

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

School Name: PS/IS 238 THE ANNE SULLIVAN SCHOOL

DBN (i.e. 01M001): 21K2328

Principal: HARLA MUSOFF -WEISS

Principal Email: HMUSOFF@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Harla Musoff-Weiss	*Principal or Designee	
Rosemarie Fisichelli	*UFT Chapter Leader or Designee	
Mary Sener	*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	
Robert Dacchille	Member/ Teacher	
Brooke Escowitz	Member/ Teacher	
Francesca Givelekian	Member/ Teacher	
Lizbeth Matias	Member/ Parent	
Daisy Rodriguez	Member/ Parent	
Leobigilda Torres Shayna Poyer	Member/ Parent Member/Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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, 90% of the teachers will have received a minimum of 60 hours professional development to enhance teacher effectiveness to impact student achievement by promoting higher order thinking, as measured by 90% of the teachers moving at least one level on the Danielson Framework rubric .

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 reviewing past observations, professional development surveys, teachers' reflections as well as student work, , it was determined that targeted professional development was necessary to further impact student achievement.

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

A. Provide Professional Development to

- reinforce the staff's understanding of the 2014-2015 citywide instructional expectations
- Introduce the Capacity Framework and its expected impact on instruction, environment, collaboration, leadership, family and trust.
- understand and implement strategies to support 238's 2014-2015 Instructional Focus:
 - citing evidence to support discussion, strengthen writing in literacy and math to encourage college and career readiness
 - embedding strategic questions within lessons to assess and deepen students' understanding of content, enabling them to create their own questions and participate in peer-to-peer discussion.
 - Incorporating multiple opportunities for students to master the subject material.
- enable teachers to identify the needs of our students, including but not limited to our English Language Learners, Students with Disabilities and general education students by looking at data in order to provide scaffolds to impact student achievement
- familiarize teachers with School Net
- revisit the protocols for inquiry groups for *Looking at Student Work*
- provide strategies for metacognitive and comprehension development
- introduce and implement Ever Fi, an interactive online program focused on teaching, assessing, badging, and certifying students in critical thinking skills
- introduce teachers to the seven components of college and career readiness: extracurricular activities, financial literacy, academics, life skills , financial aid, postsecondary and careers
- support the conceptual understanding of math practices
- develop writing tasks, requiring evidence citation and elaboration throughout the grades
- participate in book study groups in the following areas:
 - content vocabulary-math & science
 - questioning in math, language arts and content areas
- familiarize teachers in grades 6-8 with Go Math, a newly adopted rigorous and coherent curricula in the middle school
- support teachers with creating CCLS rubrics to assist students in understanding of teacher expectations.
- expand the utilization of the following school wide programs meant to promote parent involvement, student enrichment and target instruction:
 - Engrade
 - Achieve
 - IXL math
 - Go Math-digital version
 - STEM
- Revisit the use of the Smart Board as an interactive instructional tool.

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

1. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside resources

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

1. Formal and formative observations will demonstrate the staff's understanding/implementation of the instructional goals for the city and the school's instructional focus
2. Students' performance from the Pre and Post Performance Assessments
3. Utilization of Engrade to follow the progress of students.
4. Students' growth from baseline samples on class writing tasks
5. By January 30, 2015 teachers will have completed a minimum of 30 hours of professional development
6. Lesson plans will reflect an emphasis on the city's instructional goals, the school's instructional focus and the incorporation of the 7 elements of college and career readiness.

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

1. September 2014-June 2015

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

1. Scheduling professional development opportunities and study groups to include the following:
 - Days when schools are open but students are not in attendance
 - 80 minutes on Monday afternoons and the 40 minutes periods on designated Tuesdays
1. Coverage for teachers attending STEM, Ever Fi, Achieve
2. Purchase *Go Math*-text & online versions
3. Purchase *Understanding Science Words*
4. Formation of targeted study groups formed to support staff members as determined by formal/formative observations and teacher surveys. The following resources are used:
 - *Choice Words* by Peter Johnston
 - *Good Questions for Teaching Math* by Peter Sullivan & Pat Lilburn
 - *Make just One Change* by Rothstein and Santana
 - *Creating Robust Vocabulary* by Beck, McKeown & Kucan
 - *Classroom Discussion – Using Math Talk To Help Students Learn* by Chapin, O'Connor & Anderson
 - *Living the Question* by Shagoury & Power

Strategies to Increase Parental Involvement

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

1. The need to support parents will continue to be met through the following:
 - Conferences
 - PTA meetings
 - Newsletters
 - School leadership meetings
 - Translators
 - Progress Reports
2. A series 10 parent workshops to include the following:
 - Understanding Engrade
 - High School options
 - College & Career Readiness
 - Homework Help & Test Strategies
 - Hands-on connection for Achieve 3000: Kid Biz and Teen Biz
 - Nutrition, Health & Physical Education
 - STEM education
 - Financial Literacy
 - Supporting a Special Needs Child
 - Bullying & Cyberbullying

Budget and Resource Alignment

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

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

Translation Funds

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, there will be an increase of at least 2 percentage points in the number of students achieving a Level 3 or 4 on the 2015 New York State ELA exam.

Comprehensive Needs Assessment

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

After reviewing data from the 2014 NYS ELA exam, it was noted that of the 284 students who tested in 2014, only 20.5% (58 students) achieved proficiency. This percentage will not enable us to meet the projected metric target for 2014-2015 (20.9%-28.3%), as identified in the 2013-2014 School Quality Guide

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. Professional development to
 - revisit the protocols for inquiry groups for *Looking at Student Work*
 - enable teachers to identify the needs of our students, including but not limited to our English Language Learners, Students with Disabilities and general education students in order to provide scaffolds to impact student achievement through assessment and data interrogation
 - provide strategies for metacognitive and comprehension development
 - introduce and implement content appropriate divisions of Ever Fi, an on-line interactive learning program to develop critical thinking skills
 - develop and embed writing tasks, requiring evidence citation and elaboration throughout the grades
 - target small study groups in the following areas:
 - content vocabulary - science
 - questioning language arts and content areas school
 - support teachers with creating CCLS rubrics to assist students in understanding of teacher expectations.
 - expand the utilization of the following school wide programs meant to promote parent involvement, student enrichment and target instruction:
 - Engrade
 - Achieve
 - Revisit the use of the Smart Board as an interactive instructional tools
2. ELA Inquiry Teams will focus on creating evidence-based writing tasks
3. Content area inquiry teams will concentrate on assisting students in learning grade-specific content vocabulary and embed evidence-based writing tasks into unit plans
4. Academic Advisory periods to assist targeted students
5. Study groups
6. After School STEM Program
7. 3:00 SWAP-alternate Tuesdays teachers swap best practices-grades K-5
8. Provide age and grade appropriate student planners supporting college and career readiness
9. Partnership with the NYC Public Library-mobile library

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

1. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605 Achievement Coach, outside resources

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

1. Formal and formative observations will demonstrate the staff's understanding/implementation of the instructional goals for the city and the school's instructional focus
2. Students' performance from the NYC Pre and Post Performance Assessments
3. Baseline writing samples
4. Utilization of Engrade to follow the progress of students.
5. Lesson plans will reflect an emphasis on the city's instructional goals, the school's instructional focus and the incorporation of the 7 elements of college and career

readiness.

