

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BENSON ELEMENTARY
DBN (i.e. 01M001): 20K200
Principal: JAVIER MUÑIZ
Principal Email: JMUNIZ@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: MICHAEL DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Javier Muñiz	*Principal or Designee	
Marcy Buono	*UFT Chapter Leader or Designee	
Concetta Aloï-Vidal	*PA/PTA President or Designated Co-President	
Kimberly Stephenson	CBO Representative, if applicable	
Teresa Noe	Member/ teacher	
Ann Perchik	Member/ teacher	
Frances Wos	Member/ teacher	
Robyn Cerrato	Member/ parent	
Christine Duran	Member/ parent	
Elizabeth Figueroa	Member/ Parent	
Victoria Sauka	Member/ Parent	
Antionette Stemma	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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	
<input type="checkbox"/>	School Leadership Team Signature Page
<input checked="" type="checkbox"/>	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)
<input checked="" type="checkbox"/>	Academic Intervention Services (AIS)
<input checked="" type="checkbox"/>	Title I Plan (Only for schools receiving Title I funding)
<input checked="" type="checkbox"/>	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, 100% of classroom teachers will be implementing CCLS aligned curriculum in all core subject areas. Specifically looking at how to support level 1 student Identified via our Fluency Assessments, Performance Based Assessments and end of unit assessments. As evident by formal and informal observations, lesson plans, performance tasks and student work.

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.

After careful reflection and review of our CCLS aligned curricula and formative and summative assessments, Both from the Programs and teacher created, we recognize the need to scaffold the instruction to provide an appropriate entry to level 1 students

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. Refining implementation of ReadyGen
2. Refining implementation of GoMath
3. Teacher meetings, vertical and grade, to adjust the ReadyGen program to meet the needs of our students.
4. SBO to create an Assessment/ Coordinator/Math Coach position.
5. Tech PD for teacher in the use of Promethean boards

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

1. Classroom teacher, Assistant Principals, Pearson coach
2. Classroom teacher, Assistant Principals, Math coach
3. Classroom teacher, Assistant Principals, Substitute teachers
4. Classroom teacher, Assistant Principals, UFT chairperson
5. Classroom teacher, Assistant Principals, Tech Teachers

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

1. We adopted OG in grades K and 1 in lieu of the ReadyGen phonics option.
2. Monthly instructional team meeting to adjust units and lesson plans to meet student needs.
3. Pearson coach met with representatives from every grade to assess implementation of the program and address concerns
4. Math/assessment coordinator supports classroom teachers
5. Assess the use of the Promethean boards during classroom observations

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015
4. September 2014 to June 2015
5. September 2014 to June 2015

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

1. AP 's assigned to oversee implementation of each program, Vertical PLC leaders hired ReadyGen Consultant
2. AP 's assigned to oversee implementation of each program
3. Use of progress monitoring tool
4. SBO for assessment Coordinator/Math coach
5. PLC meetings on Monday

Strategies to Increase Parental Involvement

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

1. Parent Academy where parents will learn how to set up ARIS accounts and access ARIS
2. PS 200 Website
3. Arts secured Website and Blog
4. School Messenger and Texting
5. Monthly calendar/ Parent workshops organized by the Parent Coordinator

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the writing performance of our English Language Learners in 3-5 will increase by 5 % as measured by the writing component of the NYSESLAT, PBA and end of unit assessments based on CCLS standardized writing rubrics.

Comprehensive Needs Assessment

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

We analyzed the writing section of the NYSESLAT saw improvement in the classes were the ESL teacher was Pushing- in supporting the work in the classrooms. In addition we are looking at our 2 self- contained classes for similar results. This is the sixth year of implementing a push-in model with academic support programs in the form of an after school program for advance ELLS and a Saturday Academy for the beginners and intermediates. Our school, has reached and surpass, our AMAO goals.

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. Self-contained ESL classes in grades 2 and 4.
2. Blended curriculum to meet the needs of ELL students
3. Teachers participate in network lead PD and then turn key for other teacher in the building
4. Saturday Academy for beginning and intermediate ELL students
5. ReadyGen scaffold instruction
6. Enlist the support of our Network 609 specialist who will provide workshops on use of application programs that will enhance teacher instructional practice.

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

1. , Continued Push-In Model in most classes
2. Classroom teacher, Assistant Principals
3. Classroom teacher, Assistant Principals, Principals network liaisons
4. Classroom teacher, Assistant Principals
5. Classroom teacher, Assistant Principals
6. Classroom teacher, Assistant Principals, Principals network liaisons

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

1. NYSESLAT Writing sub-test scores. Spring 2014/ Spring 2015
2. Analyze end of unit assessment and Performance Based Assessments.
3. Teachers will turnkey learned information during teacher teams
4. Analyze SchoolNet results and compare with monolingual classes.
5. Analyze teacher progress monitoring booklets
6. Monthly network principal meetings. Ongoing support as needed

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

1. September to June
2. September to June
3. September to June
4. October to June
5. January to March
6. monthly

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

1. Math specialist covers 3rd grade self-contained class, Self-contained classes in 2nd and 4th
2. Use of ReadyGen scaffolded small group
3. ReadyGen training for all teachers, Per-diem subs to cover teachers, Monthly assemblies
4. Hire OG consultant
5. Saturday Academy IReady PD, hire Computer lab teachers, art teacher
6. Ongoing email, phone communication, frequent visits

Strategies to Increase Parental Involvement

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

1. ARIS
2. PS 200 Website ,classroom websites
3. Arts secured Website , blog
4. School Messenger, texting
5. Monthly calendar
6. Parent Academy

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 our school will refine the work and implementation our RTI teams in Literacy, Math and Behavior. In Math and literacy, our goal is to decrease the number of students identified by our September screener as in need of improvement "red" by 10%. Our Behavior team will focus on prevention by fine tuning our PBIS program and lowering the number of incidents by 5% as compared to the incidents on OORS for the 2013-14 school year.

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 September we administered a fluency screener From ReadyGen aligned to the CCLS which identified a fluency deficiency in over 40% of our student in 1-5. In math we use a diagnostic test that identified deficiencies in about 30% of the students. In our Behavior RTI we noted a reduction of student participating in our PBIS assemblies.

Instructional Strategies/Activities

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

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

2. Improve Tier 1 instruction and assessment in reading by providing instructional lead teachers the opportunity to meet in a vertical team to discuss lessons and assessments and make adjustment to meet their student's need.
3. Improve Tier 1 instruction and assessment in math by providing instructional lead teachers the opportunity to meet in a vertical team to discuss lessons and assessments and make adjustment to meet their student's need.
4. Teachers strategically work with small groups of homogenously grouped students to meet their needs in reading identified by progress monitoring booklet.
5. Teachers strategically work with small groups of homogenously grouped students to meet their needs in math identified by formative assessments.
6. Divided the RTI team into Upper and Lower Team to better serve the needs of students in those grade levels.
7. Each team is assigned an AP to ensure that the team has the resources it needs to succeed.
8. Each team has been assigned a chairperson that will facilitate and is responsible for scheduling the meetings and following established protocols.
9. Recipients of the AIR grant that will provide the RTI design team with training for the next two years.
10. Created time during Period 1 to do additional small group work.
11. Saturday academy for ELL and Level 1 and 2 students.
12. Collaboration across networks and districts to refine our practice.
13. RTI design Team
14. Conduct PBIS assemblies during lunch hours
15. Reward classroom and out of classroom teachers for promoting PBIS
16. Guidance counselor will conduct workshops for students and parents on PBIS.

