

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

School Name: VINCE LOMBARDI SCHOOL
DBN (i.e. 01M001): 20K204
Principal: NANCY TOMASUOLO
Principal Email: NTOMASU@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 School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy Tomasuolo	*Principal or Designee	
Michele Ferraro	*UFT Chapter Leader or Designee	
Dominique D'Onofrio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jessica Michaelidis	Member/ Assistant Principal	
Michele Bennett	Member/ Assistant Principal	
Laura Bonomolo	Member/ Teacher	
Janet Potenzzone	Member/ Paraprofessional	
Patrick Forde	Member/ Parent	
Lambrina Gournelos	Member/ Parent	
Helena Lambrakis	Member/ Parent	
Sabrina Pei	Member/ Parent	
Danielle Shipone	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, teachers will increase the level of student engagement by revising and refining the ReadyGEN curriculum as evidenced by at least 90% of teachers scoring Effective or Highly Effective in their observation data in Advance for Component 3c: Engaging Students in Learning.

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.

Based on the 2013-2014 Advance Teacher Evaluation Data, our teachers' ratings in the area of Engaging Students in Learning averaged 2.98 with 83% of our teachers scoring Effective or Highly Effective in their 2013-2014 Advance Data. A score of 2.98 demonstrates a relative weakness for teachers in this component as compared to the other components in Domain 3. Additionally, based on feedback from the 2013-2014 PPO, it was suggested to have teachers develop rubrics aligned to CCLS focusing on what students can do to empower them to guide their own learning, developing college and career readiness. As part of ongoing curriculum revisions, teachers are developing and revising Performance Based Assessment Rubrics for each unit of study.

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. To ensure all teachers meet the expectations of engaging all students in common core aligned literacy instruction, teachers will continue to collaboratively revise and adapt the ReadyGEN curriculum based on an ongoing analysis of student data and Common Core Learning Standards.
2. Teachers will apply backwards design planning, focused strategy instruction, and targeted small-group instruction to their daily lessons and unit plans through the incorporation of cognitively demanding tasks, close-reading, and higher order questioning.
3. Specific and timely verbal and written feedback based on Component 3c: Engaging Students in Learning will be provided to all teachers following observations in order to gauge progress and inform professional development.
4. Teachers will receive ongoing Professional Development on our school's Instructional Focus: Assessment in Instruction so they may monitor student learning, provide constructive feedback, and group students for targeted instruction in order to increase the level of student engagement in literacy instruction.

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

1. Administrators, grade leaders, and classroom teachers.
2. Administrators, grade leaders, and classroom teachers.
3. Administrators
4. Administrators, classroom teachers, and Network Instructional Team.

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

1. Curriculum Maps specifying the adaptations being made to the ReadyGEN curriculum will be collected and analyzed.
2. Observations will be conducted measuring progress in the areas of Designing Coherent Instruction and Engaging Students in Learning as evidenced by Advance data.
3. Feedback, both verbal and written, will take place by all administrators in a timely manner. 90% of teacher observations will demonstrate an increase in their HEDI rating for Component 3C:Engaging Students in Learning
4. 75% of the professional development sessions will focus on Assessment in Instruction as it relates to Engaging Students in Learning.

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

1. July 2014 – June 2015: Teachers began planning units of study over the summer and will continue to revise units in their Professional Learning Communities on Monday and Tuesday afternoons.
2. Minimum of four observations for each teacher during the 2014-2015 school year.
3. Feedback will be provided according to the following time frame: fewer than 15 days for verbal feedback and 45 days for written reports.
4. Professional Development sessions in the form of Professional Learning Communities will take place on Mondays from 2:20 PM – 3:40 PM.

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

1. Per session for teachers to plan over the summer (2 teachers x 12 hours/grade). Total of 12 teachers.
2. No cost associated for this activity
3. No cost associated for this activity

4. No cost associated for this activity

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).

- The goals of each ReadyGEN literacy unit will be shared with parents through newsletters posted on Echalk and/or directly distributed to families.

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	x	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.

Title I SWP
Contract for Excellence
TL FSF Legacy Teacher Supplement
TL Citywide Instructional Expectations

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, 100% of teachers and staff members will increase their level of communication with parents regarding the curriculum and student progress as evidenced by an increase in the following areas: use of the EChalk website, parent meeting/conversation logs, parent workshop attendance sheets and parent-teacher conference sign-in sheets.

Comprehensive Needs Assessment

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

In the Spring of 2014, it was established that there would be a time set aside each week for Parent Engagement. Teachers would have the opportunity to meet/converse with parents during Parent Engagement time every Tuesday afternoon from 2:20 PM to 3:00 PM. It is our goal to continue supporting our parents by assisting them in understanding the academic standards and goals and providing them with information through parent workshops when needed. Our priority is to continue to maintain a strong partnership between school and home where all members of the community feel valued and their voices are heard.

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

1. Teachers and staff members will design a "class page" on the EChalk website where they frequently post information regarding the curriculum, class reminders, etc. The "Home Page" contains school notices, letters from the Principal and notices of upcoming events. The information can be translated to multiple languages. Students also have online access to various textbooks. Parents also have the opportunity to subscribe to Remind 101, which is a text-based reminder system. School personnel will send text blasts through Remind 101 to make parents aware of important information on an ongoing basis.
2. Students have access to the Go Math Think Central system where they have the ability to view classroom resources online and practice various concepts taught in class. All students have been assigned a username and password.
3. During Parent Engagement time every Tuesday afternoon, teachers communicate with parents via telephone calls, emails or face-to-face meetings. During this time, teachers and parents discuss student academic progress and social development. Teachers offer support to parents by suggesting strategies that can be implemented to facilitate improvement or continued growth. Teachers will document parent meetings/conversations: date, time, purpose of the meeting and strategies that were discussed.
4. Translators are available during Parent-Teacher Conferences or Parent Engagement sessions to ensure that a non-English speaking parent or guardian is well informed about their child's progress in school.
5. Evening activities will be planned to ensure that all parents have the opportunity to attend school functions. These activities include Literacy and Math Night, Student of the Month Assemblies, Spring and Winter Concerts, Awards Night and a Holiday Sing Along.

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

1. Teachers, Administrators, Parent Coordinator, PTA Members, Parent Volunteers
2. Teachers, Administrators
3. Teachers, Administrators, Parents
4. Teachers, Bilingual Staff Members, Paraprofessionals, Parents, Over the Phone Interpretation Services, Translators from LIS
5. Teachers, Administrators, PTA Members, Parent Coordinator

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

1. 100% of teachers will continue to update the information on their EChalk class pages. Administrators will gather feedback through parent surveys as to the effectiveness of this website.
2. Teachers and administrators will monitor the value of the Think Central system via parent and student feedback.
3. 100% of teachers will monitor the number of interactions with parents and document the improvement in academic and/or social growth.
4. Teachers will evaluate the effectiveness of using translators and interpreters by monitoring student progress and documenting attendance at subsequent meetings or conferences.
5. School staff will monitor the number of parents and students attending each evening event.

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

1. The EChalk website was created in September 2014. Information will be posted on the website throughout the school year.
2. Teachers created their students' online accounts in September 2014. Parents and students will have access to this online resource throughout the school year.
3. Teachers will maintain a log of parent interactions on an ongoing basis throughout the year.

4. Teachers will document in their logs when a parent has needed or requested an interpreter. This will take place on an ongoing basis throughout the school year.
5. Evening activities will be scheduled throughout the school year.

