Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 195K

DBN (*i.e. 01M001*): 22K195

Principal: BERNADETTE TOOMEY

Principal Email: BTOOMEY@SCHOOLS.NYC.GOV

Superintendent: JULIA BOVE

Network Leader: MATTHEW MELCHIORRE

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
Bernadette Toomey	*Principal or Designee	
Toby Ringer	*UFT Chapter Leader or Designee	
Anata Levisnsky-Slidovker and Suzanne Schiano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Jessica Egan	Member/ Teacher	
Tugba Mashkulli	Member/ Parent	
Jerome Hall	Member/ Parent	
Maria Barberi	Member/ Teacher	
Fran Pero	Member/ Teacher	
Darelene Druckman	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

Goal and Action Plan #1

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

Annual Goal #1

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

- . **By June 2015, 80% of all teachers will use assessments to meet students at their strengths and tailor instruction accordingly. Students will develop proficiency in using peer and self- assessments and as a result will show an increase of one to two levels in writing as measured by a four point rubric aligned to the CCLS.**

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 the Spring of 2014, to support and enhance teacher practice, a survey to identify teacher needs, {based on the 8 Danielson indicators} was distributed and completed. In addition to these results, an analysis teacher observations from last year, identified indicators 3c and 3d as areas in more need of support. Teachers also approached the administration in the beginning of the school year to request more in depth training on the use of the running record. This goal is also in alignment with the citywide expectation of providing customized instruction aligned to the Common Core. Active engagement and developing critical thinking skills are a direct result of using current student's strengths to tailor instruction. High-quality teaching is consistently informed by current student strengths.

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. Professional learning content was identified and a Professional Learning Plan was developed to support teachers in delivering rigorous instruction.
2. During observations, administrators will look for students building on each other's ideas during class discussions, students providing constructive feedback to their peers/teachers and the use of student checklists and self -assessments during activities.
3. Teachers will use one Monday a month to examine student work and its impact on student progress.
4. Student work will be collected in order to determine the use of self -reflections and student checklists.
5. Written and verbal feedback will be given to teachers within three days of the observation. The feedback will be used to apply to instructional practice.

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

1. All teachers will participate in professional learning opportunities on a monthly basis. The Professional Learning Calendar allows for time to teachers to plan, examine student work and share best practices over the course of the month. Cluster teachers will also have built in time to support the CCLS aligned curriculum. Ambassadors {ELA, Math, Social Studies, Science and Art} will attend outside professional learning sessions and share best practices with their colleagues.
2. Administrators will utilize the Advance system to record and monitor teacher progress on indicators 3c and 3d.
3. Teachers will participate in collaborative sessions on the grade level will plan to use student checklists, self- reflections, and peer feedback.
4. Monthly collection of student work by the teachers and administrators will examine student progress and use of independent tools to further their own development.
5. Administrators will provide written feedback to assist teachers in refining their instructional practice.

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

1. A learning plan was developed to provide a cycle to measure progress of professional learning sessions. Week One requires teachers to participate in a learning session to refine their practice. Week two requires teachers to plan and implement with grade level partners. Week three requires teachers to look at student work to measure the impact of progress. Week four of the Professional Learning model requires teachers to bring evidence of impact on student progress. This progress was and will consistently be shared vertically once a month.
2. The observations will serve to inform instructional practice and strengths and needs will be monitored in trimesters.
   This feedback will subsequently serve for future instructional decisions and continue to guide professional learning decisions.
3. Teachers will use Monday afternoons, as per UFT contract guidelines, to participate in our Professional Learning model. They will also use allocated time on Tuesday afternoons in order to enhance their instructional practice.
4. Grade level teachers meet collaboratively for forty five minutes once a week for one period.

5. The Advance System will be examined quarterly to note trends in strengths and needs in instructional practice.

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

1. Sessions planned in the Professional Learning Calendar have been scheduled from September until December. Teachers will meet for an hour and twenty minutes each Monday to participate in learning sessions, plan on grade level teams, collect and analyze student work and vertically share successes. On Tuesday's teachers will use part of the hour and thirty five minutes to assess student work.
2. Data using the Advance system and the examination of student progress will determine the content for the remaining half of the school year. This will be conducted in trimesters.
3. The observations began in October 2014 and continue throughout April of 2015.
4. Feedback will be shared with teachers within one week of a formal or informal observations.
5. End of year one to one conferences will conclude by the end of May.

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

1. Teachers will use Monday afternoons, as per UFT contract guidelines, to participate in our Professional Learning model. They will use this time to participate in professional learning, plan and implement this learning, examine student work and celebrate successes. Teachers will also attend and provide professional development trainings to refine their practice as ELA, Math, Science, Social Studies, Art and RTI Ambassadors.
   They will also use allocated time on Tuesday afternoons in order to enhance their instructional practice.
2. Grade level teachers meet collaboratively once a week for one period to refine instructional practice.
3. The advance System will be monitored
4. Mentors have been identified to work with three new teachers. They meet with teachers once a week to provide guidance.
5. A Teacher Development Coach will work with new teachers and new teachers to the grade at no cost

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).

X Teachers will provide a series of monthly workshops, based topics identified by parents from a parent survey distributed in the fall of 2014.

Budget and Resource Alignment

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

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

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

Tax Levy funding will be used to facilitate job-embedded professional learning which will provide detailed information for horizontal and grade level teams. The information gained will serve teachers as they refine lessons, units of study, student tasks and rubrics. NYSTL funding will also be used to order professional resources for teachers to enhance their instructional practice. Per-diem coverage, provided by the Tax Levy Citywide, Instructional Expectations funding, will provide coverage for teachers during inter-visitation periods and provide teachers to attend outside professional learning opportunities.

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 Spring 2015 100% of the teachers will plan and present at least one professional learning session to their colleagues and/or to parents. This will result in an increase of one level measured by the competency 4e on the Danielson Framework.**

Comprehensive Needs Assessment

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

This goal is also guided by one of the six elements of the Capacity Framework which brings resources from the PS 195 staff to each other and the school community. Teachers are committed to success and want to improve in their practice. The PS 195 Professional Learning Plan goal is geared to cultivate consistent improvement in developing a school-based professional community. Teachers will also share practical ways for parents to engage our students in developing critical thinking skills.

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. Selected teachers will serve as ELA, Math, Social Studies, Science, Art and RTI Ambassadors. They will attend professional learning sessions and share them with their colleagues once a month. Teachers who are the recipients of these sessions are expected to implement strategies learned.

2. As per the UFT contract, time has been designated for teachers to consistently communicate with parents. Teachers can use part of this time to share effective strategies with parents. A Parent Survey was distributed in the beginning of the year to encourage parents to provide feedback regarding workshop topics for the school year. In addition, grade level Common Core related topics were supplied by the teachers. As a result, monthly parent workshops are presented to parents from faculty.

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

1. Ambassadors attend and provide monthly professional learning opportunities. Administrators and teachers will conduct classroom observations and monthly collect student work to inform impact of professional learning on student progress.
2. Classroom teachers will be selected based on strengths and personal interests to conduct parent workshops. The Parent Coordinator will work with faculty and parent in order to organize the workshops. Administration will provide professional learning opportunities for teachers in order to enhance these workshops.

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

1. A Professional Learning Plan identifies the topics for delivery of professional learning once a month. Week four of this plans requires teachers to share the impact of the learning session. Teachers meet vertically to examine successes of the newly applied strategy. Administrators then plan upcoming professional learning topics/content accordingly.
2. Selected teachers dedicate 50 minutes each month to share effective strategies with parents. Ten parent sessions have been planned. Teachers will monitor the impact of these workshops using student work. Results of the Parent Survey and teacher feedback determined the menu of topics for the school year. Parents complete feedback sheets to determine the session's effectiveness.

