ELL population and most of our ELL parents are fully bi- or tri-lingual, based on the Home Language Identification Survey and accompanying parent interview. We have very few families who have Limited English Proficiency. These families were identified through the HLIS and ensuing interviews and are Spanish-speaking. For these parents, a translator is provided at the time of registration to ease this process and to assist in the interview process. School letters and notifications are translated into Spanish and a translator is provided for them at parent-teacher and any other parent conferences, such as IEP meetings or informal teacher meetings.

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.

Our written translation and oral interpretation needs are minimal, as stated above. We are able to determine these needs when students are registered at the school, through the Home Language Identification Survey and interview process with the assistance of an on-staff translator (usually our literacy intervention teacher) who is called away at a convenient time to meet with the parents. The staff is aware of the families who have Limited English Proficiency, as this information is disseminated to them by the ELL teacher who is responsible for the interview process. We provide written and oral translations for these families, as requested by the teachers of those students or as necessary for our general school communications with families.

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.

We are able to use Google Translate for translations of last minute items if necessary, but we prefer to have our Spanish-speaking staff members (one is our literacy intervention teacher) provide us with translations for newsletters and school notifications. These are provided to them at least several days prior to distribution so they have adequate lead time to complete the translation. We also translate our robo-calls to families to ensure that all families receive important school notifications in a timely manner (such as reminders for half days or parent teacher conferences, or notices of school closings).

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.

Our Spanish-speaking staff members provide the oral interpretations for parent-teacher conferences and other parent meetings, such as IEP meetings or impromptu teacher meetings. We have five full-time bi-lingual (Spanish/English) staff members. When a meeting is planned, we contact one of these staff members to determine availability. We try to rotate this responsibility among the staff members so it is distributed fairly across the year.

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

PS 107 fulfills Chancellor's Regulations A-663 by notifying families in writing at the beginning of the year and prior to parent teacher conferences or other parent meetings that translation and interpretation services are available. We post the multi-lingual posters in our main lobby area at the beginning of the school year to inform our families with Limited English Proficiency about obtaining translation and interpretation services.

