

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

School Name: 14K250

DBN (i.e. 01M001): 14K250

Principal: NORA BARNES

Principal Email: NBARNES2@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nora Barnes	*Principal or Designee	
Raquel Cortes-Gramila	*UFT Chapter Leader or Designee	
Chasity Velez	*PA/PTA President or Designated Co-President	
Minerva Quinones-Novoa	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	
Sandy Chertok	Member/ Teacher/Chairperson	
Shirley Aubin	Member/ Parent Representative /Secretary	
Evelyn Agosto-Diaz	Member/ Teacher	
Pauline Mauceri	Member/ Teacher	
Iralda Montesdeoca	Member/ Parent Representative	
Josie Gomez	Member/ Parent Representative	
Ricky Ortega	Member/ Parent Representative	
Donna Murphy	Member/ Parent Representative	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

85% of students in grades K-5 will increase a minimum of two reading levels using the Developmental Reading Assessment between each assessment cycle.

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.

1. The Median Adjusted Growth Percentile of 54.0 was in the 32.9% of the peer range and 19.9% of the city range in ELA.
2. The Median Adjusted Growth Percentile for the school's lowest third of 73.5% was in the 60.0% of the peer range and 44.6% of the city range in ELA.

Instructional Strategies/Activities

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

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

1. All Students will be assessed to determine their reading levels by their classroom teachers in the Fall, Beg. Winter, End Winter, and Spring using the DRA tool.
2. Students scoring substantially below grade level will receive RTI and/or Academic Intervention Services.
3. Literacy Grade lead teachers will work with their grade teams to ensure that unit plans meet the demands of the Common Core Learning Standards and student needs.

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

1. Classroom teachers, ESL teachers, and SETSS teacher

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

1. Running Records, DRA assessments, formative assessments
2. Teacher observations, end of unit assessments, and Rubrics
3. Benchmark Assessments, MOSL Assessments

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. Leveled Books, Guided Reading, Differentiated Instruction
2. Professional Learning and Common Planning Times
3. Treasures/Wonders Reading Programs and differentiated instruction

Strategies to Increase Parental Involvement

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

1. Presentations at PA meetings, ongoing One-on-one conversations with parents/caregivers as needed
2. ELA Parent Workshops

Budget and Resource Alignment

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

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

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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.

85% of students in grades K-5 will improve their problem solving strategies in mathematics by utilizing higher order thinking questions and discussion techniques using Math Exemplars.

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.

1. The Median Adjusted Growth Percentile of 50.0 was in the 33.3% of the peer range and 20.1% of the city range in Mathematics.
2. The Median Adjusted Growth Percentile for the school's lowest third of 67.0% was in the 43.7% of the peer range and 31.5% of the city range in Mathematics.

Instructional Strategies/Activities

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

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

1. All classroom teachers will model problem solving strategies
2. All teachers will receive professional development for the implementation of Go Math instructional program.
3. All teachers will receive professional development in the use of Math Exemplars

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

1. Classroom teachers
2. Classroom teachers, Exemplars consultant, and Network Support Staff
3. Classroom teachers, Data Specialist, Network Support Staff

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

1. Teachers will use benchmark assessments, chapter tests, teacher created assessments and exemplar rubrics to evaluate student progress.
2. Teacher use of CCLS-aligned Go Math! Program grade-specific rubrics to assess student work within each unit.
3. Students will use (DOK) higher order thinking questioning and discussion techniques during Math lessons.

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. Go Math! program and math exemplars
2. Professional Learning and Common Planning Times
3. Math Vertical Team meetings and support from Network

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. Presentations at PA meetings, One-to-One conversations with parents/caregivers(ongoing)
- 2. Parent workshops
- 3. Math Family Night

Budget and Resource Alignment

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

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

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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.

80% of the 3rd grade students will reach level 3 using the State Rubric for Expository writing.

Comprehensive Needs Assessment

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

1. The Median Adjusted Growth Percentile of 54.0 was in the 32.9% of the peer range and 19.9% of the city range in ELA.
2. The Median Adjusted Growth Percentile for the school's lowest third of 73.5% was in the 60.0% of the peer range and 44.6% of the city range in ELA

Instructional Strategies/Activities

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

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

1. Writing Grade lead teachers will work with their grade teams to ensure that unit plans meet the demands of the Common Core Learning Standards and student needs.
2. Teachers will provide multiple entry points during writing instruction to provide deep conceptual understanding.
3. Students will be engaged in rigorous instruction which will reflect higher order thinking skills.