6. Utilization of content appropriate portions of Ever Fi

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

5. September 2014-June 2015

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

1. Scheduling professional development opportunities and study groups to include the following:
 - Days when schools are open but students are not in attendance
 - 80 minutes on Monday afternoons and the 40 minutes periods on designated Tuesdays
3. Coverage for teachers attending STEM, Ever Fi, Achieve PDs
4. Purchase *Responsive Prompts for Metacognitive & Comprehension Strategy Development* flipcharts
5. Purchase *Responsive Conferring Prompts to Support and Scaffold Writers* flipcharts
6. Purchase *Accessing Complex Text* for targeted students
7. Staff & funds to support after school programs
8. Staffing the Mentoring Periods
9. Scheduling teacher teams to provide inquiry and planning periods
10. Provide students with two full time guidance counselors

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 need to support parents will continue to be met through the following:

11. Conferences
12. PTA meetings
13. Newsletters
14. School leadership meetings
15. Translators
16. Progress Reports
17. A series of parent workshops to include the following:
 - Understanding Engrade
 - Homework Help & Test Strategies
 - Hands-on connection for Achieve 3000: Kid Biz and Teen Biz
 - STEM education
 - Supporting a Special Needs Child
 - Bullying & Cyberbullying

Budget and Resource Alignment

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

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

Translation Funds

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, there will be an increase of at least 3 percentage points in the number of students achieving a Level 3 or 4 on the 2015 New York State Math exam.

Comprehensive Needs Assessment

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

After reviewing data from the 2014 NYS Math exam, it was noted that of the 281 students who tested in 2014, only 23.7% (60 students) achieved proficiency. This percentage will not enable us to meet the projected metric target for 2014-2015 (26.1%-35.3%), as identified in the 2013-2014 School Quality Guide.

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. *GO Math!*TM

2. Professional Development to

- familiarize teachers with School Net
- enable teachers to identify the needs of our students, including but not limited to our English Language Learners, Students with Disabilities and general education students in order to provide scaffolds to impact student achievement through assessment and data interrogation
- provide strategies for metacognitive and comprehension development
- introduce and implement content appropriate divisions of Ever Fi, an on-line interactive learning program to develop critical thinking skills
- Math webinars
- expand the utilization of the following school wide programs meant to promote parent involvement, student enrichment and target instruction:
 - Engrade
 - IXL math
 - *Go Math*-text & online version
 - STEM

3. Academic Assistance periods to assist targeted students

4. Math inquiry teams to target instruction by looking at student work

5. Mentoring Periods to assist targeted students

6. After School STEM Program

7. Math tutoring for 2 hours a week for 12 weeks

8. 3:00 SWAP-alternate Tuesdays teachers swap best practices-grades K-5

9. Provide age and grade appropriate student planners supporting college and career readiness

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

1. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605 Achievement Coach, outside resources

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

1. Students' performance from the NYC Pre and Post Performance Assessment s

2. Looking at Student work-Benchmark assessments

3. Student conferences

4. Utilization of Engrade to follow the progress of students.

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

1. September 2014- June 2015

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

1. Scheduling professional development opportunities and study groups to include the following:
- o Days when schools are open but students are not in attendance
 - o 80 minutes on Monday afternoons and the 40 minutes periods on designated Tuesdays
2. Coverage for teachers attending STEM and/or Ever Fi
3. Purchase *Responsive Prompts for Metacognitive & Comprehension Strategy Development* flipcharts
4. Scheduling teachers for the lateral inquiry group
5. Provide students with two full time guidance counselors
6. Purchase *Go Math*-text & online versions
7. Formation of targeted study groups formed to support staff members as determined by formal/formative observations and teacher surveys. The following resources are used:
- *Classroom Discussion – Using Math Talk To Help Students Learn* by Chapin, O’Connor & Anderson
 - *Living the Question* by Shagoury & Power

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 need to support parents will continue to be met through the following:
1. Conferences
 2. PTA meetings
 3. Newsletters
 4. School leadership meetings
 5. Translators
 6. Progress Reports
 7. Parent workshops to include:
 - o Understanding Engrade
 - o Homework Help & Test Strategies
 - o Hands-on connection for Achieve 3000: Kid Biz and Teen Biz
 - o STEM education
 - o Supporting a Special Needs Child

Budget and Resource Alignment

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

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

Translation funds

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, there will be an increase in parent participation in school events of at least 20% as measured by parent attendance.

Comprehensive Needs Assessment

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

The 2013-2014 NYC School Survey Report indicates that 33% of parents 'strongly agree' that they have been invited to 5 or more school events during the 2013-2014 school year.

Instructional Strategies/Activities

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

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

1. The need to support parents will continue to be met through the following:

- Conferences
- PTA meetings
- Newsletters
- School leadership meetings
- Translators
- Progress Reports

2. A series 10 parent workshops to include the following:

- Understanding Engrade
- High School options
- College & Career Readiness
- Homework Help & Test Strategies
- Hands-on connection for Achieve 3000: Kid Biz and Teen Biz
- Nutrition , Health & Physical Education
- STEM education
- Financial Literacy
- Supporting a Special Needs Child
- Bullying & Cyberbullying

3. In-house dentist

4. New Eyes Program

5. Cookshop

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

1. Administrators, Guidance Counselors, Parent Coordinator, School Nurse, Teachers, Data Specialist, Staff Developer, CFN 605 Achievement Coach, outside resources

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

1. Attendance sheets will be collected and monitored.

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

1. September 2014- June 2015

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

1. Parent pamphlets in translated versions
2. Staffing
3. Computers
4. Smart Boards

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

1. A list of meetings and dates will be sent home to the parents
2. Notices with tear-offs will be sent home at least 4 days before meetings
3. Translation services will be provided at meetings
4. Parent coordinator & staff developer will conduct parent interest surveys to inform future workshops
5. Babysitting services and refreshments will be provided
6. Handout & hands on activities
7. Tuesday Parent time with teachers
8. Short performances by students
9. Fruit & vegetable program

Budget and Resource Alignment

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

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

Translation Funds

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.

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

1.