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

1. Instructional Leads, AP
2. Instructional Leads, AP math coach
3. Classroom teachers
4. Classroom teacher
5. RTI Team members AP Teacher assistants.
6. Assistant Principal , Principal
7. Chairperson (Teacher)
8. American Institute for Research. DOE, PS 200 Design Team
9. Design team
10. Assistant principals, teachers
11. ESL Teachers gen Ed Teachers
12. Network, design team RTI coordinator, Principal Assistant principal, Network liaisons
13. RTI coordinator, AP, Principal
14. School aides guidance Counselor

15. Administration
16. Guidance counselor

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

1. Update report from Reading vertical team in January and May
2. Update report from math vertical team in January and May
3. Progress monitoring of tier 1 students on a at the end of each unit monthly basis
4. Progress monitor tier 1 math students at the end of each unit
5. Monitor number of cases seen by each team
6. Minutes and agendas
7. Minutes and agendas
8. AIR meeting schedule and attendance sign in sheets
9. School schedule
10. Lesson plans student attendance
11. Schedules, agendas , email feedback
12. Agendas and PD
13. Teacher feedback, Behavior RTI team feedback and suggestions
14. Behavior RTI team feedback
15. Agendas
16. ORRS reports

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

1. September to June
2. September to June
3. September to June
4. September to June
5. January and May
6. September to June
7. September to June
8. September to June
9. Next 2 years
10. September to June
11. Cycle 1 in October Cycle 2 in January
12. Ongoing
13. Next 2 years
14. November to June
15. December to June
16. Ongoing

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

1. We are scheduling 2/50 minute periods a month for literacy and math vertical PLC to meet
2. Professional development for the whole staff on assessment by Pearson during faculty conferences and election day PD
3. Hired additional Teacher assistant to support progress monitoring in the classroom.
4. Assigned one assistant principals to oversee each team
5. Send teachers and RTI to Professional Development opportunities outside of the building.
6. Hire substitute teachers to cover classes so teachers can attend PD
7. Hire additional Teacher Assistants to support the data management
8. Train teachers on the use of ARIS and Acuity according to their technology goal survey Special Education teachers and selected classroom teachers will be trained in Orton –Gillingham
9. Continue to develop the strategy binder to support the implementation of RTI strategies in the classroom

10. deliver a multisensory instruction that involves immediate, intensive, and continuous interaction between what the student is seeing, hearing, and feeling in the speech mechanisms and the writing hand by all teachers
11. Provide differentiated PD on better understanding of the IEP as a tool to improve instructional planning
12. Provide parent workshops to support ELL students at home
13. Establish grade team planning of curriculum maps that provide coherent lessons that are scaffold for our lowest third to
14. Allow them to have access to the rigorous tasks.
15. Initiate Saturday Academy for level one and two students in grades 3-5
16. Collaboration across networks with other district schools

Strategies to Increase Parental Involvement

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

1. RTI Coordinator will provide a series of workshops for parent on the topics of Phonemic awareness, Autism, RTI
2. Letters home informing parents if student have moved tiers Letters home inviting eligible student to RTI services
3. IEP meetings
4. Parent Academy
5. Meetings with the Parent Coordinator

Budget and Resource Alignment

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

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

N/A

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.

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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.

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Double dose of OG, multi-sensory , scaffolded instruction ReadyGen	Small group	During the day period 1, afterschool, Saturday academy
Mathematics	Tiered instruction GoMath, READY math	Small group	
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At risk Guidance, • PBIS Parent meetings • counseling with students and with individual students • Behavior RTI Meeting • Conferences with administration 	<ul style="list-style-type: none"> • Small group one to one • Bi monthly whole grade, class , one to one • Small group, one to one • One to on small group 	Conferences with parent before school after school, as needed As needed As needed As needed

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Caring leadership. 2. Ongoing professional development in all content areas that prioritize differentiated instruction to include all learners and address their diverse learning styles. 3. The many high quality instructional programs offered in the core curricula 4. Students and teachers engaged in active learning 5. A collective shared vision, mission and set of beliefs held by all stakeholders 6. A culturally-responsive, caring, safe and respectful learning environment 7. Dual language teachers are taking advantage of title 1 set-asides to complete their requirements for highly qualified. <p>All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.</p>

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).		
<u>Instructional Team Professional Development Plan- 2014-2015</u>		
<u>Goal</u>	<u>When/Who was involved</u>	<u>Professional Development</u>
ReadyGen Professional Development Summer	September 5 th - Instructional Leads (Mass Prep- Periods 2 & 3)	Understand the importance of backward planning- Looking at the Performance Based Assessment first
Teachers will review the curriculum enhancements to ReadyGen Discuss checklists to assess student work	September 18 th –Instructional Leads (Mass Prep- Periods 2 & 3) Facilitated by Danielle Manfredo (2 nd Grade Teacher)	Understand ReadyGen enhancements and to use the Unit Overviews and Scope and Sequence to identify power/target standards. Understand how data drives instruction by using formative assessments to drive instruction
Teachers will share formative assessment checklists and decide on schoolwide formative assessment checklist	October 15 th during periods 2 and 3 for all Instructional Teams facilitated by Karina Macezcek (5 th Grade Teacher)	Discuss how formative assessment checklists drive instruction while aligning to Danielson's Framework 3D- Decide on a schoolwide Assessment checklist
Teachers will share with grade the schoolwide formative assessment checklist	Oct 20th All Instructional Leads turnkey new assessment checklist to their grade.	Turnkey information to grade level colleagues. Continue working on pacing calendar
Analyze Performance Based Assessment	November 4th Instructional Team- Facilitated by Kimberly Mackey (Pearson) Each Instructional Lead obtained three PBA samples to deconstruct	Meet with each grade for about an hour to model how to analyze the PBA.
Follow-Up PD on rescoring Performance Based Assessment	Professional Learning Communities Nov. 5-7 th periods 2 & 3	Rescore PBA Assessment based on new information learned from PD on

		11/4
Looking forward at the new PBA for Module B	November 20 th - Instructional Team periods 2 & 3- All Instructional Leads Facilitated by 4th Grade Instructional Lead- Christine Maxwell	Determine what PBA skills need to be addressed and implications for small group instruction
To adjust our practice based on results from Performance Based Assessments. Using Data to inform our planning and small group instruction.	December 1- Instructional Team Meeting Facilitator-Kimberly Mackey Professional Learning Communities	Reflect on PBA Assessments from ReadyGen and Danielson's 3D- Using Assessment in Instruction
Curriculum Mapping	January 26 th - Instructional Team Meeting- Kimberly Mackey Professional Learning Communities	Backward Planning
ReadyGen Planning- cont'd	February 9 th - Instructional Team Meeting Facilitator- Kimberly Mackey Professional Learning Communities	This interactive Professional Development Session is designed to assist teachers in developing their curriculum maps based on student data
Writing Planning	March 2nd Instructional Leads	What is the performance task asking? What skills are needed to complete the performance task? What standard(s) does it address? Which lessons prepare the students to complete the performance task? Are there any lessons we need to teach students in order to complete task that are not in Ready Gen?
Scaffolds within ReadyGen	Grade Teams/Instructional Team April 6th	Looking at the Scaffolded Handbook Strategies to support students' needs
ReadyGen Professional Development and Writing Curriculum Session 3 Analyze how lessons build the skills and knowledge students need to develop in order to be successful on the performance-based assessments Writing Lesson Plan: Explain, experience, and plan for a <i>ReadyGen</i> lesson Three Types of Writing: Determine how lessons in <i>ReadyGen</i> support the three types of writing outlined in the Common Core	Instructional Leads January 7-20th	Train Instructional Leads on the writing component of ReadyGen, and plan lessons. Reflect and debrief
ReadyGen and MOSL- Addressing the gaps within the curriculum	Instructional Team	Danielson's 1d: Demonstrates Knowledge of Resources. How to align resources with learning outcomes
ReadyGen and End of Unit Assessments/Performance Tasks and its alignment to Writing Curriculum	Instructional Team-January 17th	Implementing ReadyGen Writing and looking at the revised writing lessons across the grades
ReadyGen Professional Development	Jan. 28 th , 29 th , and 30 th 8:00-3:10 pm Jan. 28 th - 1 st Grade and Kindergarten Jan. 29 th -3 rd grade and 2 nd Grade Jan.30 th - 5 th Grade and 4 th Grade	Collaborative Planning Meeting, Lesson Implementation and debrief meeting to analyze teaching and learning
Look at ENGAGENY and types of Test Questions and Discuss ReadyGen Expectations based on Professional Development with Kimberly Mackey	Feb. 6 th - Instructional Team Meeting- Periods 2, 3, and 4 All Instructional Leads	Discuss ReadyGen Expectations based on Professional Development with Kimberly Mackey., as well as revisiting the structure of literacy block. Distribute Expectations, and Discuss preparing students for statewide exams
Teacher Teams	Feb. 24-28th	Turnkey ReadyGen Expectations
ReadyGen Professional Development- Looking at	Instructional Leads March 19th	You will spend time in the session analyzing the