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

1. Network support staff, administrative staff, school academic coach,

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

1. Teachers' College – Lucy Calkins writing units of study rubrics
2. Student progress based on data from authentic writing samples
3. Teachers and the academic coach will monitor students to student interactions during class discussions.

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. Weekly training sessions on Danielson Framework
2. Data from teacher made tests, periodic assessments, performance-based assessments, DRA assessments
3. DOK levels, essential/ content vocabulary, writing checklists and/or writing rubrics.

Strategies to Increase Parental Involvement

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

- 1. Parent workshops held prior to First Friday Celebrations
- 2. Family Math Night

Budget and Resource Alignment

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

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

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Treasures; Wonders; Award Reading; Wilson	Small group One-to-one	Before, during, after school
Mathematics	Go Math!	Small group One-to-one	Before, during, after school
Science	Hands-on activities designed by classroom teachers and science cluster teacher	Small group One-to-one	Before, during, after school
Social Studies	Additional primary and secondary sources; IIM materials	Small group One-to-one	Before, during, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling	On a case by case basis as needed and as schedules allow for students in grades K through 5	Before, during, after school

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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"> • Include teachers in the hiring process • Administrative team attends Job Fairs and other citywide hiring events • Assign mentors/buddies for new and struggling teachers • Provide high quality and engaging professional development to teachers • Provide differentiated professional development to meet needs of all teachers

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).
<p align="center">Weekly Danielson Framework instructional meetings for staff.</p> <p align="center">School-wide implementation of the Danielson's Framework for Teaching in the 22 competencies with emphasis on 1E, 3B, and 3D.</p> <p align="center">On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric</p> <p align="center">Implementation of professional development strategies and techniques as evident by administrative observations and student work</p> <p align="center">Continuous improvement. of teachers as evident by administrative observations and teacher feedback</p>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
General school supplies such as school bags, pens, pencils, notebooks, book baggies and folders are provided for students in temporary housing.

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.).
Two Full Day Pre-K classes utilizing New York State Prekindergarten Foundation for the Common Core. Pre-K students are assessed using the early intervention development assessment. Pre-K teachers attend professional development sessions.

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.
Vertical team meetings, grade-level team meetings, professional and staff development

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed 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; Fabulous Fridays
- eChalk school website with school calendar, school events, and classroom pages

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 14K250

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	\$489,093.66	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	\$231,047.00	X	See action plan
Title III, Part A	Federal	\$11,432.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,156,702.00	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.

**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 14	Borough Brooklyn	School Number 250
School Name George H. Lindsay		

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 Nora Barnes	Assistant Principal Catherine Alicea
Coach Christina Medina Rosario	Coach type here
ESL Teacher Alison Chan	Guidance Counselor type here
Teacher/Subject Area Jason Wu/ESL	Parent Ana Placeras
Teacher/Subject Area Kathy Tejada/3rd grade ESL	Parent Coordinator Ana Ponce
Related Service Provider Fellmiller Green	Other Josephine Soriano
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
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)	770	Total number of ELLs	95	ELLs as share of total student population (%)	12.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input 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										2
Pull-out	2	3	2	2	2	2								13
Total	3	3	2	3	2	2	0	15						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	6

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	72	0	8	17	0	7	6	0	3	95

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	72	0	8	17	0	7	6	0	3	95
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE <u>Spanish</u>														0
SELECT ONE <u>Chinese</u>														0
SELECT ONE <u>Arabic</u>														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	11	11	10	10	15	6								63
Chinese	6	5	1	1	3	4								20
Russian														0
Bengali														0
Urdu														0
Arabic	2	4	2	0		1								9
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish						1								1
Albanian														0
Other	1													1
TOTAL	20	20	13	11	18	13	0	95						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	1	4	4	1								19
Intermediate(I)	5	1	1	2	3									12
Advanced (A)	26	10	11	10	7									64
Total	37	14	13	16	14	1	0	95						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	3	0	0	13
4	8	1	0	0	9
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	1	5	0	1	1	0	0	16
4	6	1	3	0	0	0	0	0	10
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	1	4	1	0	0	11
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools we use at P.S. 250 to assess the early literacy skills of our ELLs include ECLAS-2, DRAs aligned to Fountas and Pinnell reading levels, ongoing running records, LAB-R levels, NYSESLAT proficiency levels, baseline and unit tests from Wonders, our Kindergarten and 1st grade reading curriculum, Treasures, our 2nd grade reading curriculum, and most recently, the DOE-provided

Measures of Student Learning (MOSL) for reading and writing.