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

10.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Mentoring 2. Internet Café 3. Thinking Maps 4. Achieve3000 5. Brain Pop 6. Talent Pool 7. Razkids 8. ELA push in 	<ol style="list-style-type: none"> 1. Small group 2. Small group 3. School wide 4. Individual, small group & whole class 5. Individual, small group & whole class 6. Small group 7. Small group 8. Small group /individual 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During & after the school day 4. During and after 5. During & after the school day 6. During the school day 7. During the school day 8. During the school day
Mathematics	<ol style="list-style-type: none"> 1. Math push in 2. Thinking Maps 3. Regents Test Prep 4. IXL Math 5. Go Math 6. Brain Pop 7. Internet Café 8. Mentoring 9. Math Assistance 10. STEM 	<ol style="list-style-type: none"> 1. Small group/individual 2. School wide 3. Small group/individual 4. Individual & guided 5. Individual/guided/whole class 6. Individual/small group/whole class 7. Small group 8. Small group 9. Small group 10. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During & after the school day 3. During the school day 4. During & after the school day 5. During & after the school day 6. During & after the school day 7. During the school day 8. During the school day 9. After school program 10. After school program

<p>Science</p>	<ol style="list-style-type: none"> 1. Regents Test Prep 2. Thinking Maps 3. Achieve 3000 4. Brain Pop 5. Science Push in 	<ol style="list-style-type: none"> 1. Target Assistance 2. School wide instruction 3. Individual , small group & whole class 4. Small group & individual 5. Small group & individual instruction 	<ol style="list-style-type: none"> 1. During the school day 2. During & after the school 3. During & after the school day 4. During and after school 5. During the school day
<p>Social Studies</p>	<ol style="list-style-type: none"> 1. ESL push in 2. Thinking Maps 3. Achieve 4. Brain Pop 5. Social Studies Push in 	<ol style="list-style-type: none"> 1. Targeted assistance 2. School wide instruction 3. Individual/small group/whole class 4. Small group /individual 5. Small group/individual 	<ol style="list-style-type: none"> 1. During the school day 2. During & after school 3. During & after school 4. During & after school 5. During the school day
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>2 guidance counselors</p> <p>SAPIS</p> <p>School Psychologist</p> <p>School social worker</p>	<p>Students are seen on a schedules basis and as needed from Pre-K to 8.</p> <p>Student Council</p> <p>School Ambassadors</p>	<p>Scheduled basis or at-risk during the school day</p> <p>Scheduled during the school day</p>

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

2. All elements of the *All Title I Schools* section must be completed*.
10. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
11. 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.
<ul style="list-style-type: none"> ▪ All vacancies are posted on the Open Market Department of Education Website as well as being posted throughout local schools. ▪ Licenses and certification of all teachers and teaching applicants are verified to ensure they are Highly Qualified in the subject areas they are teaching. ▪ Teachers who are new to our school community are given assistance by administrators, staff developer and data specialist ▪ Teachers are surveyed to gather feedback in order to provide targeted professional development

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).
Professional development is differentiated, targeted, driven by Danielson data and teacher surveys ,focused on student assessments and achievement.

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.).
The needs of our students are addressed on an individual as well as a group basis. We continue to distribute to our school families needed supplies, including book bags, books, clothing & blankets. Through the Office of Substance Abuse, our SAPIS coordinates many programs, including but not limited to the following: Violence Prevention Through Conflict Resolution and Peer Mediation, Drug Prevention, Crisis Intervention and Social and Emotional Development. We provide the services of two full time guidance counselors. Additionally, our Parent Coordinator coordinates a fruit and vegetable program, Cook Shop, a 'New Eyes Program" and has forged a partnership with the NYC public library's mobile unit.

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.).
Our assistant principal in collaboration with the Pre- K family assistant organizes transitional meeting for the parents of our Pre-K students. Kindergarten teachers inform the parents of the instructional expectations of the articulating grade.

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.
Teachers' programs reflect regularly scheduled inquiry meetings where curriculum is adapted and benchmarks added based on teacher observation and assessment.

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide access and training for a series of workshops to include the following:
 - Understanding Engrade
 - High School options
 - College & Career Readiness
 - Homework Help & Test Strategies
 - Hands-on connection for Achieve 3000: Kid Biz and Teen Biz
 - Nutrition , Health & Physical Education
 - STEM education
 - Financial Literacy
 - Supporting a Special Needs Child
 - Bullying & Cyberbullying
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

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

P.S. 238 SCHOOL/PARENT COMPACT

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

Grading Policy for Grades K-2

- **40% Unit assessments**
- **15% Homework**
- **10% Quizzes**
- **25% Class work (Participation)**
- **10% Fluency (Conventions, Content area vocabulary)**

Grading Policy for Grades 3-8

- **40% Unit assessments**
- **15% Homework**
- **15% Quizzes**
- **30% Class work (Participation)**
- **5% Fluency (Conventions/Vocabulary)**

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;
- treat the teachers and adults in my school with respect & encourage other students to do the same
- understand the grading policy
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$406,400.94	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	\$79,791.00	X	See action plan
Title III, Part A	Federal	\$16,652.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,331,625.00	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: <u>P.S./I.S. 238</u>	DBN: <u>21K238</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>54</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input 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: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our school began a STEM program in the 2013-2014 school year, and we will be expanding the program to include ELLs and F-ELLs in grades four through eight in an after-school program. This STEM program for ELLs will be separate from the existing STEM program. The language of instruction will be English. This after-school program will take place on Wednesdays and Thursdays for one and a half hours, beginning on December 3rd, and will run until April 29. There will be a total of 33 sessions.

STEM is an interdisciplinary program that focuses on science, technology, engineering and math. We have chosen to focus on these areas together, not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an integrative and applied approach that is coupled with hands-on, problem-based learning. A STEM-literate student is not only an innovator and critical thinker, but is able to make meaningful connections between school, community, and global issues.

There will be three STEM-certified content-area teachers, along with a certified ESL teacher, who will be responsible for delivering instruction during this after school program. Students will be divided into three groups, according to age and grade level. Each of these three groups will be taught by both a STEM-certified, as well as an ESL-certified teacher. The ESL teacher will rotate throughout all of the groups, during each instructional session.

We will be using a portion of the Title III funds in order to purchase two 3-D printers, as well as a 3-D scanner, to be utilized during the after-school program. In addition, we will be purchasing STEAMtrax curriculum kits, to be used in conjunction with the 3-D printers. These curriculum kits include problem-based, thematic storylines that make learning relevant and engaging. They provide hands-on learning stations that help to clarify STEM-related concepts. The integration of 3-D design, printing and scanning are built into each curriculum module.

Part C: Professional Development

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:

At the beginning of the school year, on September 29, the ESL Department provided an extensive Professional Development session regarding ELL-related topics, including the rigorous demands of the NYSESLAT exam, administered to all ELL students in the spring. The session highlighted the skills necessary to build towards English proficiency across the four modalities of speaking, listening, reading and writing. In addition, grade-specific effective teaching strategies were examined so that all educators will be properly versed in ELL methodologies.

In order to further extend the educational prowess of the teachers and educational assistants, with regard to ELLs, additional Professional Development will be provided by our Network ELL Performance and Compliance Specialist. She will engage all staff members in an ongoing series of workshops, targeting ELL strategies, as well as hands-on activities which can be adapted in various classroom settings. The tentative dates for these sessions are; November 17. January 12 and March 23.

Additionally, our ESL staff will attend periodic ELL Professional Development sessions, out of the school building, with our Network ELL Performance and Compliance Specialist. There will be a minimum of three sessions, to be held on October 21, October 24 and January 7.

Please note that the aforementioned Professional Development sessions will be at no cost to Title III funds.

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 will host an informational Parent Workshop, apprising parents of students who are invited to participate in the ELL After-School STEM Program. This informational session will take place on November 20. The Title III teachers will introduce themselves to the parents, give them an overview of the STEM program, and demonstrate some of the technological features encompassing the program. A question and answer session will follow.