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

1. Teachers selected as Ambassadors will participate in Network trainings three to four times over the course of the 2014-2015 school year. Beginning in September 2014, teachers participate monthly for an hour and twenty minutes to deliver and receive professional development.
2. Parent workshops will begin in October 2014 and be presented on a monthly basis through June 2015. A monthly calendar for the 2014-2015 school year has been created for Parent Workshops.

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

1. Per-diem teachers will hired during Ambassador meetings. Grade level teachers will meet three times a month, each time for an hour and twenty minutes, to refine their instructional practice. Teachers will continue to use the Danielson Framework rubric to set high expectations.
2. School Messenger will be used to inform parents of workshops. The Parent Coordinator will create a monthly newsletter. Out of classroom staff will provide coverage for teachers conducting parent workshops.

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).
X The Parent Coordinator will plan workshops that are guided by the Common Core Learning Standards. Parents will be given specific samples of what tasks exemplify this in the classroom as well as strategies to assist their students at home in becoming more proficient at meeting the Common Core Learning Standards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Tax Levy funding will be used to provide teachers with outside professional development in order to refine their craft. Resources will also be ordered for parents to serve as a reference for student learning.											

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 Spring 2015 all students will increase their Performance on targeted grade level writing area by an average of 0.5% level as indicated on the New York City Performance Assessment in Writing.

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.

The Measures of Student Learning requirement of the new teacher evaluation and development system offers schools an opportunity to examine beliefs about assessment, review how assessment drives instructional decision making, and refined their systems and structures to ensure teachers' use of assessment. This will lead to more effective teaching and increased student learning. After examining the results of the recent ELA MOSL, teachers identified conventions, structure and transition as in need of further support. Teachers will receive training regarding the use of the Comprehension Toolkit, in addition to using the content presented to the ELA Ambassadors. Teachers will provide student rubrics and self- reflections to promote autonomy. There will also be weekly and monthly opportunities for teachers to meet to collaboratively plan, analyze student writing and make modifications as needed. UDL strategies are integrated in lessons to ensure student writing progress.

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. Since the entire school administered the New York City Performance Assessment in Writing, a Vertical Inquiry Team met to examine the results and identify trends.
2. Teachers will use this analysis of the Fall and Mid-year administration as a benchmark to inform instruction.
3. The use of a student rubric and self -reflection will serve students to improve their own writing.

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

1. The Data Specialist will conduct an analysis of and identify the writing traits, by grade so that students struggled most with. In November, this analysis will be shared with the classroom teachers.
2. Classroom teachers will use the data to tailor instruction to improve upon these traits, beginning in November and throughout the school year.
3. The SETSS and ESL teacher will also be informed of these results and will provide additional assistance targeting these traits.
4. Administrators will examine student work monthly to determine student writing progress. They will also look for evidence of rubrics used for self-assessment during classroom visits.

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

1. By November 2014, teachers will meet in vertical teams to analyze the performance trends in writing on the New York City Performance Assessments and identify instructional implications. Teachers will use the content from the rubric to inform instructional practice and monitor progress.
2. By March 2015, teachers will meet in grade level teams to analyze student performance on mid-year performance assessments and make further adjustments to instructional units.
3. By June 2015, administrators will collect student work from 100% of teachers indicated the use of a rubric, checklist, or self-assessment by students as part of the writing process.
4. Targets for improvement in particular traits are as follows:
   Kindergarten students will show an average increase of 0.5 level on the Writing Convention indicator.
   First and Second grade students will show an average increase of 0.5 level/25% on the Writing Structure indicator.
   Third and Fourth grade students will show an average increase of 0.5 level/25% on the Writing Transition indicator.
   Fifth grade students will show an average increase of 0.5 level/25% on the Writing Structure indicator.

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

1. The initial assessments were administered in October 2014. Teachers will score assessments by the end of October 2014 and meet with vertical teams by November 2014.

2. The spring assessment will take place in early March and scored by the second week of March 2015. Teams will meet the second week of March. Adjustments to instructional units will be complete by the end of March 2015.
3. Classroom observations will begin in October 2014. By January 2015, 50% of observations will be completed. 100% of observations will be completed by May 2015.
4. In May 2015, teachers will administer and score the Spring NYC Performance Assessment. Results will be analyzed by trait by June 2015.

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

1. Vertical teams will be for 60 minutes on the first Monday of November to examine results and identify trends in student performance. This will take place during designated professional learning time from 2:30 – 3:30 p.m.
2. Grade level teams will meet for 60 minutes on the first Monday of March to examine results and identify trends in student performance. They will meet during designated professional learning time from 2:30 – 3:30 p.m. Instructional units will be modified during collaborative prep periods (45 minutes, 1 time per week).
3. All observations will be conducted during administrators regular work hours.
4. Per-diem funding will be set aside for teachers to score their colleagues' assessments.

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).

X Classroom teachers will inform those parents of the writing traits that students need to improve upon. The Parent Coordinator will work with the presenter to include the content of foundational Common Core Learning Standards as part of information to be shared with parents

Budget and Resource Alignment

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

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

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

Tax Levy funding will provide teachers with built in time to deliver professional development sessions for parents. This funding will also support increased time for parent-teacher conferences and special events that celebrate student work.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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	The ELA Academy will serve 4th and 5th grade students in January. There will also be after-school tutoring available for 3rd, 4th and 5th grade students from February through April.	Small group.	. The Academy will take place once a week for a month from 3:-4:30. The tutoring will take place once a week from 3:00-4:30.
Mathematics	There will be a Math Academy in January. There will also be Math tutoring available from February through April.	Small group	The Academy will take place once a week for a month from 3:-4:30. The tutoring will become available from February through April.
Science	There will be an afterschool Science Academy for fourth grade students in March of 2015.	Small group	The Academy will take place once a week for a month from 3:-4:30. The tutoring will take place during the month of March.
Social Studies	Additional support will be given during classroom time and support students using academic vocabulary strategies and using evidence from text.	Small group	This will be provided within the school day.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	The School Psychologist sees at risk students. The Guidance Counselor sees at risk students.	One to one counseling is conducted by the School Psychologist. The counselor sees small group.	For one period on Tuesday and Friday. The Guidance

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

Indicate with an "X" your school's Title I Status.					
	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.
WE ARE NOT A TITLE I SCHOOL

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) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed.
- 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;
- sending home newsletters to inform parents of upcoming events and workshops.
- using the School Messenger system to remind parents of important events such as changes to the school schedule.

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;
- providing workshops to parents throughout the course of the school year.

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;

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;
- 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;
- 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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 22	Borough Brooklyn	School Number 195
School Name The Manhattan Beach School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Bernadette Toomey	Assistant Principal N/A
Coach	Coach
ESL Teacher Gina Massaro	Guidance Counselor
Teacher/Subject Area Melissa McBean/ Computer Teach	Parent
Teacher/Subject Area	Parent Coordinator Denise Nordenschild
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	423	Total number of ELLs	41	ELLs as share of total student population (%)	9.69%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	1												4
Pull-out	1		1	1										3
Total	4	1	1	1	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	**Newcomers (ELLs receiving service 0-3 years)**	41	**ELL Students with Disabilities**	1
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	41		1							41

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	41	0	1	0	0	0	0	0	0	41
Number of ELLs who have an alternate placement paraprofessional: 1										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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	22	7	4	2										35
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other	2	1		1										4
TOTAL	**26**	**8**	**4**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**41**

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)	6													6
Intermediate(I)	1	1	1	3										6
Advanced (A)	19	7	3											29
Total	26	8	4	3	0	0	0	0	0	0	0	0	0	41

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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	3								3
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   Student success is evaluated by recording running records, student achievement, and student progress. The ESL teacher will also assess through periodic assessments, writing, speaking and listening progression. The Fountas and Pinnell toolkit will also be used to determine if the student is advancing in his/her reading level. TCRWP and running record results will help teachers group for

instruction. Mondo's Oral Language Assessment is used as well to place children in oral language groups.