Across the Kindergarten and 1st grade, the MOSL data shows ELLs to be approaching expectations for grade standards in both reading and writing, but not yet meeting those standards (with a few exceptions). MOSL writing scores for Kindergarten ELLs show most of them require extra support in the area of word and spelling knowledge (phonemic awareness – trait 5 of the DOE-provided rubric) and punctuation and capitalization (mechanics – trait 6 of the rubric). 13 out of 14 ELLs scored a 1 (or less) for phonemic awareness (trait 5) and all 14 ELLs scored a 1 for mechanics (trait 6). As for 1st grade ELLs, 56% of the ELLs are far below grade standards for writing in the areas of mechanics (trait 6) and explanation of reading (trait 7: the ability to show evidence from the reading in their writing).

If we look at LAB-R scores, of the 20 Kindergarten ELLs, 75% tested into the Advanced level, whereas only 25% fall into the Beginner/Intermediate level:

Grade Level	Beginner / Intermediate	Advanced
Kindergarten	25% (5 ELLs)	75% (15)

As for NYSESLAT in 1st grade, 60% of our ELLs tested into the Advanced level, and 40% tested into the Beginner/Intermediate level (see below for breakdown). In the 2nd grade, the majority of our ELLs are at the Advanced level (77%).

Grade Level	Beginner	Intermediate	Advanced
1st Grade	10% (2 ELLs)	30% (6)	60% (12)
2nd Grade	15% (2)	8% (1)	77% (10)

This data indicates that through an ESL lens, or where our students are in terms of their second language acquisition, the majority of our ELLs are performing at an advanced level. However, as we look at how our ELLs are doing through the Common Core Learning Standards lens, their proficiency levels are below grade level standards. Below is a table that shows how our ELLs are doing based on their DRA levels and grade level standards:

Grade	Level 1 (not meeting Ss)	2 (approaching grade Ss)	3 (meeting gr Ss)	4 (exceeding gr Ss)
1st Grade	35% (6)	40%	25%	0%
2nd Grade	46%	38%	15%	0%

This data helps to inform our instructional plan in many ways. For one, the data in its smaller components (especially as it relates to specific traits within the rubrics as with our MOSL data) can show us the gaps where our students need greater support and modification i.e. with phonics or organization of our writing, reading comprehension, vocabulary development, etc. Another way the data helps us inform our instructional plan is by grouping our students according to specific levels that this data highlights. For example, if 5 ELLs scored far below the grade level standard for being able to write detailed and relevant information based on a text then that teacher can use the data to form a small group and teach to that task.

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

As far as our current ELLs' proficiency levels according to NYSESLAT scores from Spring 2013, the data patterns that we have noted are that the majority of our ELLs are at the Advanced level (NB: Newly admitted ELLs are not represented in these percentages. Only ELLs who took the NYSESLAT last year.). This data can be seen in the chart below:

Grade Level	Beginner	Intermediate	Advanced
1st Grade	10% (2 ELLs)	30% (6)	60% (12)
2nd Grade	15% (2)	8% (1)	77% (10)
3rd grade	9% (1)	0%	91% (10)
4th grade	25% (4)	12.5% (2)	62.5% (10)
5th grade	17% (2)	25% (3)	58% (7)

Percentages of ELLs by grade at the Advanced level:

- 60% of 1st grade
- 77% of 2nd grade (Of the 2 ELLs at the beginner level, 1 has recently been evaluated as a SWD and is in a 12:1:1 class and the other left the country for his 1st grade year and returned this year, thus having interrupted ESL service.)
- 91% of 3rd grade (The 1 ELL at the beginner level has been in the school for only one year)
- 62.5% of 4th grade (Of the 4 ELLs at the beginner level, 2 are SWDs and 2 are newcomers who have been here for a year or less)
- 58% of 5th grade (The 3 ELLs at the Intermediate level are also SWDs and the 2 students who are at the beginner level have been in the country for one year or less)