Part D: Parental Engagement Activities

At the conclusion of the STEM after-school program, parents will be invited to a culminating student presentation, highlighting the work completed during the program. This event will take place on April 29.

An additional Parental Engagement activity will be held on March 3rd informing parents of all ELLs in grades K through eight about the NYSESLAT exam, administered in the spring. The session will address the four modalities of listening, speaking, reading and writing, assessed on this examination. ESL teachers will make recommendations for the strategies which parents can address at home with their children to ensure their academic success.

Notices will be sent home (backpacked) in order to notify parents about all of the aforementioned activities. Please note that there will be translators available at all of the aforementioned Parent Engagement Activities. In addition, the aforementioned Parent Engagement sessions will be at no cost to Title III funds.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 21	Borough Brooklyn	School Number 238
School Name The Anne Sullivan 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 Harla Musoff Weiss	Assistant Principal Joann Acuna
Coach Regina Pizza	Coach Janet Halperin
ESL Teacher Tricia Nakleh	Guidance Counselor
Teacher/Subject Area Yididah Nadel	Parent
Teacher/Subject Area	Parent Coordinator Gwendolyn Wright
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	503	Total number of ELLs	132	ELLs as share of total student population (%)	26.24%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1													1
Push-In	2	2	2	2	2	2	2	2	2					18
Total	3	2	0	0	0	0	19							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	48
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	92		20	33		22	7		6	132

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	92	0	20	33	0	22	7	0	6	132
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	8	14	14	3	9	12	6	3	2					71
Chinese	3	1	0	1	1	1	0	1	1					9
Russian	2	2	2	1	2	1	3	2	3					18
Bengali	0	0	0	0	0	0	0	0	1					1
Urdu	3	3	2	1	1	1	1	1	2					15
Arabic	0	1	1	0	0	0	0	0	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0	0	2	0	0	1	2	0	1					6
Other	1	1	2	1	1	1	0	1	1					9
TOTAL	17	22	23	7	14	17	12	8	12	0	0	0	0	132

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	2	4	3	1	11	7	4	10					55
Intermediate(I)	0	7	8	2	6	2	0	0	2					27
Advanced (A)	4	13	11	2	7	4	5	4	0					50
Total	17	22	23	7	14	17	12	8	12	0	0	0	0	132

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	9	5			14
4	5	2			7
5	9	1			10
6	6	1			7
7	4	0			4
8	5		3		8
NYSAA Bilingual (SWD)		1		25	26

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	1	2		1				11
4	1		5						6
5	7	2	3		1				13
6	6		1						7
7	4		1						5
8	8				2				10
NYSAA Bilingual (SWD)							26		26

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0			1	6				7
8	3		4		1		2		10

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							8		8

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the Fountas and Pinnell (F&P) assessment to determine the early literacy skills of all students, including ELLs. This data will assist teachers in implementing appropriate instructional plans for their students, allowing them to differentiate and target specific areas of literacy deficiencies, as well as other related areas. This assessment data drives guided reading groups, as well as RTI

(Response to Intervention) groups, enabling teachers to hone in, more specifically, on students' individual needs. The Fountas and Pinnel reading assessment is administered to students in grades K-8, three times yearly. The data is input into the Reading Tracker system, enabling teachers and administrators to monitor student reading performance and progress. The Reading Tracker system presents the data in chart and graph format, allowing for easier student grouping and more selective differentiation of instruction. The beginning of year (BOY) F&P assessment reveals that the majority of our ELL students read below grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R results for Kindergarten reveal that the majority of students on this grade level are beginners. Most of these students have been placed in the self-contained ESL Kindergarten class. The results of the 2013 NYSESLAT reveal that the majority of our ELL students in grades one, two and four have progressed to the advanced level. We have very few students who remain in the ESL program in grade three. Those remaining students are divided among the proficiency levels. We have a large beginner-level population in grades five, six and eight. Our grade seven ELLs are comprised of 50% beginners and 50% advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The RNMR (NYSESLAT Modality Report) is not available as of September 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.) ELLs that were administered state exams in their native languages did not meet proficiency, which leads us to believe that these students are deficient in both L1 (their native language) and L2 (English). For specific information on patterns across proficiencies and grades, please see the response to Question #2 in this section.

b.) The results from the ELL Periodic Assessment allow us to analyze student proficiency in the modalities of listening, reading and writing. The data is used by school leadership and teachers to inform English language instruction, allowing us to hone in on specific areas of deficiency. Furthermore, these assessments are often a good predictor of student NYSESLAT performance. Additionally, this data is a consideration in the formation on Response to Intervention (RTI) groups.

c.) From the Periodic Assessments, we are learning that the majority of our ELLs show overall growth in English proficiency between the initial, fall administration and the final administration, given in the spring. As a result, we have a clearer understanding of our ELL students' strengths and weaknesses before the NYSESLAT administration in the spring. Please note that the Periodic Assessment is only administered in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
Our school uses multiple data sources to inform RTI instruction, allowing us to group students according to their instructional needs and levels. The data sources include, but are not limited to Fountas and Pinnell reading levels, Core Knowledge and Go Math assessment data, classroom assessment data, as well as student performance on state exams. Our RTI program enables us to determine whether students are benefiting from an instructional program within a reasonable time and build more effective instructional programs for students who are not benefiting. In addition, we continually monitor student data throughout the school year to determine if RTI instruction needs to be adjusted or modified, allowing us to compare the efficiency of different forms of instruction and design more effective, individualized instructional programs for the purpose of increasing educational opportunities for ELL students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' first language development is considered in instructional decisions by including the importance of cross-cultural facts and ideas. In so doing, native language materials are provided, enhancing lessons with students' knowledge of their own respective languages and cultures. This fosters, not only cross-cultural education, but tolerance and respect amongst our ELL population. Some of the educational techniques utilized include, pairing ELL students with common native languages, as well as other various languages so they may acquire an eclectic knowledge for all cultures.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. 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 looking at student data. The NYSESLAT, given every spring, determines students'