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

1. Implementation of Echalk costs \$4,499
2. No cost associated with this activity
3. No cost associated with this activity
4. No cost associated with this activity
5. \$3500 for student/parent materials for Math and Literacy Night, \$200 for plaques and certificates for Awards Night

Strategies to Increase Parental Involvement

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

Parent meetings, workshops and special events will be advertised using flyers, Echalk and Remind 101

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.

Title I SWP
TL FSF Legacy Teacher Supplement

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, 100% of teachers will engage in collaborative professional learning as they participate in opportunities to share and replicate strong practices and learn from one another as evidenced by professional development logs, inter-visitation logs, teacher surveys and professional development committee meeting minutes.

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.

For several years, our teachers have participated in Inquiry Teams and Collaborative Teacher Teams with the goal of improving teacher practice and student outcomes. We want to continue that work with Professional Learning Communities that dedicate time to analyzing student work and planning instruction based on this analysis. With the implementation of ReadyGEN during the 2013-14 school year, teachers identified a need to make revisions to the curriculum to better meet student needs and to improve the overall pacing and focus of lessons. Professional Learning Communities will work to make these revisions and share good teaching practices while they do so.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will meet in professional learning communities to make revisions to the ReadyGEN reading and writing curriculum to meet teacher and student needs. They will share instructional strategies that are working well in their classrooms and learn from each other.
2. Teachers will participate in professional development sessions led by administrators and/or other teachers regarding assessment in instruction, questioning and engaging students in learning.
3. Teachers will participate in inter-visitations to observe strong practices in their colleagues' classrooms and then work to implement those strategies in their own classrooms.
4. Teachers will participate in walkthroughs for the purpose of non-evaluative observations of their colleagues to identify areas for celebration and areas for improvement.
5. Teachers will complete professional development surveys in the fall and the spring to identify needs and report on successes. The professional development committee will review the survey results and plan accordingly.

- **Key personnel and other resources used to implement each strategy/activity**

1. Teachers will meet regularly and administrators will monitor curricular revisions being made. The Instructional Team, which is a vertical team made up of grade leaders from each grade, will meet monthly to share best practices.
2. Teachers, administrators, Network staff
3. Teachers, teacher mentors
4. Teachers, administrators, network staff, Instructional Team members
5. Teachers, administrators, Professional Development Committee

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers will meet weekly in their grade level professional learning communities. They will document curricular revisions being made. They will submit a Professional Learning Community Documentation tool to supervisors after each meeting to indicate goals, accomplishments and requests for support/assistance.
2. Teachers will participate in weekly professional development sessions designed to improve practice. They will share ideas with each other. 90% of teachers will show an increase in the HEDI ratings for components 3b, 3c and 3d.
3. New teachers will participate in inter-visitations two times per month to observe strong practices being implemented by their mentor teachers or other colleagues. Mentor teachers will document this in the web-based Mentor Tracking System. Other inter-visitations will be scheduled on an on-going basis as needed.
4. Teachers will participate in norming sessions to review the protocols for instructional walkthroughs. This will begin with the Instructional Team in January and then another round with other teachers in the spring. These teachers will observe practices throughout the school using the lens of our instructional focus, assessment in instruction. They will engage in conversations about their observations and will share their ideas in a memo to the staff.
5. The Professional Development Committee will develop a survey for staff regarding professional development needs where they indicate topics of interest and preferred formats. A second survey will be developed in the spring to reassess our professional development needs.

- **Timeline for implementation and completion including start and end dates**

1. July 2014- June 2015 – Two teachers from each grade met in July to begin making revisions the ReadyGEN curriculum that incorporate good teaching practices that will better engage students in learning. Professional Learning Communities will meet weekly to continue this work throughout the school year. The Instructional Team will meet monthly throughout the school year.

2. Professional development will take place weekly beginning September 2014
3. Beginning October 2014, inter-visitations will be scheduled throughout the school year
4. The teachers on the Instructional Team will conduct a round of walkthroughs in January 2015. A second round of walkthroughs with another group of teachers will take place during the spring of 2015.
5. The Professional Development Committee will develop, implement and analyze the results of a professional development survey in September and then again in the spring.

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

1. Per session pay was earned by teachers who worked in July. Instructional Team members will be paid for attendance at meetings when necessary.
2. No cost associated with this activity
3. No cost associated with this activity
4. Substitute teacher coverage for seven teachers for two days of walkthroughs
5. No cost associated with this activity

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).

Literacy Night will take place in the spring. This event will enable teachers to conduct family friendly literacy activities based on the joint work that each grade is doing in their classrooms.

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.

TL Citywide Instructional Expectations
Title I SWP

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.

By June 2015, 85% of students in grades K-2 will make at least one year's progress in ELA as a result of teachers using data effectively to differentiate instruction and provide specific and accurate feedback to students as evidenced by an increase in levels on the Teachers College Reading Assessment.

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.

Based on the data from 2013-2014 Teachers College Reading Assessments, students in grades K-2 moved fewer reading levels as compared to the data from 2012-2013 Teachers College Reading Assessments. In 2012, 84% of our kindergarten students made a year's progress, 79% of our first graders made a year's progress and 84% of our second graders made a year's progress. In 2013, our data showed that in kindergarten it was 75%, in first grade it was 75%, and in second grade it was 68% for students making a year's progress. It was determined that due to the implementation of our new ReadyGEN literacy curriculum, teachers in the lower grades were spending a greater percentage of their instructional time on comprehension work with read aloud texts rather than guided reading work on leveled texts.

**As evidenced by our Mid-Point Benchmark Review of School Progress, our second grade students are currently not on track to meet the goal of 85% of students making at least one year's progress in ELA (movement of four Teachers College reading levels). At this point, only 50% of second graders have moved 2/4 reading levels. Therefore, we have added Strategies/Activities 6-9 to make the necessary changes to the action plan.

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

1. Teachers in grades K-2 will group students according to their reading levels and conduct daily guided reading lessons focused on targeted decoding and comprehension strategies.
2. Teachers will conduct ongoing formative assessments, as well as, monthly informal reading assessments to determine when students are able to move up reading levels. Students will receive immediate feedback during each guided reading session based on the strengths and weaknesses they exhibit as readers.
3. Teachers will formally assess their students in reading using the Teachers College Reading Assessments three times a year.
4. Teachers will receive professional development in guided reading with a focus on best practices of Danielson 3d: Assessment in Instruction.
5. AIS teachers servicing students in grades K-2 will focus on providing additional intervention to students who demonstrate difficulty moving reading levels in a timely manner.
6. Second grade teachers will receive additional professional development in the areas of: using data to drive guided reading instruction and moving students reading levels through the use of guided reading sessions.
7. Second grade teachers will teach an additional guided reading group daily.
8. Second grade teachers will spend less time teaching ReadyGEN-type lessons and more time teaching lessons focused on specific and explicit strategy instruction that follows a Reading Workshop/ Balanced Literacy Structure.
9. Second grade teachers will enable students to strengthen their reading stamina utilizing a solid independent reading block of time, rather than a reading/activity block that incorporates simultaneous writing and reading.