If we look at the data across LAB-R and NYSESLAT levels for the whole school we see that 20% of our ELLs are at the Beginning level, 13% are at the Intermediate level and 67% are at the Advanced level. These percentages more or less follow the trend for proficiency levels at the grade level as well. Furthermore, according to the data of those ELLs who tested at the Proficient level on the NYSESLAT, it appears to indicate that the greatest number of students testing out of the ESL program tend to do so after the 1st grade. The percentages of those ELLs who passed the NYSESLAT with Proficiency can be seen below:

- 15% (or 3 of 20 ELLs) of last year's Kindergarten ELLs
- 36% (or 8 of 22 ELLs) of last year's 1st grade ELLs
- 24% (or 4 of 17 ELLs) of last year's 2nd grade ELLs
- 11% (or 2 of 18 ELLs) of last year's 3rd grade ELLs
- 20% (or 3 of 15 ELLs) of last year's 4th grade ELLs

Analysis of this data suggests that ELLs at the end of their 1st grade year who have received two full years of schooling and ESL service have the greatest chance of testing out of the program. Most of the ELLs who score at the proficiency level on the NYSESLAT seem to do so at the end of 1st grade.

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

We have analyzed and looked at the raw scores for each modality and used this raw data to inform instruction and form guided groups for listening/speaking and reading and writing. It should be noted, however, that the RNMR report which we normally use to track patterns across modalities is not available in ATS at this time (November 2013).

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

a. The patterns that we have noticed based on the 2013 NYSESLAT and LAB-R are that the majority of our ELLs are scoring at the Advanced level. To restate our data, 60-90% of our ELLs across all grades are at the Advanced level. Further breakdown can be seen below:

Grade	Beginner Level	Intermediate Level	Advanced Level	Total ELLs
Kindergarten	25% or 5 ELLs	0%	75% or 15 ELLs	20
1st Grade	10% or 2 ELLs	30% or 6 ELLs	60% or 12 ELLs	20
2nd Grade	15% or 2 ELLs*	8% or 1 ELL*	77% or 10 ELLs	13
3rd Grade	9% or 1 ELLs**	0	91% or 10 ELLs	11
4th Grade	25% or 4 ELLs***	12.5% or 2 ELLs***	62.5% or 10 ELLs	18
5th Grade	17% or 2 ELLs****	25% or 3 ELLs****	58% or 7 ELLs	13

* Of the 2 ELLs at the beginner level, 1 has recently been evaluated as a SWD and is in a 12:1:1 class and the other left the country for his 1st grade year and returned this year, thus having interrupted ESL service.

** The 1 ELL at the beginner level in 3rd grade has been in the school for only one year.

*** Of the 4 ELLs at the beginner level, 2 are SWDs and 2 are newcomers who have been here for a year or less.

**** All 3 ELLs at the Intermediate level are SWDs and the 2 ELLs at the beginner level have been in the country for one year or less.

b. In past years, the results of the Periodic Assessment helped teachers and school leadership by providing another lens with which to see into the academic performance of our ELLs. Teachers could access this information on the ELLs in ARIS and use this information to form small groups for differentiated instruction. The results also were a preview on how the ELLs were performing thus far and could be seen as an indication on how they might fare on the State ELA test. The results also highlighted gaps in the students' learning and the teachers could use this information to tailor small group instruction.

c. For the 2013-2014 school year, our school has decided not to use the ELL Periodic Assessment.

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

Within the Response to Intervention (RTI) framework, our school uses the data we have collected on our ELLs by identifying those who are in need of academic intervention. Once we have identified those students, we create an academic plan within the RTI framework. This plan includes reading and writing partnerships, differentiated instruction and homework, guided reading groups by level and also the inclusion of them during our academic intervention period (37.5 minute program).

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

Our school strongly supports differentiated instruction in all classrooms, not just that of the ESL teachers, to ensure that our students' second language development is being considered. All of our classroom teachers are aware of the ELLs in their room and are diligent about making the content and curriculum accessible to them through various scaffolds, groupings and differentiation. Also, the ESL teachers focus on all four modalities in their instruction in order to develop students' English language development.

7. For dual language programs, answer the following:

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

Not applicable. We do not have a dual language program at P.S. 250.