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

After reviewing and analyzing the assessment data, one can now drive instruction based on the individual needs of each student. There are several assessment tools used at the school to assess the early literacy skills of the students. The LAB-R for newcomers and the NYSESLAT scores are first examined to see the English language proficiency level of the child. Informal classroom assessments are administered to kindergarten children as well.

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

Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weaknesses as well as strengthening their areas that they scored proficient in. The assessment analysis data was taken from the Spring 2013 NYSESLAT grades and will be used to guide ELL instruction. For first grade ELLs who scored advanced will be working to improve their listening and speaking skills since seven of them scored on the advanced level of English proficiency. We will also work to improve their reading and writing skills to make sure they are on or approaching grade level. Lessons will be created aligned to the CCLS and after discussing the curriculum with the first grade teachers.

Although the RNMR Report is not available as of 9/27/13, the RLAT report indicates that one of the 2nd grade ELLs scored proficient in three modalities except the listening section. Instruction will be tailored to help this student in this area and to maintain proficency in the other areas. The other 2nd grader also receives special education services and needs help with all modalities, but he did move up a proficiency level (from beginner to intermediate). The 3rd grade ELLs also need help in all four modalities and instruction will be tailored to meet their needs.

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?

(4a) The patterns across proficiencies and grades are explained as follows:

ELLs take test in English in our ESL Program, unless there is a translator available and needed. Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weaknesses as well as strengthening their areas that they scored proficient in. The assessment analysis data was taken from the Spring 2013 NYSESLAT grades and will be used to guide ELL instruction. For first grade ELLs who scored advanced will be working to improve their listening and speaking skills since seven of them scored on the advanced level of English proficiency. We will also work to improve their reading and writing skills to make sure they are on or approaching grade level. Lessons will be created aligned to the CCLS and after discussing the curriculum with the first grade teachers.

Although the RNMR Report is not available as of 9/27/13, the RLAT report indicates that one of the 2nd grade ELLs scored proficient in three modalities except the listening section. Instruction will be tailored to help this student in this area and to maintain proficency in the other areas. The other 2nd grader also receives special education services and needs help with all modalities, but he did move up a proficiency level (from beginner to intermediate). The 3rd grade ELLs also need help in all four modalities and instruction will be tailored to meet their needs

(b) We did not take the optional Periodic Assessments.

(c) This year the periodic assessments were not administered, although native language is used in glossaries and English to Russian dictionaries.

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*.)

Our school uses data to guide instruction for ELLs with the RTI framework. We have universal screening using the Fountas and Pinnell Assessments to ensure students are on grade level and to identify areas that need improvement to get to grade level. In Tier I, instruction is differentiated for students based on their language proficiency (data from the Lab-R and NYSESLAT) and ability. The ESL teacher is in constant contact with the classroom teacher regarding ELL academic and overall success. There is strong core instruction that is delivered to ELLs and the entire class, taught by the classroom teacher and the ESL teacher. Language and literacy through reading, writing, listening and speaking is taught across the curriculum. The ESL teacher and classroom teacher use students' background knowledge to make lessons meaningful. Teachers teach complex thinking while providing students with instructional supports to achieve success. Teachers teach through conversation, building students' abilities to form, express, and exchange ideas through dialogue, questioning and sharing ideas and knowledge. Teachers carefully listen, makes guess about intended meaning and adjusts responses to assist students' efforts. There is intensive, tailored instruction for ELLs when the ESL teacher is pushing in or pulling out of the classroom. Native language support is provided whenever it is available, for example, the kindergarten class that has the most number of ELLs and beginner ELLs, the classroom teacher and the paraprofessional both speak Russian, which is the native language that is spoken for the majority of ELLs. Students buddy up and are able to communicate in their native language.

Translation is used whenever possible (with another student or teacher who speaks the native language and by using Smart Board technology). We have on going progress monitoring to ensure students are making progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We evaluate the success of the programs for ELLs by seeing if there is improvement in their reading, writing, listening and speaking skills. Assessments from Fountas and Pinnell are given out periodically and running records are taken to keep track of their strengths and weaknesses in reading and writing. Students' performance in the classroom reflects the effect of the after school program for the children that attend.

There is strong core instruction that is delivered to ELLs and the entire class, taught by the classroom teacher and the ESL teacher. Language and literacy through reading, writing, listening and speaking is taught across the curriculum. The ESL teacher and classroom teacher use students' background knowledge to make lessons meaningful. Teachers teach complex thinking while providing students with instructional supports to achieve success. Teachers teach through conversation, building students' abilities to form, express, and exchange ideas through dialogue, questioning and sharing ideas and knowledge. Teachers carefully listen, makes guess about intended meaning and adjusts responses to assist students' efforts. There is intensive, tailored instruction for ELLs when the ESL teacher is pushing in or pulling out of the classroom. Native language support is provided whenever it is available, for example, the kindergarten class that has the most number of ELLs and beginner ELLs, the classroom teacher and the paraprofessional both speak Russian, which is the native language that is spoken for the majority of ELLs. Students buddy up and are able to communicate in their native language. Translation is used whenever possible (with another student or teacher who speaks the native language and by using Smart Board technology). We have on going progress monitoring to ensure students are making progress. There isn't enough data to determine if ELLs are faring in tests taken in English as compared to the native language, there are only three upper grade ELLs that are in 3rd grade this year. There are systems in place, the purpose of RTI, which assures second language development is considered in instructional decisions. For example, students are paired who speak their native language, misunderstandings are teranslated through peer translation, teacher or para translations, visuals are used and Total Physical Response is also used.

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

Not Applicable

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

The success of the ESL Program is evaluated based on the upward movement within proficiency levels and modalities on the NYSESLAT. The AMAO Tool can not be used because the RMNR screen is not currently available on ATS. Last year, all ELLs made progress in AYP except for one ELL with special needs, although he moved up one proficiency level this year. Fountas and Pinnell grade level assessments are ongoing to ensure progress is being made by ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

The ESL teacher, who is certified in and has a Masters Degree in TESOL K-12, identifies children who are English Language Learners by reviewing the responses of the parents on the Home Language Identification Survey, interviewing the parent and the child in English and in their native language to accommodate parents and students, and then administering the LAB-R. If the ESL teacher is teaching or not available, the principal who is a trained pedagogue will interview the newly admitted students to determine the home language and give the appropriate language for the Home Language Survey. Children who score below the cut score are placed in English speaking classes and begin receiving ESL services within 10 days of enrollment. Once the ESL teacher has the names of all of the new admits who have a language other than English and must be assessed with the Lab-R, she spends time in all of the kindergarten classrooms. Since this is a transitional period for youngsters, the ESL teacher co-teaches with the general education teacher. She helps to make sure the students feel comfortable, especially because the majority of her ELL students are in

the kindergarten classes and most of the kindergarten students (even monolingual students) are a little upset and worried to be leaving their parents or guardians for, possibly the first time. The ESL teacher teaches with the general education teacher for the first week or so, to ensure the students get familiar with her and feel comfortable when it's time to test them for the Lab-R. She engages in conversation with the students while teaching to get a sense of what they understand before they are tested. The ESL teacher is also always in contact and communicates with the teachers and parents of the ELL students. The ESL teacher administers the Lab-R to the students who are eligible and records their scores and proficiency levels.