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

1. Classroom teachers in grades K-2.
2. Classroom teachers in grades K-2.
3. Classroom teachers in grades K-2.
4. Administrators and Professional Learning Communities in grades K-2.
5. AIS teachers in grades K-2.
6. Administrators and teachers in grade 2
7. Teachers in grade 2
8. Teachers in grade 2
9. Teachers in grade 2

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

1. As evidenced by guided reading data, teachers will minimally meet with one guided reading group per day.
2. As evidenced by formative assessment data and running records, teachers will conduct at minimum, one informal reading assessment every month for each student.
3. As evidenced by the administration of three formal TC Reading Assessments over the course of the year, teachers will measure the reading level progress and growth of their students.
4. Professional Development focused on best practices for guided reading instruction will take place on Monday afternoons from 2:20 -3:00 PM in Professional Learning Communities, a minimum of 6 times throughout the year.
5. AIS teachers will keep track of progress through tracking sheets, running records, and assessment data.
6. As evidenced by the logs and agendas kept by teachers in their Professional Learning Communities, as well as, the PS 204 Professional Development Calendar
7. As evidenced by ongoing guided reading notes kept by teachers and shared with administrators
8. As evidenced by unit plans and curriculum calendars
9. As evidenced by lesson plans

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

1. October 2014- June 2015
2. October 2014-June 2015
3. September 2014, March 2015, May 2015
4. September 2014-June 2015
5. October 2014-June 2015
6. February 2015 – June 2015
7. February 2015 – June 2015
8. February 2015 – June 2015
9. February 2015 – June 2015

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

1. No cost associated with this activity
2. No cost associated with this activity
3. No cost associated with this activity
4. No cost associated with this activity
5. No cost associated with this activity
6. No cost associated with this activity
7. No cost associated with this activity
8. No cost associated with this activity
9. No cost associated with this activity

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).

Teachers will conduct one-on-one parent meetings related to literacy development
 Teachers will conduct parent workshops during the Tuesday afternoon Parent Engagement time

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	x	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.

Title I SWP

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

1.

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

6.

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

1.

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

1.

5. 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	Pull-out literacy remediation (Grades K-2);Orton-Gillingham & Guided Reading	Small Group	During the school day
	Pull-out literacy remediation (Grades 3-5); Targeted Reading Intervention Program	Small Group	During the school day
	Literacy Enrichment Program for English Language Learners	Small Group	Saturdays (beginning in December, 2014)
	SETSS	Small Group	During the school day
Mathematics	Pull-out math remediation (Grades 3-5	Small Group	During the school day
Science	Content area instruction	Small Group	During the school day
Social Studies	Content area instruction	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling is provided by the Guidance Counselor and/or Social Worker	One-to-one and/or small group	During the school day

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

2. All elements of the *All Title I Schools* section must be completed*.

 - A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 - B. 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.
Administrators use the DOE New Teacher Finder and the Open Market System to recruit highly qualified teachers when needed. Resumes are reviewed and interviews are conducted for anticipated vacancies. Those teachers are asked to plan and execute a lesson as part of their interview process. In an effort to retain qualified teachers, we provide mentoring and professional development in areas that they identify as requiring support.

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).
Ongoing professional development is offered by Administrators, school staff and Network members throughout the year in the following areas: ReadyGEN/Go Math Curricula with emphasis on Engaging Students in Learning and Assessment in Instruction. Grade leaders are carefully selected to serve on the Instructional Team and they are responsible for facilitating grade-level meetings. Mentors are assigned and are matched carefully for staff in need.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
In order to meet the intent and purpose of programs where funds have been consolidated, such as services for Students in Temporary Housing, funds are set aside and then after conducting a needs assessment (for the students receiving the services), materials are purchased. For students in temporary housing, schools supplies have been purchased and additional funds will be used for the purchase of winter clothing.

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.).
Pre-K teachers and kindergarten teachers receive professional development focused on early childhood curriculum, developmentally appropriate assessments, and best practices. Curriculum in Pre-K is aligned to the Common Core Learning Standards so that students may be prepared for the demands of kindergarten. Additionally, at the end of the school year, Pre-k teachers and kindergarten teachers meet so that kindergarten teachers may be informed by Pre-K teachers of the strengths and needs of their incoming students.

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.
Two committees currently meeting on a regular basis at PS 204 are the MOSL Committee and The Professional Development Committee. The MOST committee meets to come to a consensus regarding Measures of Student Learning so that the most appropriate assessment measure is selected for specific grades and subject areas. The Professional Development Committee creates surveys and analyzes the results of the surveys in order to be certain the PD received by teachers meets their needs. PD focusing on Assessment in Instruction (as it relates to Engaging Students in Learning) currently accounts for approximately 75% of the PD teachers receive.

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.

**Title I Parent Involvement Policy
for PS 204**

Section I: Title I Parent Involvement Policy

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 PS 204, *[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. PS 204'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 Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 204 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
3. providing assistance to parents in understanding City, State and Federal standards and assessments;
4. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
5. 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;

PS 204'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 PS 204 Title I Parent Involvement Policy, parent members of the school's 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, PS 204 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-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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 for Family Engagement and Advocacy (OFEA);
- 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, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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 critical school documents and provide interpretation during meetings and events as needed

PS 204 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Team, Parent-Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a web publication designed to keep parents informed about school activities and student progress

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Parent Advisory Board on November 14, 2014.

This Parent Involvement Policy was updated on November 14, 2014.

The final version of this document will be distributed to the school community on November 18, 2014 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

PS 204 SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 20K204

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

Directions: All Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide 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 Schoolwide pool.	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

		(Refer to 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	\$695,823.48	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	\$213,069.00	X	See action plan
Title III, Part A	Federal	\$14,216.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,724,681.00	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, Schoolwide 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 Schoolwide 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 Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide 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 Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide 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 Schoolwide 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 – Schoolwide 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

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<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: PS 204 Vince Lombardi School	DBN: 20K204
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

PS 204 currently enrolls 1,182 students. Of our total student population, 135 of our students are English Language Learners. This constitutes approximately 12% of our school population. In order to meet the heightened demands of the Common Core Learning Standards, our ELLs are receiving intensified instruction within the school day in accordance with CR Part 154 (360 minutes for Beginners and Intermediate students and 180 minutes for Advanced students) in literacy skills and oral language skills by their ESL teachers. In addition to the mandatory minutes they receive, we have identified approximately 80 students who, based on their NYSESLAT results and formative classroom data, would benefit from additional targeted instruction to reinforce and scaffold their learning. Because we are currently using the Common Core aligned ReadyGEN literacy curriculum in all our classrooms, we are seeing that our ELLs are struggling with comprehending the texts, answering text dependent questions, and writing content-based writing tasks. We have, therefore, identified the areas of language fluency and expression, academic language and vocabulary expansion, and content area reading and writing to be the focus of our Saturday Title III ELL Program.

The English Language Learners and Former English Language Learners we are inviting to this program for supplemental instruction are students in grades 2-5. Students will be grouped into four classes by grade level bands in order to accommodate similar levels of English Language Proficiency as determined by assessment data. The four groups consist of: beginner/ intermediate fourth and fifth grade students, advanced fourth and fifth grade students, former ELLs [who have tested out within the last two years but are in need of transitional support] in fourth and fifth grade, and beginner/ intermediate ELLs in second and third grade. Students who are currently reading at or below a Level J will also receive instruction in guided reading and foundational skills for a portion of the program and will therefore, at times, be grouped according to TC Reading Levels. This supplemental program will help our students meet the Common Core Learning Standards since a major focus of the program will be on using texts that are the appropriate level of complexity for the grade, utilizing both informative and literary texts, incorporating text-dependent questions that will draw our students' attention to the text, and having our students write to sources and from sources.