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

The main way we evaluate the success of our programs for our ELLs is by measuring student progress toward English proficiency. To do this, we look at the data from the RLAT report plus the results of the data from the LAB-R assessments. The RLAT report shows us the proficiency levels of our ELLs based on the NYSESLAT. We have determined in the last two years that the majority of our ELLs consistently test into the Advanced level. This year, based on both the LAB-R and the NYSESLAT, 67% of our ELLs are at the Advanced level, 13% are at the intermediate level and 20% are at the beginning level. For the 2012-2013 school year, 51% of our ELLs were at the Advanced level, 21% at the intermediate level and 28% were at the beginning level. We keep our goals in line with those of the New York State Education department's Annual Measurable Achievement Objectives, while keeping in mind the level of each student's native language skills. Our students who arrive with little to no native language literacy skills often struggle more, and we are cognizant of that fact. We accept that these students will not, on average, make progress as quickly as a student who is on grade level in their native language.

Part IV: ELL Identification Process

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

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

Initial identification of ELLs is done through a rigorous process. During registration at our school, a certified, trained pedagogue, often times our certified ESL teachers, conducts an informal interview with the student to determine student's dominant home language. Along with the parent, the pedagogue then fills out the Home Language Identification Survey (HLIS). If translation services are needed, our Parent Coordinator, other teachers, or aides in our school help with translation. Certified ESL teachers and/or licensed pedagogues then analyze the HLIS to determine the student's home language. If a language other than English is determined to be the child's dominant language, it is then noted that the student is eligible for LAB-R testing. If it is determined that the child's dominant language is English (despite how the questions on the survey were answered), a note is made on the HLIS by the certified ESL teacher stating that an informal interview was conducted and it was determined that the child's dominant language is English. The note is signed and dated. At this point, the child is not eligible for LAB-R testing.

However, based on the information provided on the HLIS and the informal interview, if the home language code assigned to the child indicates a language other than English, then the student is eligible for LAB-R testing. The student is then administered the LAB-R within 10 days of their registration. Two certified ESL teachers, Jason Wu and Alison Chan, are responsible for reviewing and completing the HLIS, conducting interviews, and administering the LAB-R.

If a student whose home language is Spanish scores below the cut-off scores for the LAB-R (did not pass the LAB-R), the Spanish LAB-R is then administered.

The parents of these students then receive entitlement letters in both English and their native language informing them that their child has been identified as an English Language Learner (ELL) and therefore is eligible to receive ESL services. The entitlement letter also includes an invitation to the parent orientation where all the options for such ESL services will be discussed. Copies of the entitlement letters are kept in the school.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The next step in the process involves parental choice. A number of structures are in place in order to ensure that the parents of our newly enrolled ELLs at P.S. 250 understand all of the program choices, options, and rights to which they are entitled.

Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone in their native language of choice when available) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent or guardian of each new student to attend. At the parent orientation session, informational materials (brochures from the NYC DOE website) are provided and the Parent Orientation video from the NYC DOE website is viewed by the parents in the language of their choice. In addition, an ESL teacher or other bilingual school personnel offers additional counsel to parents in the language of their choice in order to clearly present all three program choices and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City public schools. The parent coordinator and the ESL teachers assist in the completion of parent survey and program selection forms, to ensure that all parents complete them accurately and timely. When the program selection process is complete, the school sends out placement letters to confirm placement of students in appropriate programs. The HLIS and the Program Selection are kept in the students' cumulative records whereas copies of the HLIS and Program Selections are kept in the ESL records.

We attempt to schedule a Parent Orientation as soon as we have identified our newly enrolled ELLs and gotten the Entitlement letters out to them. We follow up our letters with phone calls to our parents in order to ensure a greater turnout to our Parent Orientation. If a parent cannot attend the Parent Orientation, ongoing one-on-one Parent Orientations are conducted in order to complete the Parent Survey and Program Selection forms.

In the case where a TBE or Dual Language program opens up at P.S. 250, our ESL team reviews parent survey / program choice forms to determine parent interest. If it is discovered that a parent had previously chosen one of these programs, ESL teachers contact them to inform them that their program choice is now available at our school. The parent would then be given the choice to have their child moved into that program or remain in the freestanding ESL program. In the case of a classroom move per the parent's request, the ESL teachers would work with administration and the school secretary to make this happen. Although this has not occurred at P.S. 250 in recent years, we are prepared to handle this process if the case should arise.
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].)