Performance Based Assessments and Analyzing Student work to develop next steps- 3D Using Assessment in Instruction		Performance based assessment. You only need to bring one sample, but may find it helpful to bring samples representing work at a variety of levels (below, on, and above grade level).
Assessments- Understand Formative/Performance Based Assessments and discuss demands of the task	March 28 th - Instructional Team Meeting	Distribute Instructional Routines and Turnkey to grade and share tracking sheet based on PBA
Teacher Teams	Week of April 7th	Turnkey
To use MYON as a resource to support curriculum and programs already in place. To use MYON as a resource to support literacy growth and track student achievement	Instructional Team Meeting April 25 th in Computer Lab	Turnkey to grade on week of April 28th
K-2 MOSL and End of Year Assessment. Distribute Writing Prompt and go over task administration	Grade Conferences week of May 5th	Understand the lesson delivery protocol. Discuss creating text-dependent questions and tier 2 and 3 vocabulary words in the text
Reflect on ReadyGen and develop next steps for Sept 2014	Instructional Leads May 21, 2014	<p><i>ReadyGen</i> Curriculum Team Session 5: Reflecting Back and Moving Forward</p> <p>As a result of this session, participants will be able to:</p> <ul style="list-style-type: none"> analyze data to determine successes and challenges. prepare staff to close Year 1 instruction. explain the new enhancements integrated into the final version of <i>ReadyGen</i>. plan next steps to support colleagues, students, and their families.
Reflect on ReadyGen curriculum to discuss refinements and goals that are related to the CCLS	June 5 th - Staff Development Day	Preparing for next year- Unit 1 of ReadyGen by looking at the baseline and Fluency running record and looking at Unit 1
ReadyGen Professional Development with Kimberly Mackey- Grades 3-5	June 10, 2014	Create a ReadyGen pacing calendar for the month of September
ReadyGen Professional Development with Kimberly Mackey K-2	June 11, 2014	Create a ReadyGen pacing calendar for the month of September
Teacher Teams	June 12, 2014	Look at Appendix B from the CCSS and select a book that is aligned to your grade's theme or topic for Unit <u>1</u>

*****Every Thursday- Teacher Teams- Agendas and Attendance Sheets are kept by Grade Supervisor

SPECIAL EDUCATION

PROFESSIONAL DEVELOPMENT PLAN

2014-2015

Date/Meeting Type	Attendees	Topic	Next Steps
9/10/14- Study Group	All Special Education Teachers	<ul style="list-style-type: none"> • Distribution of Annual Review Calendar • Review new IEPs & sign 408's 	
9/17/14- Study Group	All Special Education Teachers	<ul style="list-style-type: none"> • Determining Modified Promotional Criteria • Teacher selected Professional Dev. Opportunities 	Create calendar for teachers to turn-key info
9/24/14- Study Group	All Special Education Teachers	<ul style="list-style-type: none"> • Articulation with previous year teacher. • Creating A Notice of IEP Meeting (New Teachers) 	
10/3/14- & 10/29/14 TC Behavior PD "Classroom Management Mini-Institute"	Christa Bramante	<ul style="list-style-type: none"> • Generating classroom behavioral expectations • Strategies for proactively preventing conflicts and behavioral problems • Utilizing methods for data collection • Implement positive behavior support plans, evaluate their effectiveness and wean students off the plan. • Assess lagging skills and how to teach the skills they are lacking. 	Turn Key 10/15, 10/22, 11/12, 11/19
10/15/14- Study Group	All Special Education Teachers	<ul style="list-style-type: none"> • Christa turn-keys part one of PD • Read article, Calling all Frequent Flyers by Ross Green. Watched video explaining that children do not misbehave because they do not want to they misbehave because they are lacking the necessary skills they require to behave. • Explained ALSUP and various ways of recording student behavior in order to identify specific area of concern. • Discussed data collection forms 	Selected one new learning to implement in class and share out at next meeting.

<p>10/21/14- TC PD Maximizing Learning Opportunities for English Language Learners, Bilingual and Multicultural Students</p>	<p>Veronica Wronski & Carol Mauriello</p>	<ul style="list-style-type: none"> Using multicultural text as a tool for looking closely at cultural and linguistic diversity. Connecting to principles of UDL and inviting students in the classroom in interactive and authentic ways. Exploring various ways to engage families and address student IEP goals. 		
<p>10/22/14</p>	<p>All Special Education Teachers</p>	<ul style="list-style-type: none"> Christa continues turn-key Discuss prevention strategies adapted by Fritz Red's Strategies Discuss how to identify sensory processing dysfunctions and sensory integration tips to consider 	<p>Teachers will analyze their whole class behavioral system using the sheet presented</p> <p>Discuss individual behavior plans that they currently have and their strengths and weaknesses</p> <p>Teachers will complete the ALSUP for a child in their class and work with a partner to create a behavioral plan</p>	
<p>10/24/14- TC PD Finding Accessible Books for Students with Disabilities- Digital Text 101</p>	<p>Mary D'Acierno</p>	<ul style="list-style-type: none"> Finding and selecting appropriate books for students with disabilities who are older, yet reading at a much younger level. Online books and text to speech software will be demonstrated, and a framework for choosing books will be shared, along with tools (i.e. alternative mice, special keyboards, switches, Touch Windows) for students who have problems physically manipulating books. Apps will be shared throughout the session. 		
<p>10/29/14</p>	<p>All Special Education Teachers</p>	<ul style="list-style-type: none"> Teachers will analyze their whole class behavioral system using the sheet presented Discuss individual behavior 	<p>Christa turnkeys part two of PD</p>	

		<p>plans that they currently have and their strengths and weaknesses</p> <ul style="list-style-type: none"> Teachers will complete the ALSUP for a child in their class and work with a partner to create a behavioral plan 	11/12 & 11/19
11/7/14- TC PD Creating IEP Goals Aligned with the Common Core	Maria Lubuz	<ul style="list-style-type: none"> Creating and implementing meaningful IEP Goals into the inclusive classroom setting 	
11/12/14		<ul style="list-style-type: none"> Christa turnkeys 	
11/19/14		<ul style="list-style-type: none"> Christa turnkeys 	
11/20/14- TC Workshop- What is different about an IEP for an ELL?	Rana Said	<ul style="list-style-type: none"> Understanding special considerations to take into account when developing an IEP for an English Language Learner with a disability. Review regulatory documents that provide best practice guidelines when developing an appropriate IEP for English Language Learners (ELLs) with special needs. 	
11/26/14		<ul style="list-style-type: none"> Mary turnkeys 	
12/10/14		<ul style="list-style-type: none"> Veronica and Carol 	
12/17/14		<ul style="list-style-type: none"> Veronica and Carol 	
1/14/14		<ul style="list-style-type: none"> Maria turnkeys 	
1/21/14		<ul style="list-style-type: none"> Maria Turnkeys 	
1/22/15- TC PD Using Technology in the Classroom to Support UDL Instruction	Sara Weissman	<ul style="list-style-type: none"> Using the right technologies to facilitate classroom learning for all students. 	
1/26/15 & 2/26/15 – TC PD Co-Teaching and Co-Planning Mini-Institute	Veronica Wronski & Evanthia Kossaris	<ul style="list-style-type: none"> Assessment of teachers strengths and preferences Pyramid planning, backward planning and utilizing service providers 	
1/28/15		<ul style="list-style-type: none"> Rana Turnkeys 	
1/29/15- TC PD Universal Design	Sue Gentile	<ul style="list-style-type: none"> Plan inter-disciplinary curricular at the outset for students with a wide range of abilities, learning 	

for Learning: Flexible Services, Accommodations, Modifications		preferences and backgrounds <ul style="list-style-type: none"> • Planning for flexible services 	
2/11/15		<ul style="list-style-type: none"> • Sara turnkeys 	
2/18/15		<ul style="list-style-type: none"> • Sara turnkeys 	
		<ul style="list-style-type: none"> • 	
2/25/15		<ul style="list-style-type: none"> • Sue turnkeys 	
3/11/15		<ul style="list-style-type: none"> • Sue turnkeys 	
		TBD based on needs assessment from SIT Meeting	