Our Saturday Title III Program will be taught in English and will run from December 13, 2014 through May 4, 2015 from 9:00 AM – 11:00 AM. The total number of sessions is 16. We anticipate having a total

Part B: Direct Instruction Supplemental Program Information

of four classes in this program. Each class will be taught by a licensed Common Branch teacher who is familiar with the best instructional strategies for developing skills of English language proficiency and co-taught for 50% of the time by a licensed ESL teacher. For example, each ESL teacher will be working with two classes in which she will divide her time evenly. Planning will take place weekly and collaboratively by the ESL teachers during their professional work time on Tuesday afternoons. A supervisor will run this supplemental program to ensure the needs of all students are being met. She will provide training and professional development to the teachers working the program. She will also facilitate the use of data and appropriate instructional materials. The supervisor of the Title III program is the only onsite supervisor. There is no other onsite supervisor as there is no other program running during this time at PS 204. The supervisor will be paid using Title III funds.

The types of materials we will be using in this program will support our students learning in a rigorous way. Teachers will provide instruction using the Common Core aligned program we are purchasing specifically for our 2014-2015 Title III Program titled, "Language Power" from Teacher Created Materials. This program is being purchased with Title III funds to be used solely and explicitly for our Title III Saturday Program. The total approximate cost for this program is \$2,100. "Language Power" is designed for English Language Learners to engage in the four language domains. It uses differentiated, thematically based texts. Teachers will provide instructional scaffolding without compromising the content the students need to grasp and the language they need to be exposed to first-hand. We will also be purchasing leveled texts for guided reading instruction for students reading at or below a level J (Total cost - approximately \$800). In addition to the guided reading strategies explicitly taught to these students, they will also be receiving direct instruction using components of the Foundations program for foundational skills and phonological development (Orton Gillingham methodologies). Some of the other materials we will make use of are the "Let's Talk About It" writing program, "Let's Sing About It" shared reading program, and the "Text Talk" vocabulary program as well as, "Empire State", towards the end of the Saturday program for NYSESLAT exam preparation.

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: _____

English Language Learners are a growing population in our school, and therefore, nearly every teacher in our building is a teacher of ELLs and/or former ELLs. It remains imperative we provide our classroom teachers with professional learning opportunities focused on increasing learning in literacy and language for all ELLs in their classroom.

We currently have three full time ESL teachers in our building and one teacher who is teaching under her Common Branch license, but also maintains an ESL license. In total, we have two more teachers in our building this year as compared to last year, to assist in providing instruction to our ELLs, as well as,

Part C: Professional Development

Professional Learning opportunities to classroom teachers.

Similar to last school year, our ESL teachers will be attending Maryann Cuchierra's Professional Development sessions provided by CFN 609 (total of three), and turn-keying the information to classroom teachers during their Professional Learning time on Monday afternoons. The focus for these sessions will be providing newcomer and beginner ELLs with ongoing opportunities to engage in close reading while attending to the academic language found in content-rich texts, and write to and from sources. Teachers will use the information they are receiving to make the necessary and ongoing adaptations and accommodations to their ReadyGEN units for their ELLs. In addition, we will be sending our ESL teachers to a minimum of one PD session per month offered by the Division of English Language Learners to share with classroom teachers. Finally, while the program is in session from December through May, the teachers involved in our ESL Saturday Program will meet once per month during their Tuesday afternoon Professional Work block to examine and analyze student work in order to plan and differentiate instruction aligned to the CCLS and the demands of the 2015 NYSESLAT. These monthly PD sessions will be facilitated by the assistant principal (supervisor of the Title III program).

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: We focus on providing the parents of our English Language Learners with ongoing opportunities to:

- strengthen their English proficiency
- receive information about school programs, meetings and other activities
- learn about the standards and assessments of their child's grade
- celebrate their diversity
- become proficient in our school's translated website
- learn strategies to assist their children in acquiring the language
- take part in the Saturday Program's classroom activities

Events pertaining to the areas above will be held twice per month during the months the Saturday Program is in session (December through May). Our parent coordinator, along with the supervisor of the Title III program, will provide parents of ELLs invitations sharing with them the events taking place twice monthly (on average). \$250 for refreshments will be allotted and spread across the sessions.

Part D: Parental Engagement Activities

The calendar of events and dates is as follows from 9:45 AM – 10:45 AM:

- December 20th – parents will receive information about the Saturday Title III Program and PS 204’s website, including how to access all the pages and translate writing into native language
- January 10th – parents and children will celebrate diversity, traditions, and heritage with a multicultural food breakfast
- January 24th, February 7th and February 28th – parents may attend three sessions focused on conversational fluency and increasing English vocabulary skills
- March 14th and March 28th – parents will take part in learning about the NYSELSAT, as well as, the NYS ELA and Mathematics exams, including how to best support their children
- April 25th – parents will attend a Literacy and Language Celebration in their child’s classroom

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(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 204
School Name Vince Lombardi 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 Nancy Tomasuolo	Assistant Principal Michele Bennett
Coach Maria Leibowitz	Coach type here
ESL Teacher Caterina Terruso	Guidance Counselor Elizabeth Hickey
Teacher/Subject Area Janet Bova - AIS	Parent Mona Ng
Teacher/Subject Area Maureen Spellman-Moore - IEP	Parent Coordinator Jody Logosso
Related Service Provider Katerina Babaytseva - Speech	Other Ju Liu - ESL Teacher
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1095	Total number of ELLs	112	ELLs as share of total student population (%)	10.23%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	104	0	14	7	0	4	1	0	0	112

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	104	0	14	7	0	4	1	0	0	112
Number of ELLs who have an alternate placement paraprofessional: <u>2</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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
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): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	5	7	3	2	0	0	0	0	0	0	0	24
Chinese	11	12	8	12	8	15	0	0	0	0	0	0	0	66
Russian	0	1	2	0	1	2	0	0	0	0	0	0	0	6
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Arabic	1	2	1	0	2	0	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Other	0	2	1	1	3	0	0	0	0	0	0	0	0	7
TOTAL	16	20	19	20	17	20	0	112						

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)	15	4	3	2	6	10	0	0	0	0	0	0	0	40
Intermediate(I)	1	2	6	6	8	3	0	0	0	0	0	0	0	26
Advanced (A)	0	14	10	12	3	7	0	0	0	0	0	0	0	46
Total	16	20	19	20	17	20	0	112						

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	10	0	1	0	11
4	5	2	0	0	7
5	8	3	2	0	13
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	10	1	0	2	2	0	0	1	16
4	0	2	2	2	1	2	0	1	10
5	4	2	2	0	4	1	0	0	13
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1	0	2	4	3	0	12
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.
To assess the early literacy skills of our ELLs, we use the TCRWP Reading Assessments. These assessments include Running Records, Phonemic Awareness, Concepts of Print, High Frequency Word Recognition, and Letter/ Sound Recognition. After analyzing this data, we have determined that the majority of our ELLs in the early grades need to improve their phonics, phonemic awareness, and overall

decoding skills. Given the fact that the English language is new to these students, and all Early Childhood students require work in letter sound correspondence, it makes sense they would show deficiencies in these areas. Our TCRWP data also shows that our current ELLs in the lower grades are relatively weaker in their sight word knowledge. Focusing on improving sight word vocabulary will help our students to read more fluently and accurately. Teachers, therefore, provide differentiated instruction through guided reading lessons (based on our students' IR levels and phonics skills). Although we are using Pearsons ReadyGEN Literacy Curriculum for all students in grades K-5, we have decided to continue to apply the Guided Reading methodology and practice in all Early Childhood classrooms.

7. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Through data analysis across grades and proficiency levels on the LAB-R and NYSESLAT, several patterns have revealed themselves. Our LAB-R results indicate that most new admits across all grades enter our school at the Beginning or Intermediate level of English language proficiency. NYSESLAT results vary by grade. On the 2013 NYSESLAT, 13 of our 19 Kindergarten ELLs moved up at least one level and 2 of our students scored at the proficient level, thereby, no longer requiring ESL service. Similarly, 11 of our 17 first grade ELLs moved up at least one level. Of our 19 second grade ELL students, 8 moved up at least one level. Of our 13 third grade ELLs, 2 moved up at least one level, and 1 scored proficient. Of our 13 fourth grade ELLs, 5 moved up at least one level, and 1 scored proficient. Of our 13 fifth grade ELLs, 3 of them moved up at least one level and 5 scored at the proficient level. When our returning ELLs are combined with our new admits who are entitled to ESL service, grades K-2 have approximately 56% of its ELLs at the Beginning or Intermediate level of English language proficiency and the other 44% at the Advanced level. In the upper grades, approximately 61% of the ELLs are at the Beginning or Intermediate level of English proficiency and the other 39% are at the advanced level. These data patterns have revealed that this year, fewer of our students moved up levels and/or scored proficient as compared with years past. We have, therefore, made schoolwide curricula changes to support our students with the Common Core Learning Standards and heightened demands of the new NYSESLAT.
8. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 11/13/13. Therefore, we are currently unable to analyze the RNMR. However, we did use the RLAT to analyze the numeric scores in all four NYSESLAT modalities: Reading, Writing, Listening, and Speaking. Through this data analysis, we were able to conclude that our numeric scores in grades K-2 are significantly higher in the areas of reading, listening, and speaking, as compared to writing. Across our Early Childhood grades, our students are scoring relatively higher in the areas of reading and listening. This is a distinct difference from the scores of our upper grade students. For our students in grades 3-5, both reading and writing contain the lowest average scores, as compared to listening and speaking. It is evident that while all our students require explicit and concentrated instruction in multiple genres of reading and writing in order to demonstrate proficiency, our upper grade students require focused close-reading and writing instruction with complex texts given the fact they underperformed in these areas, and this underperformance is preventing them from scoring proficient. We continue to make instructional decisions based on this data. We tailor the specific instruction of our ELLs based on their strengths and weaknesses in terms of resources, curricula aligned to the CCLS, and ELL methodology. We continue to strive to move our ELLs to reach English language proficiency. We do this by providing ongoing instruction in all four modalities while providing an added emphasis in the areas most in need of improvement based on prior year NYSESLAT performance.

We use information about Annual Measurable Objectives to note whether or not our students are making sufficient yearly progress based on their scores and the movement of levels. Based on our students' movement of levels (within the NYSESLAT and on NYS Exams), and the low number of students to achieve proficiency on the NYSESLAT, we have concluded that our students did not make the progress we set forth for them to make, and therefore, a shift in curricula and instruction has become necessary.

9. 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?

We examine performance data on NYS tests to look for patterns across proficiencies and grades.

a. Analysis of last year's NYS ELA scores indicates that 3 out of 31 ELLs tested scored at levels 3, while 5 out of 31 scored at level 2, and 23 out of 31 scored at level 1. This means that 9.6% of our ELLs met grade level standards, 16% of our ELLs are approaching those standards, and 74% are far below those standards. 90% of our third grade students scored a level 1 or 2 on the ELA exam. 100% of our fourth grade students scored a level 1 or 2. 90% of our fifth grade students scored a level 1 or 2.

Analysis of last year's NYS Math scores indicates that 12 out of 39 ELLs tested scored at levels 3 and 4, while 8 out of 39 scored at level 2, and 19 out of 39 scored at level 1. This means that 30% of our ELLs met or exceeded grade level standards, 21% of

our ELLs are approaching those standards, and 49% of our ELLs are far below those standards. For the NYS Math test, 14 out of 39 students took the test in their native language of Chinese, Spanish, Russian, or Arabic and 5 out of the 14 scored a level 3 or 4 (36%), 4 out of the 14 scored a level 2 (28%), and 5 out of the 14 scored a level 1 (36%). 25 out of 39 of our ESL students took the NYS Math test in English. Of these students tested, 14 scored a Level 1 (56 %), 4 scored a level 2 (16 %), and 7 scored a level 3 (28 %).

Analysis of last year's NYS Science scores indicates that 9 out of 12 fourth grade ELLs tested scored at levels 3 and 4, while 1 out of 12 scored at level 2, and 2 out of 12 scored at level 1. This means that 75% of our ELLs met or exceeded grade level standards, 8% of our ELLs are approaching those standards, and 17% of our ELLs are far below these standards. For the NYS Science test, 5 out of 12 students took the test in their native language of Chinese or Spanish and 1 of them scored a level 1, none of them scored a level 2, and 4 of them scored a level 3.

b. Our school leadership and teachers are using the results of the Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement.

c. Examination of Periodic Assessment data reveals that our ELLs would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining importance.

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

Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by first assessing all ELLs to attain a baseline level. Once a baseline level is attained (i.e. TC Reading Level), students are frequently assessed to determine whether or not progress is being made at an appropriate rate. Students who are identified as not making the expected rate of academic progress as compared to peers, receive Tier I instruction in their classrooms specifically tailored to support their development of language, use of strategies, and integration of reading and writing support inside content areas. Guided reading and other forms of differentiated instruction (using the GoMath Tiers, ReadyGen supports, Phonics Differentiation, etc.) are incorporated into the students' daily classroom instruction. If our ELLs are still in need of additional support, we utilize Tier II RtI in the form of pull-out Literacy Academic Intervention Services with our AIS providers. This enables our students to receive extra targeted small-group instruction. If students still require additional intervention based on inadequate progress, we provide Tier III RtI for these most struggling ELLs. We have one teacher teaching up to three students focusing on building remedial skills using a combination of strategies targeted to the needs of ELLs and SWDs.

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

We make sure that a child's second language development is considered in instructional decisions by focusing on building upon the student's first language. We focus on providing students with the opportunities to read and hear texts which are culturally relevant to the students and contain words in the student's native language. Lessons are created and strategies are applied assisting the students with breaking words into roots and derivatives, and when possible, connecting these words to the student's native language. Additionally, students are guided and instructed to use familiar concepts in their native language to support their comprehension of English text.

12. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

We do not have a dual language program.

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

We evaluate the success of our program for ELLs by measuring student progress from year to year. We pay special attention to NYSESLAT scores because they provide a break-down by language modality, but we also use other formal and informal assessments. We use rubrics to assess listening, speaking, and writing skills. We use running records to assess reading skills. We also worked to create our own ESL Progress Report, which our ESL teachers complete for each student at the end of each marking period. This helps us to monitor growth as we identify student strengths and areas in need of improvement and communicate this information to parents.

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](#).)