progress and current proficiency levels in the modalities of listening, speaking, reading and writing. In looking at the most recent NYSESLAT data, we have compared our overall results to the Title III Annual Measurable Achievement Objectives (AMAO) for ELLs. The first Title III AMAO is the annual increases in the number or percentage of ELLs making progress in learning English. Unfortunately, this year, we are at a disadvantage, since the NYSESLAT Modality Report (RNMR) is unavailable. We are unable to determine students' progress on the 2013 NYSESLAT exam. The second Title III AMAO is the annual increases in the number or percentage of ELLs attaining English language proficiency. For the 2012-2013 school year, the AMAO target or goal for schools in New York State was 13.7%. Of the 139 ELLs who took the NYSESLAT, 19 students scored at the proficient level. This means that 13.7% of our total ELL population tested out. We met our target. Please note that the most recent AYP data for ELLs has not yet been released by the state.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial identification of potential ELLs begins at the point of enrollment. A Home Language Identification Survey (HLIS) is given, in the appropriate language. A certified ESL teacher conducts an informal interview, with the assistance of an interpreter, if necessary. If it is determined that a student speaks little to no English, the Language Assessment Battery-Revised (LAB-R) is administered by an ESL teacher. Beginning in February of 2014, the LAB-R will be replaced by the NYSITELL exam. If a student scores at the beginner, intermediate or advanced level, the student is considered an ELL. If the student scores at the proficient level, the student is not an ELL. If a Spanish-speaking student is identified as an ELL, they are also given the Spanish Lab exam, in order to determine language dominance, within ten school days.
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.
After the initial screening and the administration of the LAB-R to the appropriate students, Entitlement Letters are distributed to those students identified as ELLs. In addition, parents of ELLs receive an invitation to an ELL Parent Orientation Meeting, which is held within ten school days of student's admission. The meeting is replete with a comprehensive question and answer session, as well as the viewing of the ELL Parent Information Video. The video is tailored to the unique languages spoken by the attending parents and explains all three program options available to their children. Subsequent to viewing the video, parents are able to ask extensive questions of the ESL personnel, regarding any concerns they may have to their children's placement in an English language program, including Transitional Bilingual Education, Dual Language, as well the Free Standing English as a Second Language Program. The fully-certified ESL staff, in conjunction with the Parent Coordinator and bilingual translators, periodically conducts these informative ELL Parent Orientation Meetings, throughout the school year, as new ELLs enroll in our school. This is done to ensure that ELL Parents are well informed of the program choices available to their children. After the meetings have been conducted, and parents have indicated their program choice on the Parent Program Selection Form, their choice is input on the ELPC screen in ATS. This screen allows the ESL staff to track and monitor the program choices made by the parents of our ELL students. To that end, we are able to track the number of parents who have selected Transitional Bilingual Education and Dual Language Programs for their children. At this time, a minimal number of parents have chosen these options for their children. If the need for one of these programs should arise, we will notify the parents, with the assistance of our Parent Coordinator and bilingual translators.
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 [\[see tool kit\]](#).)
After the initial screening and subsequent LAB-R testing, entitlement letters are given, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Copies of these letters are maintained in a file in the main office. Subsequently, at our

ELL Parent Orientation Meeting, the Parent Survey and Program Selection Forms are distributed to the parents. After viewing the informative ELL parent video, the parents fill out the form, with the assistance of the ESL staff, Parent Coordinator, and bilingual translators present at the meeting. These parent meetings are conducted periodically, throughout the school year, in order to ensure that all Parent Survey and Program Selection Forms are filled out and returned. The Program Selection Forms are attached to students' Home Language Forms, and the original forms are kept in students' cumulative records. Our ESL staff are responsible for the distribution and collection of these letters and forms. Copies are maintained, in a file, by the ESL teachers.

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 determining students' entitlement for an English language program, we send entitlement letters, in the appropriate home language, to the homes of newly-enrolled ELLs. Additionally, we invite parents to an orientation meeting where they receive information in their home language, explaining the program options available to them. They also view an informative video in their home language. Translators are provided at the meeting. After reviewing the parents' responses on the Parent Survey and Program Selection Forms, students are placed in the program aligned with the parents' choice. The parent choices are input into the ELPC screen in ATS within 20 days of admission. Subsequently, Placements Letters, in the appropriate home language, are distributed to the newly-enrolled ELLs, in order to notify parents that their children have been placed in an English Language Program. The placement of all of our ELL students in an ESL program is in line with the parent choices indicated on the Parent Survey and Program Selection form. If parent demand for a bilingual program increases, we will create a program and notify parents who have selected that program. Continued Entitlement letters, in the respective home languages, are also distributed to students who do not score at a proficient level on the NYSESLAT, and will continue to receive English language services. The ESL staff are responsible for the distribution of all of these letters, and copies are maintained in the main office.
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.
All ELLs are assessed annually, using the New York State English as a Second Language Achievement Test (NYSESLAT). This assesses students' proficiency levels in speaking, listening, reading and writing, and determines if they should continue receiving ESL services. In order to ensure the exam is administered to all of the appropriate students, using the correct testing grade band, the ESL coordinator works with the school testing coordinator to set aside a testing timeline. All students whose names appear on the RLER for NYSESLAT are administered the exam. Our testing team keeps a log of any students who may have been absent for one or more of the sub-tests of the NYSESLAT in order to ensure that these students receive a make-up exam with the testing window.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing parent responses on the Parent Program Selection Forms for the past few years, we have determined that 100% of our parents have chosen for their children to be placed in a freestanding English as a Second Language program. The program model, Freestanding ESL, which is offered at our school, is aligned with the parent requests indicated on the Parent Survey and Program Selection Forms. This has been the trend in parent choice for the past several years. We keep track of these trends by distributing, collecting, copying and maintaining Parent Survey and Program Selection forms. The ELPC function in ATS allows us to track this data, as well.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a.) In an effort to target the diverse needs of our ELL population, we are utilizing various teaching organizational models. At the elementary school level, the ESL teachers target literacy, using a combination of push-in and pull-out modes of instruction. In addition, we have a self-contained Kindergarten ESL class, taught by a certified ESL teacher. In our middle school, ESL is predominantly taught through a push-in model, whereby the ESL and content-area teachers engage in collaboration and team teaching. The middle school ESL teacher co-teaches in the content area of social studies. The sixth grade ELL students receive ESL instruction through the content area of English Language Arts; this subject is taught by a certified ESL teacher, with additional support provided by another certified ESL teacher. Common Core Learning Standards are addressed and reviewed. Classroom teachers work in collaboration with the ESL teachers to develop data-driven instruction, embedded with ESL strategies. Through collaborative inquiry, ESL teachers meet with classroom teachers on a regular basis to share ESL strategies that will benefit all students. This maximizes the literacy-content connection.
 1. b.) All students in Kindergarten through eighth grade are grouped heterogeneously in their classrooms. However, during pull-out ESL instructional periods, students are grouped homogeneously, according to their proficiency levels. This ensures an optimum environment for specific differentiated instruction by the ESL educators.
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)?
 2. We are fortunate to have six certified ESL teachers, ensuring that all ELL students receive the mandated number of instructional minutes, as per CR Part 154. All students at the beginning and intermediate proficiency levels receive at least 360 minutes of ESL instruction weekly. The advanced students receive at least 180 minutes per week. All students, regardless of ELL status or proficiency level, receive at least 360 minutes of ELA instruction per week, which is well beyond the stipulated amount, as outlined in CR Part 154.
 2. a.) Explicit ESL instruction is delivered within the elementary school through the push-in/pull-out model to groups of students depending on their level of proficiency. Students who are advanced, receive 180 minutes per week of ESL instruction with alternating push-in and pull-out services. Students who are at the beginning or intermediate level receive 360 minutes of ESL instruction per week. Within the sixth grade, a certified ESL teacher teaches ELA using ESL strategies and methodologies to a group of ELLs and F-ELLs, with additional support provided by another certified ESL teacher. In grades five through eight, ELL students receive 360 minutes of ELA instruction. Native language supports are available for all students in the form of glossaries, dictionaries, translators, and pairing of students with common native language.
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.