P.S. 200 Tech PD Plan

<p><u>2014-2015</u> ActivInspire Level I - Basics</p>	<ul style="list-style-type: none"> -Set up of Promethean Board & Peripherals -Introduction to Inspire Software -Basic FlipCharts 	<p>2 - 90 minute sessions</p>
<p>ActivInspire Level II- Beyond The Basics</p>	<ul style="list-style-type: none"> - Promethean Planet; navigation and resources - Modifying FlipCharts 	<p>2 – 90 minute sessions</p>
<p>ActivInspire Level III – Intermediate</p>	<ul style="list-style-type: none"> -Object Browser; duplicating, moving, editing objects. -Page Browser; editing and arranging FlipChart pages -Object Multifunction Toolbar; object menu, translucency slider, etc. 	<p>3 - 90 minute sessions</p>
<p>ActivInspire Level IV - Intermediate</p>	<ul style="list-style-type: none"> -Camera Tool -Desktop Overlay -Integrating Internet resources with FlipCharts -Layering -Customizing Toolboxes 	<p>3 - 90 minute sessions</p>
<p>ActivInspire Level V - Advanced</p>	<ul style="list-style-type: none"> -ActiVotes -Assessments with ActiVotes 	<p>3 - 90 minute sessions</p>

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.).

Students in Temporary Housing (STH) We currently have 43 students that are Doubled up and 2 students in shelters in grades K-5 Our parent our guidance counselor organizes anti-bullying assemblies. She also visits every classroom to speak to students. The Parent coordinator leads a Tuesday Parent Academy. She organizes a food drive for needy families and us Raffle Food baskets to amongst our needy families. If any of our STH students are in need of clothing or supplies. The parent coordinator provides them with needed items from donations at no cost to school funds.

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.).

1. Our office team meets with parents to support them during the registration process.
2. We conduct a kindergarten open house meeting on the first day of school.
3. Our Assistant Principal in charge of Kindergarten meets with families on the first day to review school procedures and Expectations.
4. Our Parent Coordinator hosts tours for new families.
5. Pre-K teacher communicate fith families on a daily basis

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.

1. Vertical PLC meets on a monthly basis to discuss assessment.
2. Training was provided to all classroom teacher on how to score the Performance Based Assessments
3. Teacher analyze the rubrics to calibrate their scoring of student work.

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

P.S. 200, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 20K200

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$881,377.20	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$118,239.00	X	See action plan
Title III, Part A	Federal	\$29,180.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,684,985.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its School wide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



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 Benson Elementary	DBN: 20K200
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 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: 3
of content area teachers: 2

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: Our school chose to use Spotlight on Comprehension by Sundance Publishing for the first cycle of our Title III program and ACT Now! by Benchmark Education for the second cycle of our Title III. Spotlight on Comprehension prepares students to become active and successful readers, writers and thinkers. This program is designed to develop reading comprehension with research-based and explicit instruction, combined with multiple opportunities to practice and apply comprehension skills, and to evaluate and assess students' progress. Teachers are able to manage their time, teach more content, and differentiate instruction with 180 standards-based nonfiction and fiction leveled readers.

Spotlight on Comprehension features:

- Explicit instruction is found in the Teacher Guides, Big Books, Student Books, and in the Interactive Whiteboard and Assessment activities on the CD.
- Big Books model specific strategies and clarify understanding of each skill.
- Reproducible worksheets offer multiple opportunities for students to practice and strengthen skills.
- Students independently monitor, assess, and improve their comprehension using print and digital leveled nonfiction and fiction readers.

ACT Now! has been designed to guide students in close readings of complex texts so that students can develop the skills and abilities necessary to comprehend the increasingly complex texts they will encounter. In ACT Now! students learn to unlock the meaning of complex texts by:

- Reading and annotating passages in a variety of genres
- Engaging in close readings and collaborative conversations about the texts
- Reading and writing about the texts

Both programs will be purchased at cost to the Title III program.

Our Title III program will target 100 third, fourth, and fifth grade English Language Learners at all levels

Part B: Direct Instruction Supplemental Program Information

(beginner, intermediate, and advanced). There will be two six week cycles of the Title III program. The first six week cycle will be on Saturdays and will begin in October. The Saturday sessions will begin at 8:00am and end at 12:00pm. The second six week cycle will be offered in the winter beginning January 10. This cycle(6 sessions) will also be held on Saturdays from 8am to 12pm. All instruction is provided in English using ESL strategies. The first Title III cycle will have 3 fully certified ESL teachers and 2 certified content area teachers providing instruction. Three ESL teachers and one content area teacher will provide two hours of literacy and one hour of math instruction. One hour of enrichment will be provided by our art teacher. An administrator will be supervising both Title III Saturday programs. In our first six week cycle one of the two content area teachers provided an hour of enrichment teaching art. The other content area teacher with experience teaching ELLs provided ESL instruction. Our school did not have enough ESL teachers apply for the Title III program so we offered 1 position to an experienced content area teacher. The second cycle of our Title III program will have four certified ESL teachers and 1 content area teacher. ESL teachers will provide 3 hours of literacy and math instruction and the content area teacher will provide an hour of enrichment.

Our Title III program will use a variety of materials. Some materials include Big Books, student workbooks, graphic organizers, Interactive Whiteboard, fiction and non- fiction student books and digital books. Per session for teachers and supervisors, both programs and materials will be at cost to Title III funding.

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: It is important that all teachers and supervisors participating in our Title III program will be thoroughly trained. All the teachers partaking in the Title III program will receive a mandatory two hour professional development on how to use Spotlight on Comprehension and ACT Now! before the start of both cycles of the Title III program. Teachers are also allotted an hour each week for Curriculum and Progress Monitoring Development . The materials, programs and per session for teachers, supervisors, and school aide will be at cost to our Title III program. Throughout the year (October to February) all teachers that service ELLs will participate in ongoing professional development on DOK, questioning techniques and portfolios. These PDs will be provided by CITE. This will be at no cost to Title III.

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: Parent engagement is extremely important to English Language Learners. Many of our ELL parents inquire about classes to help them learn English so they can help their children. Our school will be offering parent workshops to help parents support their students. Topics included in these workshops will be unpacking the CCLS Standards, Homework Help, Math Games, RTI for ELLs What does it Mean? and Understanding your child's IEP. These workshops will be offered the last four Saturdays of the second cycle. Facilitating these workshops will be CITE and our guidance counselor. We will use Title III funds to provide these workshops. Parents will be notified via letters, emails, text messages and using our automated voice messaging system. Our Title III program will support children's learning at home. In order to reinforce strategies learned in school, students will be able to take home leveled fiction and non-fiction books to improve reading comprehension. Additional professional development in Sheltered English will be provided to ESL teachers during Monday PD days in January, February and March. The focus of this professional development is developing language objectives that will help support English language learner success. The materials for the children to use at home will be purchased using Title III funds.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 200
School Name The Benson Elementary School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Javier Muniz	Assistant Principal Keefe Vallaro
Coach type here	Coach type here
ESL Teacher Christine Perez	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lucy Lamothe
Related Service Provider Anne Capua	Other Miriam Carroll
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1265	Total number of ELLs	232	ELLs as share of total student population (%)	18.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Push-In	6	6			6	6								24
self-contained			1	1										2
Total	7	7	2	2	7	7	0	32						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	232	Newcomers (ELLs receiving service 0-3 years)	201	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	44	0	1	3	0	0	0	0	0	47
ESL	157	0	18	24	0	6	4		2	185