Upon entering PS 204 as a new admit to the NYC school system, we take several steps to identify those students who may possibly be ELLs. The pupil accounting secretary, Mrs. Catalano, calls upon one of our two ESL teachers, Mrs. Terruso or Mrs. Liu, to come to the counter in the main office to administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and the native language. Mrs. Terruso is able to speak Spanish and Italian and Mrs. Liu is able to speak Chinese. If Mrs. Terruso and Mrs. Liu are unavailable, we have two other teachers who are trained to administer the HLIS, Mrs. Bova (AIS teacher) and Mrs. Spellman-Moore (IEP teacher), who the pupil accounting secretary calls upon to administer the HLIS. When necessary, the trained pedagogues ask for assistance from our bilingual paraprofessionals, who speak Spanish (Ms. Curo), Urdu (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), Bengali (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), and Arabic (Ms. Andrawis), Polish (Mrs. Chobor), and Chinese (Ms. Tong) to interpret information during the informal interview with the parent. We make use of DOE's over-the phone-interpretation services to conduct the interview if we do not have a staff member who can communicate effectively with the parent in their native language. We do this by calling 718-752-7373 ext. 4. Once the HLIS is administered, one of the trained pedagogues analyzes the results and instructs the pupil accounting secretary to enter the appropriate Home Language code in ATS. If the child is eligible for LAB-R testing based upon the HLIS, one of our ESL teachers administers the LAB-R to the student within the first ten days of registration at our school. It typically takes place on the day of registration or the very next day. Students who have a home language of Spanish are also tested using the Spanish LAB if they are found to be eligible based on results of the LAB-R. All test scores are then used to determine a child's level of English language proficiency and whether or not the child is eligible for service in our ELL program. From that point forward, ELLs are tested annually each spring using the NYSESLAT to determine their level of English language proficiency and their continued entitlement to service.
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.

There are three program choices available to ELLs – a transitional bilingual program, a dual language program, and a freestanding ESL program. We have structures in place at our school to ensure that parents understand all three program choices. Firstly, upon review of the LAB-R test results of new admits by both our ESL teachers and assistant principal, we determine who is entitled to service. Our ESL teachers then prepare entitlement letters and written invitations to a parent orientation meeting. These documents are sent home to parents in their native language. Next, a parent orientation meeting takes place (annually during the last week in September and on an on-going basis throughout the year as new admits arrive at our school). Our ESL teacher, Mrs. Terruso, with the assistance of our Parent Coordinator, Mrs. Logosso, welcome parents into our school community at the Parent Orientation and present them with a video in their native language describing the language instruction programs available to their children. We reach out to our parents who did not attend Parent Orientation or respond to the invitation sent for the orientation meeting, several times via phone call and written communication in their native language. If we cannot get them to attend a Parent Orientation, we send home the Program Selection and Questionnaire Forms for their completion.
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 [\[see tool kit\]](#).)

Entitlement letters are distributed to ELLs within ten days of admittance. After attending an orientation meeting, parents are able to make informed decisions for their children as they fill out and return the Parent Surveys and Program Selection Forms. Typically, parents receive these forms at the parent orientation meeting and submit them to our ESL teachers before leaving the meeting. If the Parent Surveys and Program Selection Forms are not returned, one of our ESL teachers or the Parent Coordinator does outreach by phone and sends home another copy of each document until we receive them back. Entitlement letter records are maintained with the Home Language Form. Parent Survey and Program Selection forms are collected by the ESL teachers, copies are stored in folders in the main office, and the original Parent Survey and Program Selection form is attached to the original Home Language form and is kept in the child's cumulative record folder.
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 documents submitted by our parents along with the results of the LAB-R, we determine the appropriate instructional program for our ELLs and we place them in classes appropriately (beginner, intermediate, or advanced). Currently, we

only offer Freestanding ESL to our students. We, therefore, honor parent choice by reaching out to all neighborhood schools inquiring as to whether or not they offer the parent's choice. If they do, we distribute a letter to the parent in his/her native language informing the parent of the option to attend the school. If there are no programs offered and/or available in neighboring schools, we inform the parent that at this time, their child will be placed in a Freestanding ESL class. We use over-the-phone interpretation services to communicate with parents in their native language when we place students in instructional programs. We also send home the Program Placement Form in the parents' native languages. We update the ELPC screen within 20 days with the Parent's choice. We keep records of all Parent Selections in both ATS and on our EXCEL ESL Caseload Rosters.

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.

There are several steps we take to ensure the proper administration of all NYSESLAT modalities to our ELLs each year. Firstly, we utilize the RLER and the RLAT to determine who is eligible for NYSESLAT testing. We send letters home to each ESL family in their native language informing them of the NYSESLAT (dates administered, four modalities). We provide training to each pedagogue responsible for administering one or more modalities of the exam. We include the ESL teachers, AIS teachers, and our SETTS provider in the administration of the NYSESLAT. We provide each teacher with up-to-date biographical rosters by grade of the students they are to test (using ATS and our EXCEL spreadsheets). We administer one modality at a time to each grade. It typically takes a day and a half to test all students within a grade in each modality of the NYSESLAT. We allow our ESL teachers to administer the listening, writing, and reading strands of the exam. We require another pedagogue to administer (and simultaneously score) the speaking strand to our students. We adhere to IEP testing modifications (ie number of students allowed to be tested in a group). Exams are stored in a securely locked closet, signed out by the testing administrator prior to administration, and returned to be securely locked immediately after administration. Make-ups are administered within the testing window. Turnkey professional development is also provided to the pedagogues responsible for scoring the writing section (our ESL teachers do not score writing).

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

The trend for the past few years is that our parents overwhelmingly select a freestanding ESL program for their children. To reflect that choice, only a freestanding ESL program has been implemented and we do not currently have a transitional bilingual program or a dual language program. However, we would open a class such as Bilingual or Dual Language if we had 15 students with the same home language (in the same grade or consecutive grades) whose parents selected a program other than the freestanding ESL. Our program model is aligned with parent requests. At this time it is not necessary to build alignment between parent choice and program offerings because we are already fully aligned. If, however, parents started indicating a preference for a program we didn't offer we would take the necessary steps to create the program and hire appropriately certified teachers.

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])?

Instruction is delivered in a freestanding ESL program using a pull-out model. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Two full-time ESL teachers each teach five periods per day, allocating correct time periods to students based upon their English language proficiency levels, as well as, any IEP mandates for special education students in the ESL program. Our ESL classes are graded and heterogeneous with 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)?

Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes (8 forty-five minute instructional periods) of ESL instruction per week. Students at the Advanced level of language proficiency receive 180 minutes (4 forty-five minute instructional periods) of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. One of the ESL teachers services students in kindergarten through grade two and the other ESL teacher services students in grade three through grade five. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions so they still receive 180 minutes of ELA instruction with their classroom teachers.

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

The content areas are taught in our ESL classes in English and primarily through the use of non-fiction, expository texts, hands-on inquiry, and through whole group instructions using tools such as enlarged photographs, maps, articles, and word problems. We use several different instructional approaches and methods to make content comprehensible to foster language development and to meet the demands of the Common Core Learning Standards. These include scaffolded instruction to deconstruct complex text, explicit vocabulary instruction, Peer Support, "Think, Pair, Share", whole group discussions and conversations, and using diversified libraries. We are focusing greatly this year on teaching our ELLs more strategies for reading and comprehending non-fiction, having them write more informative and opinion pieces, and building their academic vocabulary.