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.
Parents of ELLs receive an entitlement letter in both English and the home language and are invited to attend an orientation session in their native language and in English. To ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL), all information - brochures, forms and booklets are distributed in both languages. A translator along with the ESL teacher provides them with information on the options available to them in order to make an informed selection on the Parent Survey and Program Selection Form. Parents also view the Orientation Video for Parents of Newly Enrolled English Language Learners in both languages. Parents are invited to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ESL Program. Information about Dual Language Schools is provided regardless if parents inquire or not. The timelines for these Programs are also discussed so that the parents have a clear understanding of these Programs before making a selection. Parents will be contacted if a TBE/DL program becomes available. The parents who cannot attend these orientation sessions are met with privately. All information is given to them in both their native language and English. Translators are available when necessary.
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].)
Our school ensures that entitlement letters are distributed after the Lab-R test is administered by the ESL teacher in both English and their home language to the students who are entitled to ESL services after the students have been Lab-R tested within 10 days of when they started school. This letter is found on the DOE web site, and a contact person, telephone number and date of the parent orientation is also on this entitlement letter. This letter is sent home with the child and a copy of it with the students' names who it was sent home to is kept on file. The parent survey and program selection forms are given out at the parent orientation after the "Newly Enrolled ELLs" video is shown in all of the necessary languages. Parent surveys and program selection forms are completed and collected by the ESL teacher that day of the Parent orientation. A tally is recorded to count the number of votes, a copy is filed and the original is put back in the child's cummulative folder. If parents can not make this meeting the ESL teacher calls to schedule a time they can come to view the video, complete the forms and ask any questions they may have. The parent coordinator will follow up with the parents who continue to be unresponsive. Most of the time we get 100% of the surveys and program selection forms back, but if not, the parent selection will automatically be counted towards the bilingual program.
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 criteria that is used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs is based on the parent selection forms that are available in the parents' home language (if that language is available on the DOE web site). The ESL teacher communicates with parents via phone and meetings and a translator is available if needed. The parents are notified about the selection form results and if there are enough parents who request a bilingual program, we must implement a bilingual program in our school. Parents are informed that a dual language is taught with bilingual and monolingual students in the classroom if enough parents opt for that selection. The ELPC screen in ATS is updated within 20 days. Parents are informed that their child will be receiving ESL services in an ESL program unless contacted and informed otherwise based if there are enough votes to open a TBE or a DL program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We follow the recommended schedule to administer the NYSESLAT. Although the ESL teacher is aware of the ELLs who need to take the test, the RLER is used to determine eligible students who take the NYSESLAT. Attendance is taken daily to ensure every child, who is eligible, takes the test and make up tests are scehduled if a child is absent for any modality of the test. The procedure for ensuring the four components of the NYSESLAT is administered is described as follows: Students are grouped by grade and given one section a day for the NYSESLAT. The speaking section is administered and scored by the special education teacher, who is trained to do so prior to administration. The rest of the sections are administered by either the ESL teacher or the special education teacher. A schedule is created and given to the principal.
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.

Based on the past trends most parents, less than 5 choose Dual Language, opt for a Freestanding ESL Program with children participating in the English instruction with native language support. According to past parent choice surveys, parents are interested in an ESL program. Records of parent choice are kept on file and counted toward future tallies. Records are kept for potential students in the TBE?DL programs as per ASPIRA. Parents are aware of the three choices: Freestanding ESL Program, Transitional Bilingual Program and the Dual Language Program. Parents are informed of the instructional program their children will be participating in, which is a push-in / pull-out ESL Program. Every effort is made to comply with the parents wishes. Materials and methodologies are discussed with parents in both languages through a translator who is present during consultations and all other communication activities with parents in their native language. The program models offered at our school are aligned with parent requests of Freestanding ESL. For the small number of parents who are interested in Transitional Bilingual Education or Dual Language Programs the option of sending their child to a school that has the program is given to them. However, based on past years, the parents want their child to stay at P.S. 195. Parents are informed of the schools in NYC that have Dual language programs and Bilingual Programs. Last year, 2012-2013 there were 17 newly enrolled ELLs and all 17 parent surveys and program selection forms were completed choosing ESL as their first choice. This year, 2013-2014, there are 40 newly enrolled ELLs, 35 parent surveys and program selection forms were completed choosing ESL as their first choice. Five parent surveys and program selection forms were completed stating Dual Language Program for their first choice. Since this is only five votes, their children are getting ESL services. These parents were informed of the School that has a Dual Language Program that is only 15 minutes away, but they did not want their children leaving P.S. 195. The program models offered at our school are aligned with parent requests. The past trends show our parents choose the Free-standing ESL Program, push-in model, that we have presently at our 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])?

P.S. 195 has a freestanding ESL program with all instruction in English. The ELL population is approximately 9% of the total school population. This service is delivered to ELLs via the pull-out and push-in model depending on the number of ELLs on the grade level. ELLs in grades 2-5 receive instruction in English content area classes such as ELA, math, science and social studies and are brought together for high quality English acquisition focused instruction. The ESL teacher pushes into the kindergarten classrooms where there are the largest numbers of ELLs. The program for the 2013-2014 school year consists of 41 students. There are 26 children in kindergarten who receive ESL services and 22 of them speak Russian, the remaining four speak Urdu, Turkish and Polish. There are 8 children serviced in grade 1 and they speak Russian and one child speaks Turkish. There are five students in grade 2 who speak Russian also. There is one child who speaks Turkish in grade 3 receiving service and one who speaks Russian. Eighty-five percent of ELLs are Russian speaking with the balance of students in other various language groups. There are no SIFE students. Approximately 30% of the ELL students are at the beginner or intermediate levels of English language proficiency leaving the remaining 70% at the advanced level of language proficiency. They are generally grouped heterogeneously by grade and homogeneously by level of language proficiency within each grade group. Our ESL program is aligned with mandated ESL, ELA and content area learning standards and the core curriculum. Teachers are fully licensed and professional development is on-going. Since there are approximately 10 ELLs in each kindergarten class, the ESL teacher pushes into the three kindergarten classes. She co-teaches with the classroom teacher and services her ELL students the mandated amount of time they are required to have. There is a 1st grade pull out group because there are 8 students who need to be serviced in different classrooms. There is also a 2nd and 3rd grade pull out group.

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)?

As per CR Part 154, The organization of staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL program by allowing the ESL teacher to either push-in to the classrooms or pull-out of the classrooms to service the ELL students. Teachers of ELLs are notified in September who their current and former ELLs are. The ESL teacher informs the classroom teachers about their studetns' NYSESLAT scores. The level of English language proficiency the child has aquired, as well as the scores on all four modalities of the test are discussed. The data is then analyzed and compared to last year's test results. This targets the gains the child has made and the weaknesses that need to be addressed. Suggestions are made on how teachers can support ELLs. Children who have achieved proficiency in English are invited to attend the Title III After School Program in order to help the transition of no longer receiving ESL services for a maximun of two years. In some instances, teachers have requested that those children continue with ESL support because they are not performing well in class. The ESL teacher and the classroom teacher collaborate in planning and working toward a common goal for each ELL. Teachers get together during common prep periods to plan for instruction.

a.) ESL instructional minutes are delivered in this program based on students' proficiency level. If they scored at a beginner or an intermediate English language proficiency level, then they receive 360 minutes a week of ESL instruction. If they scored at an advanced level of English language proficiency level, then they receive 180 minutes a week of ESL instruction and 180 minutes of ELA instruction.