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	201	0	19	27	0	6	4	0	2	232
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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
Russian	10	12	9	17	6	12	10	21	4	16	3	18							42	96
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	10	12	9	17	6	12	10	21	4	16	3	18	0	0	0	0	0	0	42	96

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>74</u>	Number of third language speakers: <u>5</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u>1</u>	Hispanic/Latino: <u>1</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>94</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	16	6	7	5	3								44
Chinese	7	6	1	2	7	6								29
Russian	7	11	2	1	3	3								27
Bengali														0
Urdu	5	4	8	7	9	6								39
Arabic	0	4	4	3	4	5								20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1				1									2
Albanian	1	0	2		2									5
Other	7	3	6	4	2	2								24
TOTAL	35	44	29	24	33	25	0	190						

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)	25	6	6	13	13	7								70
Intermediate(I)		7	9	8	7	6								37
Advanced (A)	20	40	20	13	17	15								125
Total	45	53	35	34	37	28	0	0	0	0	0	0	0	232

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	18	10	0	0	28
4	18	3	0	0	21
5	11	6	0	1	18
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	1	9	1	4	2		1	34
4	9	3	12		3		1		28
5	9	1	7	3	3		1		24
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	7		4	1	15		2		29
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 200 we use the Teachers College Reading and Writing Project to assess the early literacy skills of all our children, including our ELLs. The data from this assessment reveals that our ELLs need support in decoding, phonics, acquiring vocabulary, and support in higher-order thinking skills. Teachers use this data to plan their instruction to better meet the needs of these students. This applies to

classroom teachers, ESL teachers, SETTS teachers and teachers of the extended day program.

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

The data patterns from LAB-R and NYSESLAT reveal children are at all levels of proficiency ranging from beginner to advanced throughout the grades. However, our advanced level ELLs are our largest population. In Kindergarten, 142 students were tested with the LAB-R. Out of 143 students, 98 of them scored at the proficient level, 25 students scored at the beginner level, and 20 students scored at the advanced level. In first grade, 62 students were tested using NYSESLAT and LAB-R for new admits. Out of the 62 students, 6 scored at the beginner level, 7 scored at intermediate level, 40 scored at the advanced level and 9 scored at the proficient level. In the second grade, 56 students were tested, 6 scored at the beginner level, 9 scored at the intermediate level, 20 scored at the advanced level and 21 scored at the proficient level. In third grade, 44 students were tested, 13 scored at beginner level, 8 scored at the intermediate level, 13 scored at the advanced level and 10 scored at the proficient level. In fourth grade 64 students were tested, 13 scored at the beginner level, 7 scored at the intermediate level, 17 scored at the advanced level and 9 scored at the proficient level. In the fifth grade 29 students were tested, 7 scored at the beginner level, 6 scored at the intermediate level, 15 scored at the advanced level and 1 scored at the proficient level.

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 [AMAQO tool](#))

At this time the state did not provide modalities for the NYSESLAT, but in previous years we look at the patterns across NYSESLAT modalities to make decisions and set goals for instruction. ELLs who show deficiencies in listening/speaking receive instruction focusing on oral language, vocabulary, and speaking for communication using Basic Interpersonal Communication Skills (BICS). Through the use of appropriate big books, modeling lessons, TPR exercises, visuals and much more children acquire oral language. They learn to communicate effectively and become more fluent in English. Data results for children who are deficient in reading/writing receive more advanced instruction focusing on comprehensions and Cognitive Academic Language Proficiency (CALP). Instruction at this level includes reading and writing, editing, and grammar, inferencing and drawing conclusions, academic and analytical conversations.

4. For each program, answer the following:

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

The NYSESLAT results show that most children who enter our ESL program in Kindergarten pass within two years. However, many children who begin ESL in the third grade or later specifically show deficits in reading and writing and take longer to pass the NYSESLAT. The data also shows that children in our program improve in listening/speaking before reading/writing. In the spring of 2013, students in grades 3-5 took State English language arts (ELA) and math tests aligned to the Common Core standards for the first time. In regards to the ELA exam, the ELLs in our school are not meeting the standards, none of our ELLs scored at level three or four. Many of our ELLs are newcomers and have been in our school for less than three years. Identifying and addressing the gap between what the standards demand and what students know and are able to do is a top priority of what we aim to accomplish in our school. In time, we expect our ELLs to meet these demanding standards. On the state math and science exams ELLs are performing better with more threes and fours. ELLs are given the opportunity to take the math and science exams in their native language which may result in the higher scores.

b. We currently do not administer the ELL Periodical Assessment.

c. We currently do not administer the ELL Periodic Assessment

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

P.S. 200's RTI team uses both the Standard Treatment Protocol and the Problem-Solving Method to drive instruction. Our school uses the data gathered to guide instruction to meet the individual needs of the student(s). Intervention strategies, as well as scaffolding supports can be determined from the data that is collected and analyzed. Our school analyzes the miscues on the running records, we use TC packets to determine letter recognition and sight word recognition, and we use the concepts of print for the younger grades. After analyzing the data the RTI team determines the main area of concern and interventions are designed to target these areas. We use progress monitoring on an ongoing basis to determine which English language skills are developing and which ones are of a specific concern. For example, through collecting the data from these assessments, we may determine that a student has good vocabulary knowledge but is still struggling with decoding. The RtI team would then make a recommendation to target instruction to address the decoding issue.

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

AT P.S. 200 classroom teachers have been made aware that for ESL students, two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts. ESL teachers use interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, roll playing, dialogue journals, field trips, and KWL charts. ESL teachers scaffold instruction and use TPR to ensure second language development. In fostering the

transition from BICS to CALP for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.

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?
 - a. In our Dual Language Program, teacher made assessments, teacher observations, and Russian running records assess Russian for our English proficient students.
 - b. The level of language proficiency in the target language for EPs varies from beginner to proficient with these students. Teachers translated English running records into Russian. Teachers use these Russian running records to measure proficiency in the target language.
 - c. English proficient students are performing the same or above their peers on state and city exams
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ELLs are periodically evaluated with end of unit tests, performance tasks and assessed at the end of the year with the NYSESLAT exam. After reviewing all the data and looking if we are meeting our AYP we determine the success of our ESL/Dual Language programs and plan accordingly for the next year.

Part IV: ELL Identification Process

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

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

At P.S. 200, upon registration every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Russian, Chinese, Spanish, Urdu, Albanian, Arabic, Korean, Polish among others. As part of the initial screening one of our fully licensed and certified ESL teachers, Christine Perez or Miriam Mayerhoff, explains this HLIS form and is assisted by members of our school community, who are fluent in various native languages, for translation purposes, when necessary. After the parent completes the form a pedagogue screens the HLIS and conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance.
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.

We have two parent orientations within the first ten days of school. A letter is distributed to parents in their native language to inform them of the meeting. One is held in the morning and the other in the evening. Parents of all new admits are invited to the meetings. At both sessions we show a video in the various languages of our parents that explains the three choices. The three choices are Transitional Bilingual Education, Dual Language and Freestanding ESL. Translators are available at both meetings to help parents fully understand the programs and the choices they make. Brochures for ELL parents are handed out in various languages. During the year when children are admitted, parents have a meeting with the ESL teacher and all program choices are explained. When we are sure the choices are clear we distribute the form and ask for their timely return. If forms are not returned the ESL teachers call parents to get their program choice. If ESL teachers still can't get in touch with parents the default program we put down on form is TBE. P.S. 200 wants to make new parents feel part of the school community so we also invite PTA members to these meetings.

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

We request the parents to return the Program Selection Forms in a timely fashion and if they are not received the ESL teacher calls the parents to discuss the selection over the phone. If necessary teachers meet with parents after school to assure that these forms are returned. If the form is still not returned we document this and use the default program for ELLs, which is TBE as per CR Part 154. When we receive the forms copies are made and are securely stored in the main office. The original forms are placed in the student's cumulative record. After the initial LAB-R testing scores are reviewed, teachers meet with the administration and present a roster of all eligible ELLs. New entitlement letters are completed in the appropriate languages and distributed to the new ELL students.