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

We ensure that ELLs are appropriately evaluated in their native language by doing a needs assessment of our ELL caseload. Through the needs assessment, we determine which students in grades 3, 4, and 5 need to have the NYS Math and NYS Science tests administered in their native languages. For those students, we make sure they receive both an English and an alternative language edition of the test simultaneously. This is available in Spanish, Chinese, Russian, Haitian Creole, and Korean. If we have students who need assessments in languages other than these, we seek out bilingual staff members or hire translators from DOE's contracted vendor so they can provide oral, direct translations of the English edition of the tests.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition through the year by having our students take part in ESL Periodic Assessments, Performance Based Assessments at the culmination of every unit (inside both the literacy and math programs), and baseline and ongoing TCWRP reading assessments. In addition, our teachers incorporate learning tasks and activities inside both the ESL classroom and general education classroom requiring students to focus on, practice and self-assess the skills in their grade's Listening and Speaking strands of the CCLS.

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).

We differentiate instruction for ELL subgroups in the following ways:

a. We do not currently have any Students with Interrupted Formal Education (SIFE), but if we did, we would implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction would be tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers would work with SIFE students to systematically build foundational language skills.

b. For ELLs in U.S. schools less than three years, we implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We have created three Extended Day classes for lower and upper grade newcomers and beginner ESL students to emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Wilson Foundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills. Since NCLB requires ELA testing for ELLs after one year, we have implemented an instructional program to prepare them for the demands of this test. Students are taught comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.

c. For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

d. For Long-Term ELLs who have completed six years of ESL instruction, we again analyze their NYSESLAT results to determine strengths and areas in need of improvement. We then tailor a program to meet their instructional needs. Our one long-term ELL on caseload is a student who has been held over to repeat a grade. We find that he struggles in both reading and writing so these areas are emphasized in the ESL program, his AIS instruction, and in the general classroom.

e. In addition to our current ELLs, we also provide these targeted intervention services to ELLs reaching who have reached proficiency on the NYSESLAT to continue giving transitional support for at least two years after testing out. These students receive AIS push-in or pull-out services in ELA and math so they can continue progressing academically. The former ELLs are also given testing accommodations for up to two years after testing out on the NYSESLAT. These testing accommodations include separate location, extended time (time and a half), use of bilingual glossaries, and simultaneous use of English and alternative language test editions.

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?

For our ELLs identified as having special needs, we follow Individual Education Program (IEP) mandates to ensure that student learning goals are met. Our special education teachers, general education teachers, and ESL teachers collaborate to design effective instructional programs for these students so that their English language skills improve while their disabilities are taken into consideration. They use research based strategies, such as scaffolding, to meet ELL-SWDs where they are and build upon existing skill sets. They also design instructional activities to increase vocabulary development, improve listening skills, and refine oral and written language abilities. They do this while ensuring that ELL-SWDs have access to academic content areas while working to accelerate their English language development. Teachers use the appropriate grade level curricular materials including "Go Math," "Good Habits, Great Readers," "Reading to Learn, Learning to Read," "SPIRE" program, and "On Our Way to English." In addition, they use an abundance of supplementary materials that are appropriate to the students' skill levels to make sure deficiencies are remediated.

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?

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELLs in both ICT and 12:1:1 special education programs are all pulled out alongside their general education peers

depending on their proficiency level. Our special education students are typically pulled out the last two periods of the day to ensure that these students receive the necessary English Language Arts and Math instruction in their special education programs to meet IEP goals, while still allowing time throughout the school day for other IEP-mandated pull-out services of Speech/Language, OT, PT, and/or APE. By having all ELL-SWDs receive ESL instruction at the same time each day, IEP-driven instruction is more easily scheduled and implemented. Monitoring that students receive services in the least restrictive environment is crucial and we accomplish this by strictly adhering to IEP guidelines.

Courses Taught in Languages Other than English

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

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

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

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

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

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

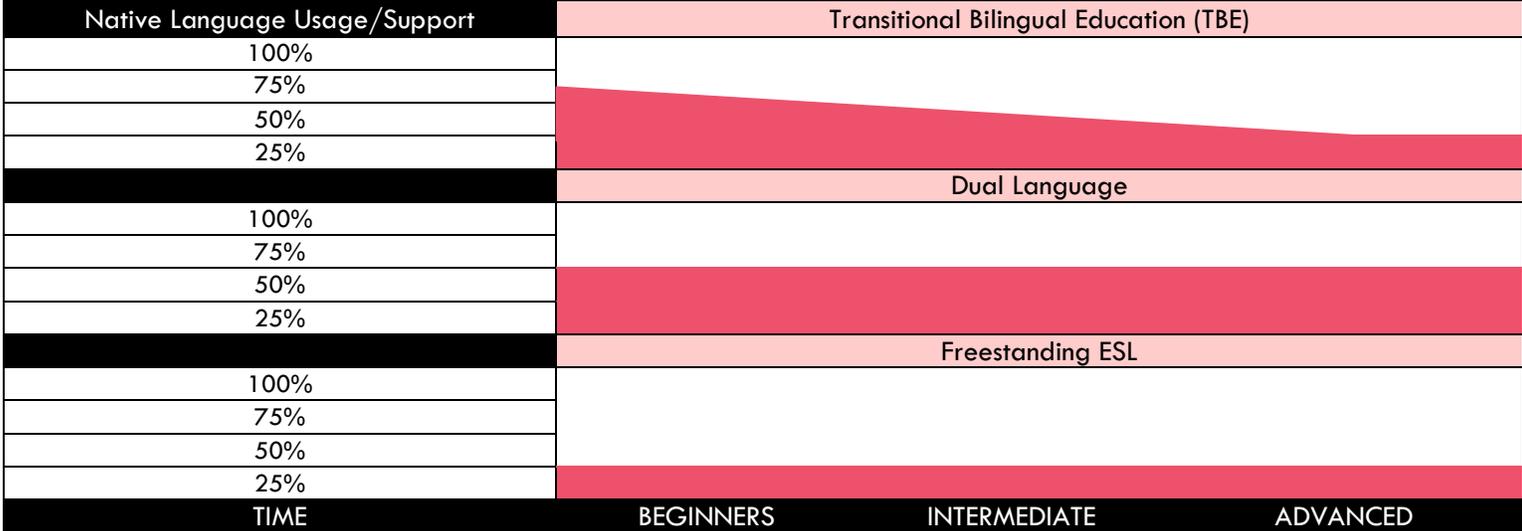
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We have targeted intervention programs for ELLs in ELA and math. One of our approaches to intervention is a push-in model, where AIS providers come into the general classroom and work with small groups of students to provide instruction tailored to meet their learning needs. The other approach is a pull-out model, where AIS providers work with groups of students in a separate setting to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers. AIS services are provided in English.

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

Each year we review NYSESLAT results as one method of measuring the effectiveness of our current schoolwide program and how well the program is meeting the needs of our ELLs in both content and language development. Based on the results of the Spring 2013 NYSESLAT and how our ELLs performed on the State Exams, we have determined that the Teachers College Reading and Writing curriculum is not helping our students due to the fact that it is not fully aligned to the Common Core Learning Standards. Despite the fact that teachers on every grade have incorporated Units of Study that were fully aligned, the overall program has too many curricular gaps causing our students to be at a deficit in regards to what and how they were expected to know and learn, and what CCLS requires them to know and learn.