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

Content area instruction is all in English in the classrooms with native language support. Classrooms have libraries with Russian books, English to Russian dictionaries and glossaries to help support students during content area instruction. The students who speak other languages are supported through peer translation and smart board, google translation technology. The ESL program focuses on reading, writing, listening and speaking in English with content area subjects integrated as well. If an ELL is having specific trouble with a topic, the ESL teacher is available to help. Teachers instruct using ESL strategies such as differentiated instruction, scaffolding for all students, TPR (Total Physical Response) for newcomers, using visuals, graphic organizers and some teachers have Smart Boards in their classroom to help with translation when needed through google translation and usingvisuals for support. Teachers are explicit in their instruction to help all students. They don't assume their students know the material, instead they are always questioning and assessing to make sure the content is comprehensible and the ELLs are developing their English language skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are appropriately evaluated in their native language based on whether or not they need ESL services. If a child is entitled to ESL services and are dominate in their native language, and they need further services, then they are evaluated in their native language. For children who are in the upper grades and are dominate in their home language, when they take the Math State test, a glossary and/or test is given to them in their native language. Communication between the parent, teacher and ESL teacher is conducted to determine which language is appropriate for assessing the child.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are tested in all four modalities throughout the year. Students are given an oral language assessment from a Mondo Book, titled "Let's Talk About it" which measures their oral stage. This assessment is given in the beginning of the year and at the end of the year. Running records are administered three times a year to show growth in their reading ability. Teachers also take notes on their observations of student response to questions to measure their listening and speaking levels. Writing assessments are graded uses a rubric to show progress throughout the year.
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).

Instruction is differentiated based on the students' individual needs based on data from the RLAT. A review of the LAB-R kindergarten scores indicate that 43% of the students are functioning at the beginner or intermediate level of language proficiency and 57% are at the advanced level of English language proficiency. A review of the NYSESLAT scores indicate that there aren't any students who scored on the beginner level of the listening and speaking part of the test. There is one student who scored on the intermediate level, five students who scored on the advanced level, and 25 students who scored proficient on the Listening and Speaking section of the NYSESLAT. The students who scored below proficient will be given instruction to help reach the proficient level. There one student who scored on the beginning level of the reading and writing section of the NYSESLAT. This student's needs will be addressed and extra instruction on reading and writing will be given in order to help the student advance in these subject areas. There are three students who scored on the intermediate level, three students who scored on the advanced level and 24 students who scored proficient on the reading and writing section. The students who scored below proficient will be given instruction to help reach the proficient level in reading and writing.

Students performing at the beginner and intermediate levels of language proficiency receive 360 minutes of ESL instruction weekly and advanced language students receive 180 minutes of ESL instruction weekly with 180 minutes additional instruction in English Language Arts as per CR Part 154 regulation requirements. All ESL pull-out instruction is provided in a small group setting.

There are several assessment tools used at the school to assess the early literacy skills of the students. The LAB-R for newcomers and the NYSESLAT scores are first examined to see the English language proficiency level of the child. Informal classroom assessments are administered to kindergarten children as well as the Fountas and Pinnell Benchmark Reading assessment, TCRWP, and on going running record results will help teachers group for instruction. Mondo's Oral Language Assessment is used as well to place children in oral language groups.

a.) There are no SIFE students at P.S. 195. but if there were, these students would be invited to attend the morning academic intervention program, the ESL after school program and would receive small group instruction from the classroom and ESL teacher. They would be supported to help them catch up to their grade level peers.

b.) ELLs in Schools Less Than 3 Years

For those children that are in US schools for less than 3 years there is strong emphasis on oral language development and vocabulary building. Beginner and intermediate students in grades K-2 develop their oral language skills using Rigby's English in my Pocket. This program teaches everyday vocabulary and helps develop oral language using highly engaging posters, songs and other manipulatives. Mondo's, Let's Talk About It! is another oral language based program we use which develops vocabulary using stimulating photos. Mondo's oral language assessments are given to students in order to place them appropriately. Children are reassessed periodically. Newly enrolled ELLs who are beginners and entered an English language school system in grade 3 or above, are introduced to the book, Newcomer Phonics by Longman. It provides children with a basic foundation in the English language as quickly as possible. These children are also engaged in an interactive theme-based CD – ROM series by Evan Moor - Look, Listen and Speak. These CDs provide basic theme-based vocabulary lessons. Stories on tape are also used with children on all grade levels in order to develop and improve listening skills.

The ESL teacher pushes into the kindergarten and first grade classrooms. Curriculum mapping is designed by the teachers who align their lessons with the Common Core Learning Statndards and the Social Studies Scope and Sequence. Instruction is rigorous and there

is 50% use of fiction books and 50% use of nonfiction books. At this time writing is being taught using Lucy Calkin's Primary Units of Study, A Yearlong Curriculum. Children tell their personal stories by using the language of storytelling then illustrating them and finally writing the words. Other genres of writing are introduced during the year which allows ELLs to gain experience with literary art formats. The teacher works with the ESL children in small groups differentiating instruction to tailor the needs of the children.

c.) ELLs Receiving Services 4-6 Years

Currently, there are no students who have been in the ESL Program for more than three years, but if there were these students would be invited to attend the morning academic intervention program, the ESL after school program and would receive small group instruction from the classroom and ESL teacher. They would be supported to help them catch up to their grade level peers.

d.) There are no long term ELLs at the school, but if there were their learning needs would be met by assessing the reason why these students are not passing the NYSESLAT.

There are no programs in place to assist newly enrolled Ells before the beginning of the school year because children have not yet received the LAB-R and the school building is not open in the summer months. Nothing can be created because we do not have the funds to do so.

There is also a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Wednesdays for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech, teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten through grade 2 the research- based materials used, Language First! Program and Leveled Reading Series by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the Options Best Practices in Reading series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers.

e) All of the ELLs at P.S. 195, current and former are invited to participate in all of the activities during the school day and after school. Some of these daily activities include early morning academic intervention, chess, ballroom dancing, music and yoga. After school activities include Test Taking Strategies for ELA, math and science, Friday Homework Helper, chorus and band just to name a few. The school psychologist and social worker also make themselves available to ELLs.

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?

   Teachers of ELL-SWDs use explicit instructional strategies that both access to academic content areas and accelerate English language development by separating tasks into smaller components. Separating tasks, helps students achieve the goal and complete the task. Teachers use strategies to fit the needs of their students to provide access to academic content areas and to accelerate English language development. Teachers assess their students' multiple intelligences to see what kind of learner they are and then teach using strategies to accommodate their students' learning styles. If a child is a visual learner, the teacher will use visuals and graphic organizers to help them understand the content and build English language development. If, a child is a kinesthetic learner, the teacher will use manipulatives for a math lesson to accommodate the child's need for physical learning. Etc. If a child needs help understanding and answering inferential questions, the teachers will practice skills on vocabulary and context so students can better understand and cope with the demands of deep inferential comprehension. Teachers teach their students to make a connection between the text and the outside world, to use prior knowledge to make a connection with the text and their own lives. Teachers will introduce and provide practice with the different genre features so students will be able to identify the conventions that specific genres follow. This will help ELL-SWDs better understand what is being asked of them. For example, to look for the main idea in a nonfiction book, they could look at the titles and subtitles. Grade level materials are used with teacher support and students build their knowledge until they can use grade level and above materials on their own.

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?

   Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by pulling children out of the classroom while their class is working on the subject that they have the most difficulty with to help break down the material in a more comprehensible fashion for them to better understand. The teachers address the students' weaknesses by matching their appropriate instruction. The students are supported where their individual needs are. Teachers also schedule to push in to see their students when they are the most productive and when the general education teacher is teaching the subject that the student has the most difficulty with. The goal is to keep students in general education classroom as much as possible and to target the instruction to target the students' weaknesses.