During the ESL push-in model, content area instruction is amplified through the use of leveled alternate texts, sentence deconstruction,

vocabulary ladders, illustrations, classroom computers, SmartBoards, as well as authentic hands-on materials and manipulatives. Content is taught through collaborative team teaching and small guided, differentiated groups. Academic language development is fostered through differentiated activities, individualized to meet the specific needs of all students. During pull out periods, teachers focus on building academic language and Tier II vocabulary, as well as ELA skills and test-taking strategies, aligned to the Common Core Learning Standards. Teachers use data from classroom assessments, performance assessments and State Exams, in order to target specific areas of deficiency and meet the needs of individual students.

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

All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the LAB-R. This is done to determine the language dominance of these ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The Common Core Learning Standards address the four modalities of English acquisition. All of our curriculum, unit plans, as well as assessments, are aligned to these standards, thus, all instruction addresses the four modalities of listening, speaking, reading and writing. Our ELL students participate in ongoing units of study, in all subject areas. These units of study contain comprehensive assessments, at all levels, allowing us to appropriately evaluate their progress in the four modalities of English acquisition.
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).

6 a.) Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ESL instruction, and provided with remedial instruction, wherever necessary. The Common Core curriculum is adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

6 b.) Newcomers who have been enrolled in our school for less than three years comprise roughly 70% of our total ELL population. It is therefore necessary to implement a rigorous academic ESL program, ensuring that students develop both BICS, Basic Interpersonal Communication Skills, and CALP, Cognitive Academic Language Proficiency in an accelerated manner. For those students who have less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded books, and art projects. Listening stations are utilized so that students may listen and read concurrently. Every effort is made to bring the students' home language and culture into the classroom, by using various materials in their native languages. As students progress beyond their first year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This ensures that ELLs, who may not understand the academics through the use of regular texts, grasp the content and meaning from the various alternate texts and authentic materials infused by ESL teachers into content area instruction.

Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. The content area is derived from the grade-level expectations and curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills. A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas.

English Language Learners in grades 3-8 must take the New York State ELA exam after one year of English language instruction. These students receive rigorous ELA instruction during the school day, as well as during our extended day program, where students are grouped according to level of proficiency. In order to ensure our ELL students are prepared for high-stakes exams, test-taking strategies are introduced and reinforced throughout the school year.

In addition, beginner level English Language Learners in kindergarten are assigned to a special program, during extended day, with a licensed music teacher, where they increase language proficiency through music appreciation.

6. c.) For students who have been in ESL for four to six years, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and vigorous vocabulary activities enhances students' academic language acquisition and proficiency. Academia is highly promoted through hands-on activities and the use of manipulatives. To that end, realia, texts, vivid illustrations and visuals promote critical thinking and inferencing, which ultimately motivates students to ask skilled questions, promoting further academia.

6. d.) The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long-Term ELLs. While our Long-Term ELL population is minimal, these students receive more personalized attention and differentiated instruction in an effort to help them attain English language proficiency. These students are given more time on task and are provided with additional instructional time during the school day and during our extended day program. Instruction for long-term ELLs has a strong foundation in literacy, writing and academic vocabulary development.

6. e.) ELLs who attain proficiency on the NYSESLAT exam continue to receive instructional support, in the content areas, during the ESL push-in periods. Continuing transitional support focuses on maintaining and enhancing students' academic language and overall proficiency. Classroom teachers give those former ELLs extra attention and provide differentiated materials and activities to meet their diverse needs. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

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?

The ESL department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, books on tape, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-functioning students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness.

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?

The ESL team works closely with the School Assessment Team in order to develop IEP goals and recommendations for ELL-SWDs. This ensures that we meet the diverse needs of this population, within the least restrictive environment. ESL teachers work with classroom teachers, as well as collaborative teacher teams in order to design appropriate curricular and instructional plans and units of study for our ELL-SWDs. ESL program scheduling ensures that these students receive ESL support during reading and math instruction.

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

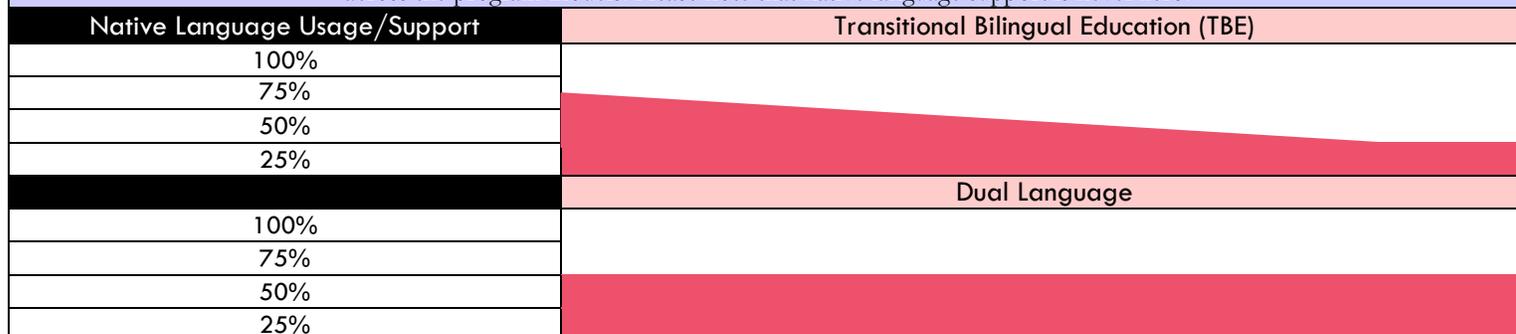
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

As a result of the interrogation of multiple data sources, we identify those students, including ELLs, who require targeted intervention. In conjunction with our RTI (Response to Intervention) program, we provide small group instruction, tailored to meet the specific individual needs of our students, in all content areas of deficiency. In some cases, students who are on one grade level, may benefit from skills and strategy instruction from a lower grade level. Skills, such as phonemic awareness, segmenting, chaining, blending, to name a few, are infused into daily RTI instruction, to ensure that these students will reach their grade level expectations within a reasonable amount of time. Fountas and Pinnell assessment data allows us to formulate additional, appropriate, differentiated literacy groups. This, in turn, allows for more individualized, guided instruction, tailored to the specific needs of the students, ensuring that they, too, reach their appropriate grade level expectation, within a reasonable amount of time. The same strategies are utilized, with regard to mathematics intervention. Student data allows for more individualized, guided instruction, tailored to the specific deficiencies of students. Small group intervention allows for greater differentiated instruction of the mathematical skills needed to bring the students up to their grade level, within a reasonable amount of time.

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

English Language Learners comprise 26% of our total school population, disseminated in every class. All teachers are aware that they are all responsible for tailoring instruction to meet the needs of these students. At the elementary level, we are using the Core Knowledge program to build both content and language development in all students. The program is divided into two strands; a listening and learning strand, and a skills strand. The skills strand predominantly deals with phonetics and the skills necessary for proper language development. The listening and learning strand deals with various genres, literary elements, as well as academic vocabulary. From an ESL standpoint, both the skills strand and the listening and learning strand provide students with the tools necessary to become proficient readers and writers. In grades three through eight, Expeditionary Learning focuses on deeper study of various genres, together with their intrinsic elements, skills, and literary strategies in order to meet the needs of all students, including ELLs, in both content and language development. For grades K through five, we are using Go Math, and for the upper grades, we are using Connected Math. Both of these programs are aligned to the CCLS and contribute to the content and language development of our ELLs. Our science and elementary classroom teachers implement a science curriculum that is aligned to the CCLS, and greatly contributes to ELL knowledge in both content and language development. All of the aforementioned programs come equipped with built-in ongoing periodic assessments, which monitor student performance and progress. Assessment data is continually monitored and reviewed for proper placement of students, in differentiated instructional groups.