Once ELLs in our school are identified, our ESL teachers create and distribute entitlement letters to our ELLs. Copies of these letters are kept in the ESL office. As parent surveys / program selections forms are returned to the school, copies are made. The original is filed into each student's cumulative record and a copy is kept on file in the ESL office. If a parent neglects to return the form, the school contacts them until one is returned. In the event that a parent survey form is not returned, a note is made on the copy of the entitlement letter along with a log of the phone calls made. If the parent still fails to complete a parent survey or program selection form, the default program placement in ATS is a Transitional Bilingual Educational program.

As for our ELLs who are eligible for continued ESL service, our ESL teachers rely on the RLAT report in ATS to identify those ELLs who did not score Proficient on the NYSESLAT. Once we have identified these ELLs, we add them to our ELL roster. Then, in order to inform the parents/guardians that their child will continue to receive ESL service, our ESL teachers create and distribute continued entitlement letters to these students. Copies of these letters are also kept in the ESL files.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ESL teachers look carefully at the program selection forms to first determine the program models being chosen by the parents of our newly enrolled ELLs. This year, all of the parents of our newly enrolled ELLs chose a Freestanding ESL program. At this point, we then determine that all of these new ELLs will be in an ESL instructional program, as we do not offer bilingual instructional programs. Once this has been determined, placement letters are prepared in both English and the native language (Spanish, Chinese, etc.) indicating that their child will be placed in an ESL program based on the program selection form the parent has filled out. The ESL teachers make copies of these placement letters and file them in their ESL records. The Placement letters are then sent home with the child for the parent's review. The school's phone number is always included in these letters in case a parent has questions regarding their child's placement or requires clarification about anything related to their child's ESL services.
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.
Identification: The first step we undertake in order to ensure that all of the students who are eligible to take the NYSESLAT are taking the test (and on our current roster) is to print out the RLER report in ATS. We use this report (which lists all of the ELLs in our school) and compare it to our existing ELL roster. From here, we make a testing schedule by grade with a list of ELLs. Then, the Testing Coordinator along with our Principal identifies certified pedagogues who will administer the NYSESLAT on each grade level. Due to the number of ELLs, we typically test the students by grade level (even though the test is the same for certain grade bands). A meeting is scheduled by the Testing Coordinator to review the rules and regulations with the certified pedagogues surrounding the administration of state exams.
Scheduling: Once the testing memo has been released, our Principal and the ESL Coordinator pick the three testing days for the Reading, Writing and Listening portion of the exam. This is usually done at the beginning of the school year and placed on our School's calendar. As for the Speaking portion of this test, the Principal and the ESL Coordinator usually pick a day within the window to begin testing ELLs and continue to test until all of the ELLs have been assessed. Pursuant to the latest rules and regulations on administering the Speaking portion of the NYSESLAT, scheduling of both ESL teachers is mandatory when administering the Speaking exam. One ESL teacher administers the exam to the student, while the other teacher (not the student's ESL teacher) scores the responses.
Make ups: Our school picks days for the exams typically in the middle of the testing period to allow for make up testing should we have ELLs who are absent. Certified pedagogues are always used and scheduled to handle these make up tests. State testing conditions apply for these make up exams as well.
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. 
Historically at P.S. 250, the trend shows the parental choice of a Freestanding ESL program. This year, we have 24 new ELLs and all 24 parents requested a Freestanding ESL program on their program selection form. As it turns out, the program model offered at P.S. 250 is a Freestanding ESL program. Therefore, 100% of our parental requests are aligned with the program model being offered in our school.

That being stated, even though our trend is toward a Freestanding ESL program, we are keeping track and are prepared, via the ASPIRA consent decree, to create such a program if 15 parents within a grade would request a bilingual or dual language

program. Furthermore, if a parent (or less than 15 parents) were to choose a bilingual or dual language program which is not currently offered at P.S. 250, the ESL teachers, the School Secretary and the Parent Coordinator would work with the parents/guardians to find them placement at another school in the area.

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])?

Four providers are involved in the mandated ESL instruction in our school. We have one self-contained ESL class in Kindergarten and one self-contained class in 3rd grade. The ELLs in remaining grades / outside of those classrooms are provided their mandated ESL service by two other certified ESL teachers. One ESL teacher works with ELLs in grades K-2 while the other ESL teacher services our ELLs in grades 3-5.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 250 provides ESL instruction through push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day (four times per week for a total of 360 minutes); typically, once in a pullout period and once in a push-in period. Where scheduling allows, beginners and intermediate students are serviced during two pullout periods. Also, the administration of P.S. 250 makes every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible. Advanced level students who are not in the Kindergarten and 3rd grade self-contained classes are typically seen once per day, four times per week in a push-in program.