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

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

B. Programming and Scheduling Information--Continued

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

   Using results from current running records has identified strategies in need of greater support and are addressed during the extended day program three times a week for 37. 5 minutes a day. Using results from the recent MOLS, writing strategies in need of further support are conducted during the guided reading period within the push in and pull out program. Lessons, using additional visual resources, are tailored to meet the needs of ELL learners daily with for ELA assistance scaffolded support from both the ESL teacher and the classroom teacher. There is afterschool program that is used for an extra intervention for an hour a day, twice a week over the course of ten weeks. For the targeted intervention in Math, student work and unit assessments are used inform lessons are conducted during the push in program. Lessons utilize manipulatives from the Go Math program and modified lessons from the Pearson program, are tailored to meet the needs of ELL students with tailored instruction. There is a planned for an afterschool intervention program for an hour a day, twice a week over the course of ten weeks beginning in January. Classroom teacher works with ELL students during a Math period while the classroom teacher works with the remaining students. What about conferencing notes are used to guide future planning based on students' needs.

   During Academic Intervention, some of the Beginner and Intermediate ELLs work with the ESL teacher in preparation for the ELA. Other content areas are also addressed if the child needs help in other subject areas. The success of the ESL program is due to the collaborative efforts of the TESOL and the classroom teachers with the goal of helping each ELL meet or exceed New York State and City learning standards. Teachers come together to plan during their common preparation periods. Teachers work together to deliver a balanced approach to literacy as well as to tailor content area instruction, with the appropriate language support, to meet the needs of ELLs. Instruction is designed to differentiate learning since most classrooms are composed of students with different levels of English language proficiency and subject area knowledge. Classroom teachers and the ESL teacher meet to articulate the instructional plan for the week to ensure curricular alignment incorporating the necessary methodology and instructional strategies to present those lessons to the ELLs. Classroom teachers are supportive of and respectful of the cultural differences of their students. They create an environment which values each student's background. Formal and informal assessments are on-going and include portfolios and projects to determine growth towards meeting the standards.
   ESL instruction is current with trends and theories and has attended numerous off-site conferences and seminars given by experts in the field such as Krashen, Cummins and Chamot.

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

    The effectiveness of the ESL program is measured in student growth in reading, writing, listening and speaking. ELLs are at grade level or approaching based on the data collected from the Fountas and Pinnell assessments. The ESL Program is effective based on ELLs' growth in language proficiency levels. Currently the ESL program is working for ELLs based on their progress made so far. Classrooms teachers are aware that they are teachers of ELLs and they use second language acquisition strategies, visuals and translations for support.

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

    We do not have plans to implement new programs for this school year.

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

    There aren't any programs for ELLs that will be discontinued.

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

    P.S. 195 is equally committed to ensuring the academic success of another group of ELLs. This target group consists of kindergartners and first graders who are at the beginner and intermediate levels of English language proficiency as per their LAB-R and or NYSESLAT scores. They will attend an Early Childhood ESL After-School Program designed to increase their oral language skills as well as their literacy skills. This is because the majority of our ELLs are in grades K-2, our Title III After School Program reflects that population. Differentiated instruction will be practiced to meet the needs of individual students using ESL methodology. This early intervention will help to minimize the number of At-Risk and Special Education ELLs in the future. The LeapFrog SchoolHouse Program, Language First! which was purchased for the program 4 years ago, will be used with the first graders. The program uses the interactive LeapPad personal learning tool and 36 theme based books to develop oral language and essential vocabulary skills for students at all levels of English language proficiency. Ready, Set,Leap! , another LeapFrog Schoolhouse Program which was purchased 4 years ago and will be used with the children in kindergarten. This is a research based multi-sensory program and it includes both a theme-based and literature-based teaching approach. It also meets the special needs of ELLs. This year Options Publishing series Best Practices in Reading! will be purchased and used with both kindergarten and first

grade. This research based series teaches comprehension and vocabulary skills and is organized thematically. This series complements the LeapFrog Schoolhouse Program pairing fiction with non-fiction. NYSESLAT test prep materials will also be purchased for these two target groups to familiarize them with the NYSESLAT format which is given in early May. The teachers are all early childhood certified.

This is a Title III After School Program for ELLs and former ELLs. ELLs attend the program on Tuesdays and Wednesdays (beginning December 3rd 2013) for 1 1/2 hours per session for a total of 3 hours weekly for approximately 15 weeks. The Program addresses the needs of ELLs and Special Education ELLs in grades K-5. The goal of this program is to improve the language proficiency level of these children by stimulating language production, building vocabulary, modeling appropriate speech, teaching the skills necessary for reading and writing and expanding listening comprehension. In grades kindergarten through grade 2 the research- based materials used, Language First! Program and Leveled Reading Series by Leapfrog Schoolhouse address the needs of the beginner, intermediate and advanced student. Children also use the Options Best Practices in Reading series which builds comprehension skills and strategies. ELLs in the testing grades 3-5 will focus on test taking skills. They will use both ELA practice materials and NYSESLAT practice materials. For most of the children in this group, they are first time New York state test takers. Children will attend this after school program for 15 weeks, for 11\2 hours per session, twice weekly (Tuesdays and Wednesdays), for a total of 30 sessions. The tentative start date is November 1, 2011 and the program will run until January, 2011.

The ESL teacher coordinates the Program. She also pushes-in to the classes and provides additional support where needed. The ESL teacher orders and distributes materials, writes and sends letters home and maintains all record-keeping for the Title III Program. In order for the Program to begin in November, coordinating will begin in October and will be on going, as needed, until January or February 2011.

All of the ELLs at P.S. 195, current and former are invited to participate in all of the activities during the school day and after school. Some of these activities during the day include early morning academic intervention, chess, ballroom dancing, music and yoga. After school activities include Test Taking Strategies for ELA ,math and science, Friday Homework Helper, chorus and band just to name a few. The school psychologist and social worker also make themselves available to ELLs.

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

    To further ensure that the needs of these ELLs are being met the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs. Research in second language acquisition (Krashen, 1989) has clearly suggested the need of comprehensible input in order for second language learning to take place. Computers utilize a multi-sensory collection of text, sound, pictures, video and animation to provide meaningful contexts to facilitate comprehension. Technology can also provide students with language experiences as they move through the various stages of language acquisition. Beginning with the use of multimedia to provide comprehensible input in the pre-production or silent period, students progress to programs that require limited responses, and in the more advanced stages use their second language as they manipulate technology to complete a task. The school's technology teacher will conduct these classes. All instruction will be in English.

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

    The students are provided with instruction in their native language to support them academically usually when the ESL teacher is not servicing the students. There are multiple staff members who substitute as translators in the child's native language. The students have access to glossaries and dictionaries in both languages.

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

    Required services and supports correspond to ELLs' ages and grade levels by differentiation and instructing ELLs with texts one reading level above their independent reading levels to promote growth and progress. Texts are discussed with ELLs to promote their listening and speaking proficiency and they answer written questions to promote their reading and writing abilities. Resources correspond to ELLs' ages and grade levels by instructing not only on grade level, but also on English proficiency level to help students reach the proficient level in their English language development. Materials and activities in guided reading support this goal to help students in reading, writing, listening and speaking.

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.

    There are no programs in place to assist newly enrolled Ells before the beginning of the school year because children have not yet received the LAB-R and the school building is not open in the summer months. Although there are met and greats introducing the new children to some peers that are assigned as their "helper/translator" and tours of the school are conducted. The opportunity to Lab-R students is available in the middle of August and the school makes every attempt to test students whenever possible.