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.

After reviewing the Program Selection forms we place children in the appropriate classes based on parental choice. The program models in our school are always aligned with parent requests. For the students who are admitted throughout the year we make sure the parents are fully aware of all information that was imparted at the orientations so that their parents can make their choices. When we determine which program the child should be placed in, parents are notified in the appropriate language.

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.

After the initial LAB-R testing has concluded and the NYSESLAT scores are reviewed, teachers meet with the administration and present a roster of all eligible ELLs. The testing coordinator and the ESL coordinator use these rosters and other ATS reports for example the RLER to ensure that all eligible students are administered all sections of the NYSESLAT. The ESL coordinator and the Testing coordinator meet right before the exam to review list of all ELLs and to pack all envelopes for all modalities of the NYSESLAT. On the front of every envelope there is a list of students taking exam. Teachers write any absentees on the front of envelope. After exam is over the ESL coordinator and the testing coordinator make an envelope for make-up exams. Make-up exams are given everyday within the testing window until all make-ups are complete.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parents Survey and Program Selection forms for the past few years we have noticed a majority of the parents choose Freestanding ESL. However, the majority of our Russian population chose Dual Language. We currently have a Russian Dual Language Program in grades K-5. For the 2013-2014 school year, newly enrolled ELL admits in grades K-5, 31 parents requested ESL, 21 parents requested Dual Language, and 8 parents requested Transitional Bilingual Education. The program models offered at our school are aligned with parental choice. Many of our Russian ELL parents request Dual Language and our school implemented a Russian Dual Language program in grades K-5.

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])?

In 2013-2014, there will be 24 periods a day of push-in ESL instruction and two self contained classes consisting of six periods in the fifth grade, six periods in the fourth grade, one self contained third grade , one self-contained second grade six periods in the first grade and six periods in kindergarten. Our school has selected to use the TEAM TEACHING Push-In Model. This model creates a dynamic classroom providing multiple opportunities for presenting information. This method of instruction includes working collaboratively with the classroom teacher to amplify instruction for the ELLs. In Team Teaching both teachers will actively deliver the same information at the same time. In this model both teachers have equal partnership. It encourages multiple interpretations and provides multiple opportunities for presenting information. This method of Team Teaching includes listening, speaking, and working collaboratively in a partnership. Team Teaching works best when both teachers are equally comfortable in a content area. ESL teachers will meet with classroom teachers on a regular basis for planning and to share ESL strategies that will benefit all students. In the second and third grade we have two classes where the classroom teacher provides ESL instruction to the ELLs in their class. In these classes the teachers are certified in common branch and ESL. These classes are necessary because of high registers due to budgetary cuts. Our school also offers the Dual Language Program in grades K, 1,2,3,4 and 5.

Our Dual Language Program is a partial emergent program, or 50/50 program. The teachers teach fifty percent of the day in English and the other fifty percent in the partner language. In all dual language classes EPs and ELLs are integrated 100% of the day and all content area subjects are taught together. We use monolingual lessons using the Rollercoaster Model fostering knowledge across language, where Russian and English instruction alternate between morning and afternoon each day. In our Dual Language Program all grades use the self-contained model, where the official teacher provides both the English and Russian component as well as the ESL mandated services. In our Dual Language Program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive bilingual program meaning that all students learn a second language without compromising their first.

- b. In our Push-In, self-contained, and Dual Language models the children are of mixed proficiency levels.

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)?

At the beginning of the school year, the ESL Coordinator and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models.

- a. In each program model (DL and ESL) beginner and intermediate are programmed for 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all ELLs, beginner, intermediate, and advanced, students receive 450 minutes of ELA instruction. For our Dual Language Program the beginners receive 60-90 minutes a day of NLA

instruction, the intermediates receive 45-60 minutes a day, and the advanced receive 45 minutes a day.

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

In each program model content area is incorporated into ESL instruction. Every reading and writing unit on every grade is content based. Thus, content area instruction and language learning will be combined. All of the models support content area instruction. In our Dual Language program content area is covered in both languages. New to our school this year we use the GO Math Program. In this program students receive mathematics instruction that incorporates hands on activities, use of manipulatives, and PROMETHEAN board technology. This type of program helps support ELLs. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides and organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction. ESL teachers model correct thinking processes in all subject areas, so that learners become capable to work independently. All of our program models implement differentiated and direct instruction providing research based, Common Core Learning standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

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

In our Dual Language Model the classroom teachers use teacher-based assessments and running records to evaluate ELLs in their native language. The teachers keep two sets of running records one in the student's native language and the other in English.

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

At P.S. 200, ESL teachers collaborate with classroom teachers on a regular basis to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Teachers use observations of instructional conversations, end of unit assessments, performance tasks, running records, TC packets, oral presentations, self-editing writing pieces and other teacher made assessments to evaluate listening, speaking, reading and writing.

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).

a. At P.S. 200, we have no SIFE kids. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ESL services weekly. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program where they will be in a small group environment two days a week. Also, these students will be invited to participate in all after-school and extra curricular activities.

b. P.S. 200 maintain English instruction for newcomers by providing all teachers with professional development. Our school uses extended day time to provide additional instruction for newcomers by a fully certified ESL teacher. We will have a Tuesday/Wednesday after school program that is designed to enrich language development for newcomers. This additional time further enables our newcomers to build their vocabulary and develop the letter recognition and phonics skills necessary for decoding and comprehension in the English language. This further enables these children to be better prepared for the ELA testing as required by NCLB.. We are sensitive to our newcomers' emotional needs in adapting to a new culture so we pair beginners with more advanced students who share a common native language.

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT scores: both during mandated ESL periods and in the classroom they receive instruction that focuses on building high order reading skills. Extended day affords these students small group instruction. They are also invited to participated in our Saturday Academy that is designed for Intermediate and Advanced English language learners.

d. Long-term ELLs are required to participate in the extended day programs. If necessary our IEP teacher provides small group interventions. All of these children are strongly urged to attend our after-school and Saturday programs.

- e. After the children reach proficiency on the NYSESLAT they are afforded two years of transitional assistance. The RTI Team,

Instructional Team and the ESL Coordinator monitor their progress to meet each child's needs. We use our extended day, after school program and Saturday Academy to help these children succeed. As required by the city, these children receive extended time when taking any tests.

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?

To accelerate English language development for ELLs with special needs, our school provides after-school and Saturday programs, extended day, small group instruction, buddy tutoring, technology interventions and the pupil personal team to ensure that the appropriate academic services are provided. For students with special needs, our school follows the mandates of each child's IEP. During the ESL classes the teachers focus on those skills that will enable the children to meet the Common Core Learning standards. The ESL program implements Differentiated and Direct Instruction and provides research-based, standards aligned and data driven ESL lessons that focus on key content area vocabulary development, phonetic awareness, grammar, and writing across the curriculum. The ESL teacher use strategies that scaffold instruction for English Language Learners. Some of the strategies that we implement in our lessons are activating students' prior knowledge, making connections, using visual charts and organizers and using realia. Prior to the lesson ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction to students with disabilities. In the 2012-2013, many of our special education teachers received training in the Orton- Gillingham program. This training will continue in the 2013-2014 school year. The Orton Gillingham approach is multi-sensory, kinesthetic, and phonics based. The Orton-Gillingham method has classically provided intensive rehabilitation in reading, spelling, writing, and reading comprehension for children with learning disabilities like dyslexia. Some of the other materials teachers use for these students are Math Connects, Wilson's Foundations, Great Leaps, and various computer programs. These materials are used throughout the grade levels.

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?

At P.S. 200 our curriculum is modified to meet the needs of ELLs-SWD. During mandated ESL classes the teachers focus on the skills in reading and writing that will enable these children to meet the Common Core Learning Standards and their IEP goals. Our special education students are pulled out and mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their learning needs. These children receive small group instruction to help them build reading comprehension skills and are given opportunities to develop their English literacy skills.