In our school, the program model we use is the block model where the class travels as a group. Within the class, the proficiency levels are mixed from beginner to intermediate to advanced and even proficient level students and non-ELLs. Our ESL teachers organize their schedules so that they pull out the beginner and intermediate level students together to better focus their instruction. However, during a whole class or push-in setting, proficiencies are heterogeneous allowing for mixed grouping.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The staff of P.S. 250 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teachers provide services to all eligible students. Three hundred and sixty (360) minutes per week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes per week of service are provided to students who are at the advanced levels. In addition to serving the students according to the state mandates, beginning level students also receive academic help during the 37.5-minute intervention period. Program cards reflect these services.

a. In order to meet the linguistic and academic needs of our ELLs, as well as comply with parental choice and CR Part 154, certified ESL teachers provide explicit ESL instructional minutes within their push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day; typically, once in a pullout period and once in a push-in period or in two pullout or push-in periods. Explicit ELA instruction is typically handled by the ELLs' classroom teacher. That being stated, ESL teachers typically meet with classroom teachers to be informed about curriculum mapping and discuss weekly lesson planning in order to maximize the efficiency of their ESL instruction so that it reinforces ELA concepts through ESL methodology. Scaffolding and spiral teaching are an explicit part of our ESL teaching and learning.

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

Content areas are delivered to our ELLs in English in their classroom. Our non-certified ESL classroom teachers use scaffolds such as vocabulary picture cards, photographs, short videos when/where appropriate, manipulatives, realia and graphic organizers to present instruction in the content areas to ELLs in our school. Other strategies also used are vocabulary development (use of picture dictionaries) and spiral teaching, along with reinforcement, when possible, by ESL teachers in their ESL programs.

The ESL Program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English and content through ESL methodologies. Certified ESL teachers use ESL methodology to support this learning. Some of these techniques and approaches are taken from the balanced literacy program including Word Study, Guided Reading, Shared Reading, Shared Writing, Guided Writing and Read Alouds. Various ESL techniques and approaches employed include Total Physical Response, Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach. ESL teachers and Classroom teachers spiral teach or revisit content and skills in an effort to meet the demands of the Common Core Learning Standards.

For newcomers, P.S. 250 has native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy and aid in comprehension in the content areas in order to be on grade level within the Common Core Learning Standards. Our ESL department has many bilingual books in Spanish/English, Chinese/English, and Arabic/English. These are available to our students and can be brought home for the benefit of the students and parents.

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

We ensure that ELLs are appropriately evaluated in their native language in essentially two ways. One of our ESL teachers interviews Chinese-speaking students in their native language and continues to speak to them in their native language throughout the year in order to appropriately evaluate them. Our other ESL teachers target our Spanish-speaking students or use an interpreter (either our school's Parent Coordinator, one of our Aides or another certified pedagogue) when available to appropriately evaluate them throughout the year. In this manner, we can determine fluency and understanding in their native language. In such an event where there is no native-speaking pedagogue or Aide or a given language, we will ask a family member or a DOE interpreter to aid us.

The ESL team administers the LAB-R in English and a native-speaking pedagogue administers the Spanish LAB-R when the need arises for those students who did not make the cut off on the LAB-R.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Certified ESL teachers use various assessments to periodically address the ELLs' modalities.

To evaluate ELL's reading, we first look at the NYSESLAT report to view the raw scores for the reading section of the test. Then we rely and use DRAs about four times per year to check students' reading levels and comprehension. On an ongoing and more

informal basis, we use running records and constantly monitor students' ability to read and decode and understand the text at hand. Conference notes are typically kept on each student on an ongoing basis.

To evaluate ELL's writing, we first look at the NYSESLAT report to view the raw scores for the writing section of the test. Then we look at students' writing pieces and use a 7 trait rubric to formally assess their writing skills. We can see progress made throughout the year as the same rubric (with minor tweaking according to the type of writing produced) is used on most writing pieces. We tend to look at a published piece of writing about once every 4-6 weeks. ESL teachers frequently monitor the acquisition of the day-to-day skills we are teaching. This is typically captured in conference notes.