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

For the 2013-2014 school year, we are implementing a variety of new instructional programs that are aligned to the Common Core Learning Standards. For English Language Arts, in the early childhood grades, we will be utilizing Core Knowledge. For grades three through eight, we are utilizing Expeditionary Learning. In addition, new math programs are being implemented at all grade levels. For grades K through five, we are using Go Math, and for the upper grades, we are using Connected Math. As the NYSESLAT exam will be adapted to meet the challenges of the CCLS, we will be purchasing and utilizing new NYSESLAT preparation materials from Attanasio and Associates Publishing. In addition, we are using a new online guided reading program, Raz Kids, to improve students' reading skills.

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

In a continued effort to implement a curriculum that is fully aligned to the Common Core Learning Standards, we are phasing out several programs that did not meet the rigor of these standards. These programs have been replaced with a more academically rigorous curriculum, as described in the previous question. The discontinued programs are: Treasures, Foundations, Voyager, Imagine It, Ramp Up, Reading Eggs, Math Connects and Everyday Math.

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

Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. They receive supplemental services, which include an extended day program. These supplemental services are provided in small group settings utilizing specific ESL strategies, which address explicit deficiencies among students. A conscious effort was made, in programming and scheduling, to provide additional instructional support to ELL students at the beginning and intermediate level of English language proficiency, during the extended day program. A majority of these students are grouped with licensed ELL teachers.

Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is

taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes are taught in our, state-of-the-art culinary kitchen. Our music program teaches students to use various instruments, including, but not limited to, the recorder, drums and guitar. We have an extensive music program for all students in grades K-2, involving the use of musical instruments, as well as extensive plays and songs, supporting our goal of language development. In addition to the aforementioned, our dance, art and music departments work in tandem to develop an extensive theatrical production, incorporating a major portion of the student body. All ELLs are fully represented in all programs offered in our school.

We are continuing to implement the Studio in a School program, which is offered to students in grades Pre-Kindergarten and Kindergarten. This exciting program offers students the opportunity to create exciting, hands-on art projects, with the assistance of professional artists. We are also continuing and expanding our Cook Shop program, which allows students to explore the foundations of nutrition and healthy eating. This is offered to all students in grades Pre-K through five. In addition, we are embarking on a partnership with the Brooklyn Botanical Garden for the 2013-2014 school year. Through this partnership, students in grade three will participate in an ongoing study of botany, using a hands-on approach.

We are currently implementing an after school program for English Language Learners in grades two through eight. All ELLs in these grades have been invited to take part in this program, through parent letter correspondence sent home. The program will focus on language and literacy development. In addition, we will be running a simultaneous program, in ELA and math, for students in grades three through eight, who fell into the lowest third, citywide, on the the New York State ELA and math exams.

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 are using the following instructional materials for English Second Language (ESL) instruction:

- Core Knowledge
- Expeditionary Learning
- Go Math
- Math IXL
- Connected Math
- Raz Kids
- Pebble Go
- Getting Ready for the NYSESLAT, Attanasio and Associates
- Primary Sources, Teacher Created Materials
- More True Stories, Longman
- Oxford Picture Dictionary, Oxford University Press
- Word by Word Picture Dictionary, Longman
- Side by Side English, Longman

The Core Knowledge program is being introduced to students in grades K - 2. The program consists of two strands: the Listening and Learning Strand and the Skills Strands. The Listening and Learning Strand consists of listening activities, vast vocabulary extension, dramatic play, photos, and extensive literary prose in various genres. Each grade level focuses on multiple domains, which include an extensive variety of topical genres, fostering voluminous language development in the four modalities of listening, speaking, reading and writing. The second strand, the Skills Strand, focuses heavily on reading readiness strategies, including; phonemeic awareness, letter, sound and word recognition. The program utilizes the paramount strategies of chaining, segmenting, and blending to foster literacy development.

The Expeditionary Learning program is being introduced to students in grades three through eight. The program focuses on various genres, providing extensive information on areas studied. Students learn "close reading" strategies, at all grade levels, including finding the gist, using context clues, citing evidence, making inferences, paying attention to vocabulary and being able to respond to text-dependent questions in the domains studied. The program exposes the students to higher-level thinking, which will further assist in college and career readiness.

Our school uses technology at its highest form with the innovative use of SmartBoards, classroom computers and individual laptops to supplement classroom instruction in various content-areas. Most of our classrooms are equipped with state-of-the-art SmartBoards, enabling all students to be engaged, while interactively visualizing instruction.

We will continue to utilize the BrainPop website, which offers short, engaging cartoon clips that explain topics covering math, science, grammar, geography, history, and writing. The videos have accompanying activities to reinforce the skills and strategies introduced in the videos. Additionally, we will utilize BrainPop ESL, which provides short video clips, aimed at developing and enhancing language skills in English Language Learners.

Our school also utilizes the Achieve 3000 computer-based reading program. Students in grades two through eight participate in this research-based program, which provides high-interest, content-based articles, which are available in many different reading levels. The program has the ability to assess and monitor student progress and provides students with reading-level appropriate material. Articles are accompanied by reading comprehension questions, as well as math activities. Teachers can utilize the program to build units of study, as well.

We will continue to partner with the Cook Shop organization for this school year. This program, utilized with students in Pre-Kindergarten through grade five, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. While the children prepare cold dishes with these ingredients, the adults prepare hot dishes in our kitchen classroom.

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

We utilize students' native language by pairing beginners with more advanced students who share a common native language. In addition, we use bilingual dictionaries, word-to-word glossaries, and audiotapes and CDs to foster native language use. Age and grade-appropriate Native Language Arts books that support the Core Curriculum are utilized, wherever possible. We also sponsor multicultural activities, food festivals, and performances to enhance knowledge of all cultures. We involve parents of various linguistic backgrounds in our many school activities, as well.

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

All students, including ELLs, are placed in grade and age-appropriate classes with their peers. Materials are age appropriate, and are used to build capacity and comprehension, appropriate to the grade level of the students. In addition to the resources mentioned above, we also use a variety of technology-based programs that are age and grade appropriate, including; Pebble Go, BrainPop Jr., BrainPop, BrainPop ESL, Achieve 3000, and Discovery Education.

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.

Continuing students, including newcomer ELLs, receive reading packets at the end of June. These packets contain a suggested list of grade-appropriate texts that students are encouraged to read over the summer, in preparation for the upcoming school year. While we make every effort to support our ELLs during the summer, new students typically enroll at the beginning of the school year. It is therefore difficult to assist newly enrolled ELLs before September. New ELLs who enroll throughout the school year are immediately placed in the appropriate classes, and are provided with the mandated services. In addition, all ELL students are required to participate in our extended day program, where they receive additional instructional support in the necessary modalities.