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:	Russian			
Social Studies:	Russian			
Math:	Russian			
Science:	Russian			

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

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

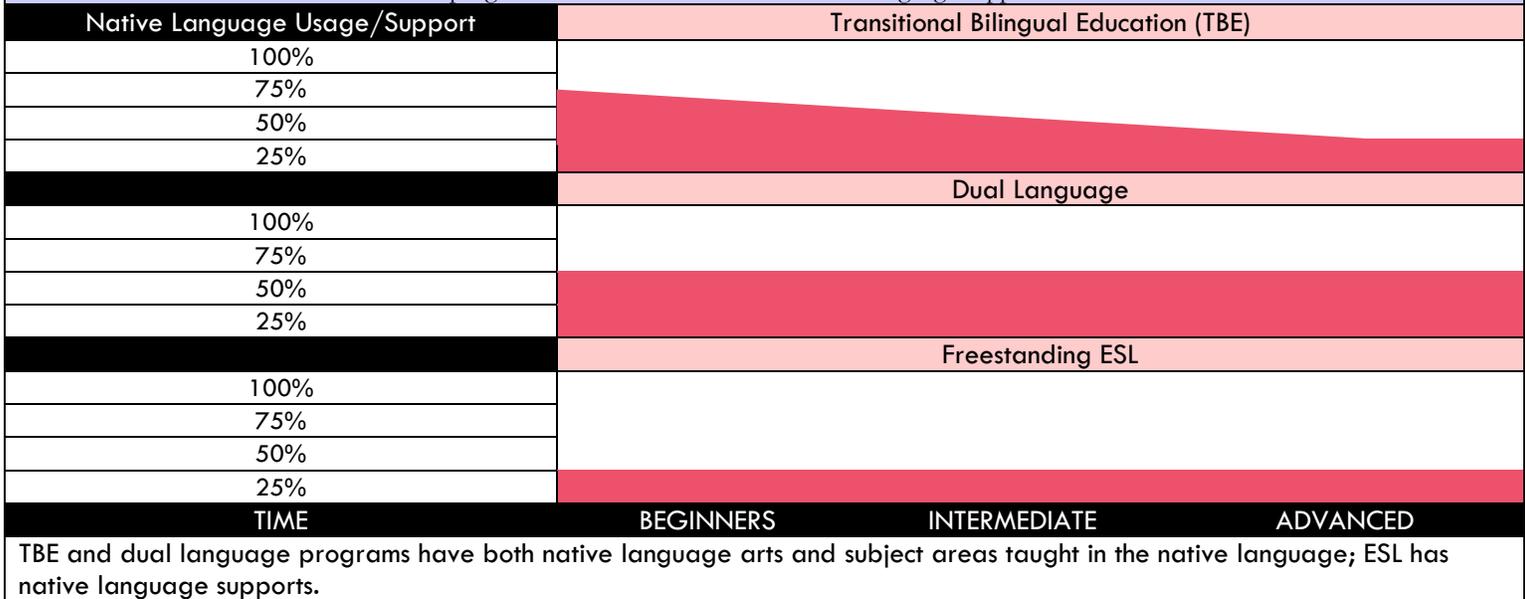
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units on every grade are content-area based. ESL instruction is incorporated into social studies, science, reading and writing thus combining content area instruction and language learning. Our push-in model supports content area instruction. Our science and social studies cluster teachers use hands on learning and ESL techniques to introduce new concepts to the ELLs. Our school uses the Go Math program. This program supports ELLs by incorporating hands on activities, use of manipulatives and Promethean board technology. Classroom teachers have been made aware that for ESL students, two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts. ESL teachers use interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, roll playing, dialogue journals, field trips, and KWL charts. In fostering the transition from BICS to CALP for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction. Our school also utilizes our RTI teams in both ELA and math. RTI is a process, which includes the provision of systematic, research-based instruction and interventions to struggling learners. All students in our RTI program receive research-based reading and math instruction, provided by a highly qualified teacher. The instruction is differentiated within the classroom to meet a broad range of students needs, reflecting research on how children learn and how teachers support these students.

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 NYSESLAT results show that most children who enter our ESL program in Kindergarten pass within two years. However, many children who begin ESL in the third grade or later specifically show deficits in reading and writing and take longer to pass the NYSESLAT. The data also shows that children in our program improve in listening/speaking before reading/writing. In regards to the ELA exam, the ELLs in our school are not meeting the standards, none of our ELLs scored at level three or four. On the state math and science exams ELLs are performing better with more threes and fours. ELLs are given the opportunity to take the math and science exams in their native language which may result in the higher scores.

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

In the 2013-2014 school year, our school uses Pearson's Ready Gen Reading and Writing Program and the GO Math Program. Our school expanded our RTI program to include reading, math and behavior. During extended day some ESL teachers use the Open Book program. This program uses technology to improve reading fluency, English speaking skills, and letter sound correspondence. Our school is looking into using Pearson's Cornerstone program for Common Core Curriculum instruction for self-contained ESL classes.

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

We are not planning to discontinue any programs for the upcoming year.

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

All ELLs are afforded equal access to all school programs. Our after-school and Saturday Academy classes are available to all children on the appropriate grades including ELLs. The ESL coordinator and assistant principal meet so that the appropriate ELLs are invited to participate in the programs. Permission letters that describe the programs are sent home in the native languages of our students. Both our Saturday and after-school programs will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.

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

Our school uses technology at its highest form with the innovative use of Promethean boards, classroom computers, and individual laptops to supplement classroom instruction in various content areas. Technology integration is supported through ESL appropriate software in our two computer labs. There is on going professional development assisting teachers who want to be become more adept with Promethean Board use when working with ELLs. By the end of the school year there will be Promethean Boards in every classroom. Professional Development will be provided to assist all teachers in the use of this technology. . During extended day some ESL teachers use the Open Book program. This program uses technology to improve reading fluency, English speaking skills, and letter sound correspondence.

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

At PS 200 all classroom libraries contain bilingual and native language books in the native languages spoken by our students. Our

school library has a special section with books in many different languages that reflect our schools diverse population. We have many bilingual dictionaries and glossaries as well. All of these books are available to all of our students in all of our programs.

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

At PS 200 all required services support, and all resources correspond to ELLs' ages and grade levels. Teachers use strategies that scaffold grade level instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides and organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction. ESL teachers model correct thinking processes in all subject areas, so that learners become capable to work independently. All of our program models implement differentiated and direct instruction providing research based, Common Core Learning standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

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.

We currently do not offer any activities that assist newly enrolled ELLs before the beginning of the school year.

18. What language electives are offered to ELLs?

We currently do not offer language electives.

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)?

19.a. . Our Dual Language Program is a partial emergent program, or 50/50 program. The teachers teach fifty percent of the day in English and the other fifty percent in the partner language

b. . In all dual language classes EPs and ELLs are integrated 100% of the day and all content area subjects are taught together.

c. We use monolingual lessons using the Rollercoaster Model fostering knowledge across language, where Russian and English instruction alternate between morning and afternoon each day.

d. In our Dual Language Program all grades use the self-contained model, where the official teacher provides both the English and Russian component as well as the ESL mandated services.

e. In our Dual Language Program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive bilingual program meaning that all students learn a second language without compromising their first.

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.