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

Two of the programs we have recently implemented (strictly in our ESL program) are "Pearson's Reading, Writing and Phonics Program for Young Students", and "Newcomer Phonics," which is a phonics program for older student who are just learning English. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently. Two new programs fully aligned with the Common Core Learning Standards that we have implemented schoolwide are "Pearson's ReadyGEN" Literacy Program and "Go Math" Mathematics.

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

At this point, we will not be eliminating the programs/ services that we had specifically selected for our ELLs (although as stated prior, we did choose to eliminate our schoolwide ELA and math curricula).

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

ELLs are afforded equal access to all school programs, both curricular and extra curricular, such as, art, music, physical education, band, and chorus. Parents are notified about all programs in their native languages. We have a community-based NIA after-school program that provides homework help and enrichment activities for approximately 50 students, many of whom are ELLs. We also invite our ELLs to participate in the Title III program, which provides supplemental language and literacy instruction.

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

We use a variety of instructional programs and materials to support our ELLs including "On Our Way to English" program, "Avenues" program, "Comprehension Strategies That Work" kit, "Text Talk" kit, "Wilson Foundations" kit, "Kaplan Advantage" workbooks, "Coach ELA & Math" workbooks, "TOPS" program, "Empire State NYSESLAT" workbooks, "Newcomer Phonics" program, "Month by Month Phonics" program, "ReadyGEN Phonics and Word Study Kits", "Go Math" program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, "Let's Sing About It" shared reading kit, and "Let's Talk About It" writing kit. Using money we received from a technology grant in 2012, we have purchased laptop computers to be used by ELLs in their classrooms utilizing programs such as "Starfall". In classrooms with SmartBoards, teachers utilize the SmartBoard for their GoMath instruction, which includes a technology component specific to the needs of ELLs.

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

In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

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

Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met. We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels.

We accomplish this by reviewing the NYSESLAT results, as well as, analyzing other sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess. This approach is called scaffolding and in order to successfully implement it we have to draw upon resources that correspond to our ELLs' ages, grade levels, and proficiency levels.

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.

Being an elementary school, we do not know who our new admits will be prior to the beginning of the school year. As a result, we are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year.

18. What language electives are offered to ELLs?

Being an elementary school, we do not offer any language electives to our students.

19. For schools with dual language programs:

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

We do not have a dual language program.

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. Ongoing professional development for teachers is a priority at our school. Our ESL teachers have most recently attended the following two professional development workshops being offered by our ELL Network Support Specialist:

November 5, 2013 – "Creating Connections - Building Bridges - Instructional Shifts for ELL Academic Success"

November 12, 2013 - "Text, Talk and Tasks - Building a Pathway for Success for ELLs and All Learners"

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly Grade Conference meetings held during common preps here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs.

2. We are providing professional development to our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. They receive this professional development alongside classroom teachers at our school on an ongoing basis in the form of monthly faculty conferences, weekly common prep meetings, "Monthly Lunch and Learns", and Collaborative Teacher Team Meetings.

3. We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and the progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter middle school after graduating from P.S. 204.

4. As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training. In the recent past, we hired consultants from Americas Choice to come to our school and do a series of five full day workshops for all staff members entitled "Essential Practices for Working with ELLs." We are currently researching similar professional development opportunities focusing on assisting our teachers in supporting our ELLs in meeting the demands of the Common Core Learning Standards. Records are maintained using agendas and attendance sheets. They are stored in the assistant principal's 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. At PS 204, we have a very actively involved parent population, which includes our parents of ELLs. Invitations to all meetings and school functions are sent home in languages preferred by parents so they can understand and participate fully. Many of our parents attend monthly PTA meetings, as well as, other school-wide events. Parents attend grade-performances, Student of the Month Assemblies, Honors Assembly, Giftsharing Assembly, Family Literacy Night, and Family Math Night. We hire translators to attend all Parent Teacher Conferences. Finally, we provided ongoing English Instruction Classes to our parents by our Parent Coordinator.
 2. We have developed relationships with staff from a variety of Community Based Organizations such as the Neighborhood Improvement Association (NIA), the Brooklyn Chinese Association (BCA), and Arab American Association of New York (AAANY). These organizations provide services to our ELL parents on an as needed basis, including translated programs. Either our parent coordinator or our guidance counselor facilitate the referral to these CBOs and assist our parents in obtaining the assistance they need. The services offered by these organizations include such things as English language lessons, homework help, and counseling in their native language.
 3. We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey. Our parent coordinator hold ESL classes for our parents and invites members of our school community to translate.
 4. We plan and implement a large variety of parental involvement activities to address the needs of our parents. Invitations are sent to our parents in their preferred language. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>PS 204</u>		School DBN: <u>20K204</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Tomasuolo	Principal		11/13/13
Michele Bennett	Assistant Principal		11/13/13
Jody Logosso	Parent Coordinator		11/13/13
Caterina Terruso	ESL Teacher		11/11/13
Mona Ng	Parent		11/13/13
Janet Bova	Teacher/Subject Area		11/13/13
Maureen Spellman-Moore	Teacher/Subject Area		11/13/13
Maria Leibowitz	Coach		11/13/13
	Coach		

Elizabeth Hickey	Guidance Counselor		11/13/13
	Network Leader		
Ju Liu	Other <u>ESL Teacher</u>		11/13/13
Katerina Babaytseva	Other <u>Speech Provider</u>		11/13/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K204 School Name: P.S. 204 - The Vince Lombardi School

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.

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, Home Language Identification Survey (HLIS) forms, and blue cards. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the DOE website and then updated ATS to indicate their preferences. Based on results received from these sources, a master list of all home languages was created. This list not only provides information about the entire school population, but it also enabled us to break down the data by grade and class. Through close examination of this information, we were able to determine the specific translation and interpretation needs of our school community so parents can be provided with appropriate and timely information in the languages they understand.

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.

Through the needs assessment, it was determined that approximately 45% of our families prefer communication from the school in a language other than English. Of those families, the top four languages preferred are Chinese (32%), Spanish (10%), Arabic (1.5%), and Russian (1%). These findings were reported to the school community in early fall through discussions at a faculty conference and a Leadership Team meeting. Additionally, a memo was generated and distributed to each classroom teacher indicating the parents' language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand.

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. 204 will provide written translation services to meet the identified language needs of our families. The method we will use most often to obtain and distribute written correspondence in appropriately translated versions for parents is downloading letters and forms in Chinese, Spanish, and Arabic from the Department of Education website. In addition, we will forward letters generated by the school administration or teaching staff to the Office of Translation to be translated and returned for distribution to parents. Lastly, when necessary we will make use of the language expertise of our ESL teachers and bilingual paraprofessionals, who are able to translate in Chinese, Spanish, Urdu, Arabic, Russian, and Bengali.

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. 204 will provide oral interpretation services to meet the identified language needs of our families. In addition to utilizing our bilingual ESL teachers, paraprofessionals, and other staff members to interpret in the languages of Chinese, Spanish, Urdu, Arabic, Russian, and Bengali, we will hire interpreters from LIS when necessary. These interpreters will be hired to work during each of the two Parent-Teacher Conference sessions that take place in the fall and spring term. They will provide parents with the information needed to be active partners in the education of their children as they allow teachers to report to parents about classroom expectations and student progress/performance in the languages they understand.

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>.

At P.S. 204 we will work hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents understand.