18. What language electives are offered to ELLs?

    There are not language electives that are offered to ELLs at our school

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?
b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
c. How is language separated for instruction (time, subject, teacher, theme)?
d. What Dual Language model is used (side-by-side, self-contained, other)?
e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1.) The ESL teacher meets with general education teachers, who have ELL students in their class rooms, during professional development time once a week, on Thursdays from 8:00am-8:37am to discuss ways to support ELLs in the general classrooms. Topics for the school year include but are not limited to: Comparing ELA and ESL Standards, Using Sheltered English Instruction in the Content Areas, Social and Academic Language, Understanding Levels of Language Proficiency, Academic Rigor for ELLs, Differentiated Instruction, Cultural Awareness, the ELA for ELLs. Classroom teachers apply this knowledge when planning their instruction in order to meet the needs of ELLs in their classes. Special education teachers and para professionalsare given opportunities to attend Professional Development on ELLs and they attend when possible. The ESL teacher attended a PD on November 5th 2013 and is planning a workshop for teachers to implement ELL strategies to assist ELLs with the Common Core Learning standards. Teachers will implement the new strategies discussed at the workshop and report back to discuss if they were beneficial.

2.) The ESL Teacher attends Professional Development in supporting ELLs as they engage in the Common Core Learning Standards provided by the Board of Education whenever possible. This information is shared suring common preparation periods or during a turn key. The ESL teacher attended a PD on November 5th 2013 and is planning a workshop for teachers to implement ELL strategies to assist ELLs with the Common Core Learning standards. Teachers will implement the new strategies discussed at the workshop and report back to discuss if they were beneficial

3.) The ESL teacher provides support to the staff who assists ELLs as they transition from one school level to another by supplying all information that is given from the school regarding middle school (such as open houses dates and general information about the middle schools) in the parents native language as well as notices in English. The ESL teacher is available to discuss how to research middle schools based on the school's ESL programs to benefit the ELL students with their parents and a translator is also available if need be. The ESL teacher can also contact the ESL teacher from the middle school the child will be attending to discuss the child's progress and goals.

4.) TESOL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ESL teacher meets with general education teachers, who have ELL students in their class rooms, during professional development time once a week, on Thursdays from 8:00am-8:37am to discuss ways to support ELLs in the general classrooms. Records are maintained by either the ESL teacher taking notes, or emailing the content discussed to our principal. Jose P PD hours for teachers of SWDs are recorded as well (10 hours).

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.) P.S. 195 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ESL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for.

At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. The parental involvement activities our school offers are monthly Parent Association Meetings where the needs of the parents are addressed. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ESL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

2.) Partnerships with other Community Based Organizations provided by the NYC DOE services to ELL parents and are available to them. Notices of availability of free adult education classes are posted in the main lobby of the school to inform parents about the free English classes that are available through the Office of Adult and Continuing Education NYCDOE. These notices provide the parents with locations, telephone numbers, addresses and the organization's website. In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school closed the class. Parents informed us that because of their late work schedules they are unable to attend these classes.

3.) The Parents Preffered Language Form has been given out to every parent of the school in the past, to try to meet the language needs of all of the parents. The parent coordinator evaluates the parents' needs by attending all of the Parent Meetings. She listens to the Parents' requests and, together with our Administration and Staff, an ongoing line of communication is developed. Whenever the Parent Association is meeting, there is a topic addressed that is timely and of importance to our Parents. Middle School process is addressed in November for our fifth grade parents. Whenever an interpreter is required, we are sure to meet those needs. The Parent Survey is also an important tool to utilize. Our Chancellor has recently sent out a Release entitled "Partnering with Parents" which has been an excellent guideline.

4.) Parental involvement activities address the needs of the parents. Our Parents respond best to a friendly, welcoming, and positive school environment. We are always ready to provide this much needed climate. We have Monthly Breakfasts to celebrate our students who have earned the title 'Citizen of the Month'. It is a time each month that Parents, Staff, and Students get to come and learn what our School is all about. Our Staff have varied events when they invite Parents to come into the individual classrooms to share in a Class Project. Our Principal maintains an open-door policy to Parents at all times.

At P.S. 195, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. We will build alignment between parent choice and program offerings by continuing to be in close contact with the parents. Parents are invited to attend monthly Parent Association Meetings. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ESL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Manhattan Beach School			School DBN: 22K195
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernadette Toomey	Principal		11/15/13
	Assistant Principal		
Denise Nordenschild	Parent Coordinator		11/15/13
Gina Massaro	ESL Teacher		11/15/13
	Parent		
Melissa McBean	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K195 **School Name:** The Manhattan Beach School

Cluster: 6 **Network:** 602

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

Part A: Needs Assessment Findings

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

The Parent Coordinator, ESL teacher and School Administrators reviewed the school's Home Language Report (RHLA) in order to assess our written translation and oral interpretation needs. In addition, the question on the Home Language Identification Survey requesting parents to indicate which language they want to receive information from the school was also reviewed.

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.

The Translation Committee found that the predominant language of the school community is Russian with about 230 parents indicating that as their home language. The other language groups present at the school include Armenian, Arabic, Hebrew, Spanish, and Turkish. Since Russian is so widely spoken at the school most school notices go home in both English and Russian whenever possible. In addition, notices of a critical nature should be translated in the other languages as well whenever possible. This information will be shared with the school community via a notice sent home with each student.

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.

Funds will be used to provide timely provision of translated documents by purchasing Word processing software and a keyboard in Russian. The school has a Russian speaking teacher on staff. The teacher will translate all notices into Russian as a per session activity after school hours. A Spanish Bilingual Paraprofessional will provide the translation of notices into Spanish as a per session activity as well. Turkish and Polish notices will get translated into those languages via the Department of Education Translation Service Unit.

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

Oral translations will be needed at Parent Teacher conferences in November and March as well as monthly P.A. meetings, Initial Orientation for Parents of Newly Enrolled ELLs, Family Math Night, Family Library Night and Family Science Night. Our Russian speaking teacher will do much of the oral translating during these after school activities with per session funds. The Spanish speaking Paraprofessional will be available to translate as well with per session funds. Parents providing translation services after school will be offered a stipend.

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.

P.S. 195 determines within 10 days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. We ensure timely provision of interpretation services at all meetings upon request and when necessary.
In September newly enrolled ELL parents attend an orientation in English and in their native language explaining the different program options available to them. A Parent Survey and Program Selection Form is carefully reviewed with them in order for them to make an informed choice as to which program they would like their child to participate in. Parents are free to ask as many questions as necessary. Parents are given the choice once again at the end of the school year when they are given a Continued Entitlement Letter for the next school year. Parents attend several workshops during the school year on such topics as: health, safety, legal or disciplinary matters, and testing. These workshops are conducted in English and the native language. All documents that contain critical information regarding their child's

education are translated into the native language as well. When unable to provide required translations, information is placed on the English document indicating how a parent can request free translation or interpretation of such document.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Manhattan Beach School	DBN: 22K195
This school is (check one):	☐conceptually consolidated (skip part E below) ☒NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☐5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Children will attend this optional after school program for 12 weeks, for 1 1\2 hours per session, twice weekly (Wednesdays and Thursdays), for a total of 24 sessions. The start date is November 19, 2014 and the program will run until February, 2015. The principal will supervise the program, paid per session from Title III funds for the portion of the program occuring after the end of her official work day (3:15 p.m. - 4:15 p.m.) for a total of $1,215. The remaining cost for supervisor per session will be paid from other school funds. There are no other afterschool programs at the school. The ESL teacher and 4 classroom teachers will be paid per session from Title III funds, totaling $9,271. There are 16 kindergarten ELLs participating in this after school optional program. There are 8 first graders and five second graders. One group has 8 kindergarteners and two first graders. Another group has 7 kindergarteners and three first graders. The third group has three first graders and six second graders. The last group has one third grader and five fourth graders. The groups were created based on students' reading level, language proficiency level and areas of need of improvement. The language of instruction is English although there is native language support available to the students. There is one certified ESL teacher co-teaching with four ELA content teachers (certified Early Childhood and Common Branch) in order to help to help students acquire English academic language through content using ESL best practices. The ESL teacher provides instruction to students in each group as follows: Group 1 (kindergarten and first grade) on Wednesdays for 45 minutes, Group 2 (kindergarten and first grade) on Wednesdays for 45 minutes, Group 3 (first and second grade) on Thursdays for 45 minutes; and Group 4 (second and third grade) on Thursdays for 45 minutes.