1.1. In the 2013-2014 school year, we plan to have all teachers of ELLs participate in professional development offered by our school, network and the OELL. For the 2013-2014 school year our Assistant Principal, who is the Special Education supervisor, has a meeting every Wednesday to assist Special Education Teachers in aligning their lessons to the Common Core Learning Standards and writing IEP goals. All of these teachers have ELLs in their classroom. The Instructional Team meets once a month to discuss the curriculum and make any necessary changes to meet the needs of all our students including the ELLs. Every Thursday all teachers meet with their grade during extended day to look at writing and come up with lessons and strategies that will help all our students in their writing. ESL teachers collaborate with classroom teachers to help them design lessons to meet the needs of ELLs. The following is a list of professional development that teachers of English Language Learners participated in

October

9- GO Math PD

18- Promethean Basic PD

November

22- Orton & Gillingham PD

26- Promethean PD

December

6- ICT PD

11- RTI PD

12 RTI PD & Promethean PD

January

3- Ready GEN PD

9- Promethean PD

15- Promethean PD

28- GO Math PD & Ready Gen PD

29- Ready Gen PD

30- Ready Gen PD

February

26- Echalk Training

March

14 Promethean PD -

2. All teachers receive sustained professional development from network CFN 609. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. ESL teachers will be conducting on going PD to build capacity in implementing effective ESL strategies across the curriculum to increase English language development and academic achievement for all ELLs. In the 2013-2014 school year all teachers servicing ELLs will have the opportunity to receive professional development on the importance of technology and it's many uses for the instruction of English Language Learners. The ESL staff goes to staff development when available from the OELL. Some of the topics covered are Common Core State Standards: Scaffolding of instruction for ELLs, academic literacy for ELLs aligned to CCSS, team teaching in the ESL program and curriculum mapping.

3. The school will offer a series of small group staff development sessions to assist the fifth grade teachers with information about all procedures for children applying to junior high school. The parent coordinator, the guidance counselor and the ESL staff will see to it that the transition from elementary school to middle school will be comfortable.

4. Special Education teachers are required to have 10 hours of ESL training and general education teachers are required to have 7.5 hours of ESL training. The administration and the ESL staff make sure that everyone has the appropriate training. If necessary the ESL staff provides the training during grade conferences, teacher teams, or after school. Records are securely stored in the main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are an essential part of the PS 200 community. This year, in conjunction with our parent coordinator, we will continue to engage in on going outreach to ELL families. There is a need to continue to strengthen the link between home and school, specifically for our ELL children; to enable them to be successful. Our school hosts monthly Parent Teacher Association meetings where parents are asked to discuss their needs and concerns. Interpreters of all different languages are always on hand to assist parents. P.S. 200 will continue to use E-chalk to connect teachers, parents, and school leaders to information they need to make learning successful. The Department of Education provides a survey for the parents to express their needs and concerns. At PS 200 the results of this survey are utilized to improve our school. Our School Leadership Team meets monthly. Parents make up 50% of this team and the other 50% is composed of administrators and teachers. Together we write the Comprehensive Educational Plan of which the Language Allocation Policy is a part.
 2. At this time our school does not partner with other agencies or Community Based Organizations, instead, our school's family worker provides ESL instruction for parents twice a week. We offer a variety of weekly activities tailored to meet the various needs of our growing parental body.
 3. At PS 200 we try to meet the needs of all our parents. The Parent Coordinator is always available to assist parents with issues that arise, whether it is building literacy skills, housing issues, or citizenship status. The Department of Education provides a survey for the parents to express needs and concerns. The results of these surveys are utilized to improve our school.
 4. Workshops and classes are arranged by the Parent Coordinator to address the needs of parents. She is always present at our ELL parent orientation meetings to assist in any of their needs or concerns. The results of the school's survey, ideas presented by the PTA and individual families are utilized to meet any of the parents needs. For example, in previous years we had a series of computer workshops for parents to enable them in accessing different reports on ARIS. For the 2013-2014 school year, P.S. 200 implemented a new Parent Academy. This academy meets every Tuesday for an hour. Parents are given the opportunity to come to our school library take out books that they can read with their children. We also are hosting workshops at this time based on parent needs. Parents were given a survey to see what kind of workshops they would be interested in. Some examples are internet safety, learning English etc.

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.

Part VI: LAP Assurances

School Name: 200

School DBN: 20k200

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Javier Muniz	Principal		
Keefe Vallaro	Assistant Principal		
Lucy Lamothe	Parent Coordinator		
Christine Perez	ESL Teacher		
	Parent		
Anne Capua	Teacher/Subject Area		
Miriam Carroll	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20k200 School Name: The Benson Elementary

Cluster: 6 Network: 609

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.

P.S. 200 conducts ongoing surveys to continuously update their data on the home languages of the students as they enter the school at various times of the year. Home Language Surveys are immediately administered upon registration throughout the year and home languages are documented. The Parent Coordinator also is involved in ensuring that home languages are up-to-date. Home languages are printed on every Student Emergency Contact card as mandated by the Chancellor. For the past several years, the Interpretation & Translation Liaison ensured that interpreters and translators were on-site for the twice-yearly Parent-Teacher Conferences and Spring Parent Workshops as well as other conferences and/or meetings where Interpreters were needed. This will continue in 2013-2014. P.S. 200 maintains a strong connection to the NYC Department of Education's Translation and Interpretation Unit. Data on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e.: Over-the-Phone Interpretation Services, Language Identification Cards so that Parents and Visitors can point to their language at the Security Desk and in the Main Office to receive the appropriate language services, Signs are posted that inform parents and visitors of: "Interpretation Services Available" or "Please see a staff member for interpretation services" or "Welcome Parents" or "To obtain a translation of this document in [language] please see a staff member." Continuing for the 2013-2014 school year, P.S. 200 will use E-Chalk to inform parents of important translation and interpretation availability.

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.

P.S. 200's qualitative data confirmed that the following languages were the most requested by parents for all parent and teacher conferences: Chinese and Spanish. This data was collated from surveys distributed before Parent-Teacher conferences requesting if interpreters were needed for individual appointments for conferences. An additional source of data used was the tally the Interpretation & Translation Specialist conducted throughout the afternoon and evening conferences. This tally confirmed that Chinese and Spanish interpreters were in high demand and that P.S. 200 met that demand. For Fall 2013, P.S. 200 had interpreters in the following languages based on the needs of the parents: Arabic, Urdu, Chinese, Spanish, Russian. Data gathered during the conferences through requests confirmed that all interpreters were necessary. These findings were presented to the School Leadership Team, PTA, and Parent Coordinator. Translation needs are based upon qualitative data of the number of home languages represented in the school and the number per language so that all flyers, letters, PTA newsletters and other important documents could be translated in a timely manner to all parents.

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.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2013-2014 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs:

- In-house translators: Chinese Parent Coordinator; Spanish Teachers; Russian Teachers; Russian Social Worker; Russian Family Worker who teaches ESL to parents at P.S. 200; PTA Members who speak Arabic, Urdu and Albanian.
- The NYC Dept. of Education's Translation and Interpretation Unit which translates all documents in a timely manner.

Procedures to ensure timely provision of translated documents to parents includes the in-house translators who are readily available and efficient and also completing a NYC Dept. of Education Translation Request Form . Written translation services provided include: Translations of: Home Language Surveys, Parent Questionnaires, School Surveys, Language Allocation Policy, Discipline Policy, School Parent Involvement Policy, School-Parent Compact, Title III Notifications and Letters, ESL Notifications and Placements, PTA newsletter, Emergency Procedures, School wide events, Parent and Community Involvement Opportunities, Neighborhood Mental Health Resources, Community Based organizations that address mental, physical, academic, health and quality of life needs...

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.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2012-2013 through the high quality oral interpretation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its oral interpretation needs:

- In-house oral interpreters: Chinese Parent Coordinator; Russian Teachers; Russian and Spanish Social Workers; Russian Family Worker who teaches ESL to parents at P.S. 200; PTA Members who speak Arabic, Urdu and Albanian.
- The NYC Dept. of Education's Translation & Interpretation Unit's approved outside contractor, Legal Interpreting Services (LIS) who supplies Consecutive and Simultaneous Oral Interpreters for Parent Teacher Conferences and other meetings when necessary.

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. 200 will distribute a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
- P.S. 200 will use E-Chalk and conspicuously display flyers by its primary entrance that indicate the availability of translation & interpretation services.
- P.S. 200's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- P.S. 200 will gather data to ensure that if parents of more than 10% of the children at P.S. 200 speak a primary language that is neither English nor a covered language, P.S. 200 will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- P.S. 200 will inform parents of the NYC Dept. of Education's Translation & Interpretation Unit website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.