18. What language electives are offered to ELLs?

At present, we do not offer language electives at our school.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The professional development plan for all school personnel, including teachers of ELLs, will focus on the 2013-2014 Citywide Instructional Expectations. Our school administration, in conjunction with our staff development team, will be providing Professional Academy staff development sessions, based on the eight citywide instructional focuses. These sessions will take place after school, as well as on selected Mondays, specifically delineated for staff development purposes. The topics to be addressed include, but are not limited to the following:

- Evidence in Argument
- Student-to-Student Discussion
- Collaborative Learning
- Productive Struggle
- Language Development
- Multiple Entry Points
- Using Assessing and Advancing Questions
- Connecting Learning to Experience

Additional Professional Development is provided by our Network ELL Support Liaison, on an ongoing basis.

2. All teachers, including those of ELLs, have received extensive training on the CCLS, over the course of the past few years. In a continuing effort to align instruction to the CCLS, our school is implementing a variety of new math and ELA programs. (Please see our response to question #11 in the previous section for specific programs.) All staff members involved in the implementation of these new programs, have attended multi-day professional development workshops, ensuring they are well-equipped with the skills and strategies necessary to implement the new programs. There will be continuous training sessions throughout the school year, in order to support the teaching staff in the successful implementation of new CCLS-aligned curriculum. All ELL personnel involved in the implementation of these programs attended these training sessions, as well, in an effort to support our ELLs to meet the challenges of the CCLS.

3. In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction. In addition, students in grade five are invited to an orientation, along with their parents, in which they receive information about various instructional and extracurricular programs that will be available to them as they transition from elementary to middle school. Our staff developer, in conjunction with our school guidance counselor periodically take our eighth grade students on field trips to local high schools, in order to prepare them for the high school experience.

4. All new teachers receive a minimum of 7.5 hours of ELL training, and new special education teachers receive 10 hours of ELL training. These trainings will be provided by the ESL staff, as well as by our network ELL compliance liaison, and will take place over the course of the school year. Topics to be addressed include, but are not limited to; the ELL identification process, LAB-R, NYSESLAT and ELL Periodic Assessments, language development strategies, scaffolding instruction for ELLs, building academic language and use of word ladders, and RTI instruction for ELLs, and unpacking the CCLS for ELLs. Attendance sheets are maintained for all participants and are kept in a file in the main office, for our records.

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. Parent involvement in our school, includes recruiting efforts to involve all parents, including those of our ELL students, as volunteers. We also include parents as participants in school decisions, governance, and advocacy through councils, leadership committees, organizations and workshops.

Parent orientation meetings for ELL students are held in the fall, and at intervals throughout the year as new children arrive. These meetings are designed to educate, inform and enlighten parents about the various programs offered to their children at our school. To this end, parents are shown informative videos in their appropriate home languages. In addition, a parent survey and program selection form letter is distributed in the appropriate languages, outlining the different programs available for ESL instruction. Parents are also provided with information regarding state standards, assessments, and school expectations.

Parent workshops are held periodically, throughout the school year, in order to keep parents informed of important information regarding new programs, curriculum, and the Common Core Learning Standards. To further encourage parent participation and involvement in their children's education, computer stations have been set up for parental use. Staff members are on hand to coach and explain how to access their children's test performance data. In addition, parent-teacher conferences are held twice a year, giving parents an opportunity to speak directly with their children's teachers and school administration. This affords them the ability to get involved in their child's education and stay abreast of important ongoing, as well as future events, involving their children.

2. We are continuing our partnership with the Cook Shop program for the 2013-2014 school year. This program, utilized with students in Pre-Kindergarten through grade five, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. Parent participants receive recipes and food to prepare at home with their children.

3. We evaluate the needs of the parents by analyzing the results of the home language survey, and the Learning Environment Survey. Our School Leadership Team also involves parents by discussing important issues that have an impact on our school community. Our Parent Coordinator also surveys our parents to assess their needs.

4. Upon looking at the data, we determined that we have a significant ELL population. A large ELL population brings a significant number of non-English speaking parents. The need to support parents will be met through the following: conferences, PTA meetings, newsletters, School Leadership meetings, parent orientation meetings, individual parent teacher conferences, and frequent parent memos. We anticipate that these efforts will help parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>The Anne Sullivan School</u>		School DBN: <u>21K238</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harla Musoff Weiss	Principal		11/15/13
Joann Acuna	Assistant Principal		11/15/13
Gwendolyn Wright	Parent Coordinator		11/15/13
Tricia Nakleh	ESL Teacher		11/15/13
	Parent		1/1/01

Yididah Nadel	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Regina Pizza	Coach		11/15/13
Janet Halperin	Coach		11/15/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K238 School Name: Anne Sullivan School

Cluster: 6 Network: 605

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.

Based on the various home languages, gathered by the ESL teachers from the respective Home Language Survey Forms, we assess the written translation and oral interpretation needs of the parent population. To that end, we furnish most important documentation and school notification letters in the respective native languages, ensuring that all parents are provided with appropriate and timely information in a language they can understand. Staff members who are bilingual, aid in both oral and written interpretation and translation as needed.

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.

Based on our home language demographics and student population, we have determined our school's written translation and oral interpretation needs. There are currently more than 500 students enrolled in our school. A large percentage of our school community speaks a language other than English. More than half of our parent population is Spanish-speaking. The rest of the parents speak various languages, such as, but not limited to; Chinese, Russian, Urdu, Arabic, Bengali and Albanian. It is therefore necessary to disseminate information in the appropriate alternate languages. In addition, bilingual interpreters are always available to assist in oral translation when needed. Our school community is well-aware and greatly informed about the needs of our parent population, as well as the importance of utilizing bilingual interpreters, when necessary.

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.

In order to adhere to Chancellor's Regulation A-663, we work to ensure that parents receive information in their preferred language. At the onset of the school year in September, and periodically throughout the school year, parent orientation meetings are conducted, replete with bilingual interpreters in the respective native languages of our school's parent population. Our in-house school staff and parent volunteers provide written translation and oral interpretation services. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community at large. Parents are invited to participate in the Parent Teacher Association and the School Leadership Team, and are encouraged to partake in various orientation meetings and workshops throughout the school year, on a multitude of topics. It is at these meetings and workshops, when parents receive additional information about their child's education, including the School Safety Plan. Interpreters are available at these meetings to ensure our LEP parents are afforded access to important information.

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.

As indicated in Part A; staff members and parent volunteers who are bilingual, aid in oral interpretation of any important information which parents need to be made aware of. In addition, the parent coordinator is a strong advocate for parents, and works to ensure that parents are provided with any necessary oral interpretation services.

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

P.S. 238 is committed to ensuring that our parents have a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. School personnel are utilized when performing these translations and interpretations. Our staff includes speakers of all of the major home languages spoken within our school population. Parental notification letters are provided in students' home languages, as well as in English. Interpreters are always available throughout the school year, be it during school registration, parent-teacher meetings, parent-orientation meetings, or any other impromptu meetings that a parent may wish to have during the school day. These interpretations may take place both in-person and or over the phone, as we strive to ensure that all parents are well informed and empowered to make the necessary decisions regarding their children's education.