The ESL teacher is responsible for coordinating the program, co-teaching with ELA content teachers in order to implement ESL best practices, and providing ELA content teachers with professional development that will support them in utilizing instructional strategies that help ELLs to build academic vocabulary. The ESL teacher will order and distribute materials, write and send letters home and maintain all record-keeping for the Title III Program. In order for the Program to begin in November, coordinating will begin in October and will be on going, as needed, until the program is over.

Three groups in the Title III Program for English Language Learners will address the needs of students in kindergarten through second grade who are at the beginner, intermediate and advanced levels of

Part B: Direct Instruction Supplemental Program Information
English language proficiency as per their NYSITELL and/or NYSESLAT scores. For these students, the Title III Program focuses on increasing their oral language skills and literacy skills, with a focus on foundational skills (phonics, grammar) and building academic language through direct instruction in ELA utlizing paired fiction and nonfiction passages. Differentiated instruction will be practiced to meet the needs of individual students using ESL methodology. This early intervention will help to minimize the number of At-Risk and Special Education ELLs in the future. The LeapFrog SchoolHouse Program, Language First! which was purchased for the program many years ago, will be used to help newcomer students. The program uses the interactive LeapPad personal learning tool and 36 theme based books to develop oral language and essential vocabulary skills for students at all levels of English language proficiency. Ready, Set, Leap! , another LeapFrog Schoolhouse Program which was purchased last year will be used with the children in kindergarten. This is a research based multi-sensory program and it includes both a theme-based and literature-based teaching approach. Options Publishing series Best Practices in Reading! will be purchased and used with both kindergarten and first grade. This research based series teaches comprehension and vocabulary skills and is organized thematically. It complements the LeapFrog Schoolhouse Program and pairs fiction with non-fiction. NYSESLAT test prep materials will also be purchased to help students become more familiar with the NYSESLAT. Classroom teachers will used the materials described above, in combination with guided reading, to improve listening, speaking, reading and writing. The classroom teachers working with students in kindergarten, first, and second grade hold Early Childhood licenses. One group in the Title The Title III Program for English Language Learners is dedicated to creating an after school program to address the needs of beginner, intermediate and advanced level ELLs in grades 3-5. This is an intensive reading program for ELLs. Their NYSESLAT scores indicate that most of them are at the beginner level of English language proficiency in listening, speaking and writing but show greatest weakness in reading. In order to address this weakness and prepare them best for the NYS ELA exam, supplemental instruction for these students will be provided by a licensed teacher. Instruction will be individualized and differentiated according to their specific educational needs. Ladders to Success, a leveled instruction and practice book will be used. This book will focus on the reading skills that are part of the curriculum. The Vocabulary Connections, purchased with Title III funds last year, is one of the instructional materials that will be used with these students. This program is designed to be used with students whose reading levels are below their grade levels. It also increases a child's reading fluency and vobaculary and areas in need amongst this target group. The materials mentioned are available from past year purchases (about 10-20 workbooks). Materials are ordered each year for the following year based on which materials are used during the after school program. Options Publishing series Best Practices in Reading will be used. This researched based series provides ELLs with key reading comprehension strategies – activating prior knowledge, drawing conclusions, visualizing, making predictions and inferences. This is done by pairing fiction with non-fiction texts. To further ensure that the needs of these ELLs are being met the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs. Newcomers utilize a computer-based program that provides them with instruction in letter-sound correspondence. Beginner, intermediate, and advanced students who are not proficient in reading and writing utilize a computer-based reading program that is self-paced. It allows students to

Part B: Direct Instruction Supplemental Program Information

build upon their knowledge of letter-sound correspondence to begin to read words, sentences, and eventually stories. During whole class instruction, SMARTboards are utilized to provide students with visual references to support their comprehension, complete grammar-related activities, and expand academic and social vocabularies.

Materials will be purchased with the allocated 20% proportion of the Title III funds. These include the student books decribed above (NYSESLAT test preparation for $655 and Let's Learn to Read for $55).

Part C: Professional Development

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

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

Begin description here:

The Title III Professional Development Series will be attended by those teachers who will teach in the Title III After School Program. It will be on-going for approximately 3 sessions lasting 1 hour per session in duration. These sessions will take place after school or before school. The first session will be held in October with one more in December and the last one in February. These professional development sessions will complement the balanced literacy training the teachers receive by Mondo Publishers. It will provide the Title III teachers with the reading strategies necessary to advance the reading levels of all ELLs.

The liscensed ESL teacher will conduct 2 Professional Development Workshops for the Title III staff. The start date will be November 12, 2014 with the final session in February. These workshops will run after school or before school, for 1 hour in duration. The workshops will address the following topics: Assessing ELLs, and ESL Methodology. These workshops will familiarize the teachers with the high academic standards that ELLs are held to and it will provide the teachers with strategies that are necessary to teach ELLs. The knowledge that the teachers will gain from these workshops will provide a high quality program addressing the needs of all ELLs

The ESL teacher will attend professional development (PD) opportunities and share the information with the rest of the teachers in the school. General education teachers also have the opportunity to attend PDs offered by the Department of English Language Learners and Student Support which are offered through the PW and the department newsletter which is sent out weekly. Teachers who attend PDs will turnkey the information pertaining to ELL instruction to their colleagues throughout the year.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parental participation is valued and on-going. Research has shown that when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. Parents are invited to attend monthly Parent Association Meetings. The Parent Coordinator along with the President of the Parent Association organize these meetings. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Common Core Learning Standards (CCLS) as well as the school's expectations for high achievement for all. The ESL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed. There are flyers posted, in both English and Russian, in the main lobby of the school regarding "Free Adult Education Classes". These classes are offered by the NYC DOE Office of Adult and Continuing Education. In the past an Adult ESL class and a Citizenship class ran concurrently with the Title III Program for children. Unfortunately the enrollment was so low that the school no longer was in need of classes. Parents informed us that because of their late work schedules they are unable to attend these classes. Parents will receive notices in their native language and every effort will be made to have translators available at all meetings. With the new schedule, parents and teachers have the opportunity to meet on Tuesdays after school, email or speak over the phone to discuss student progress. Parents come into their child's classroom a few times a year to share student work and progress.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	$10,486	5 teachers X 1.5 hrs. X 24 sessions X $51.51 = $9,271

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) • Per session • Per diem		1 supervisor X 1 hr X 23 sessions X $52.84 = $1,215
Purchased services • High quality staff and curriculum development contracts.		_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$653 $55	*Empire State NYSESLAT ESL/ELL Continental Grades K-4 student editions (one for each ELL, 35 in total) and one teacher edition per grade band. *Learning Options for Achievement: Let's Learn to Read! Level: P (5 copies) $10.95 X 5 = $54.75
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	$11,194	_____