To evaluate ELL's speaking and listening, we first look at the NYSESLAT report to view the raw scores for these sections. For the majority of our ELLs in grades 1st – 5th, ELLs have scored proficient in these sections. Regardless, we continue to evaluate these modalities through Read Alouds and the Common Core Learning Standards (by being able to ask/answer key questions and details about the text). We include activities into our lesson plans like listening to Read Alouds, books on CD or books on the computer to provide more opportunities for ELLs to hear and respond in English. We set up partnerships to give opportunities for ELLs to practice their speaking and listening skills in a less-pressure / more low risk manner. In a few cases, we also formally assess students' speaking and listening through a one-on-one Listening and Speaking assessment provided by Rigby. When this assessment is provided, we typically do it about two-three times per year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. Currently, we have no students who are classified on the BESIS as SIFE. However, if one were to be enrolled we know that instructional approaches used to reach SIFE pupils will vary depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore, language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language acquisition opportunities.

b. Newcomer students at P.S. 250 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers.

Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques and the use of realia, manipulatives and visual representations (photographs, pictures, videos, etc.) wherever possible. In addition to these supports, newcomers also receive extra attention through after-school programs and additional academic intervention.

c. The primary goal of our ESL program is to support students in achieving English Language proficiency within three years. When students are in their 4th – 6th year at our school and still have not mastered proficiency on the NYSESLAT, we revisit our plan. To avoid having these ELLs become long-term ELLs, we must continue to offer academic support by addressing gaps in their literacy and academic skills in order for them to be able to perform at city and state grade levels across content areas. We include them in our academic intervention period to help them gain academic skills and we make sure they are receiving small group instruction with a tailored focus to help elevate their reading comprehension and their writing skills. To do this, we incorporate recognized and researched based ESL instructional strategies across content subject areas both by the ESL teacher and their classroom teacher.

d. We will service long term ELLs under the belief that each student progresses at his or her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development. Following the natural order of language acquisition presented by theorists, many students will develop BICS first and CALP second. Accordingly, our primary focus for long term ELLs will be to develop CALP so that students can achieve mastery of reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.

e. At our school, we provide continued support to our former ELLs. Many of our former ELLs are placed into ESL classes therefore they receive some ESL service on a periodic basis, especially when ESL instruction is provided in a push-in capacity. Furthermore, we offer testing accommodations to our former ELLs that provide them with extra time and, on some occasions, a separate setting, to complete assessments.

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?

At P.S. 250, we have a small population of ELLs who are designated as Special Education students. This population receives individualized instruction from their classroom teacher, their SETSS teacher (Special Education Teacher of Support Services), paraprofessionals, and the ESL staff as prescribed by their Individualized Educational Program. Collaboration between teachers is essential to ensuring congruence and focused planning. In addition to this instruction, many of our ELL-SWDs also receive instruction with the Wilson Program.

P.S. 250 has intervention programs for students in grades K-5, both general education and special education. As is the case with all programs at P.S. 250, AIS programs are made available to our ELL students. This includes our 37.5-minute academic intervention period.

The Freestanding ESL program uses a number of curriculums in addition to teacher-developed materials. Curriculums employed include the AWARD Reading Program – a computer/software-based reading curriculum, Wonders for Kindergarten and 1st grade, Treasures for 2nd – 5th grade, Teachers' College Writing Project, and Zip Zoom Readers. In addition to these programs, our curriculum also uses our large guided reading library to allow for differentiated ELA instruction. For newcomers, P.S. 250 has native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy.

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?

There are several ways that the school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs with the least restrictive environment. Many students with disabilities are grouped with general education ELLs. In order for ELL-SWD students to get a rigorous education, the special education teacher confers with fellow grade teachers to complete curriculum mapping and plan lessons for the week. ESL teachers meet with the classroom teachers, including the special education teacher, so that these students get a rigorous education that is aligned with the other grades.

Schedules are designed so that if children are pulled for Supplemental Services or ESL, they are not pulled during the teaching of core curriculum subjects being taught by the teacher. All core curriculum subjects, as well as ESL, are scaffolded so as to meet their IEPs.

Some of the instructional flexibility that our school uses in order to attain the IEP goals and reach English proficiency is through the use of a computer/software-based curriculum called AWARD Reading. This program attracts and motivates many ELLs and helps them with reading comprehension, mechanics, phonics, word study and sight words.

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

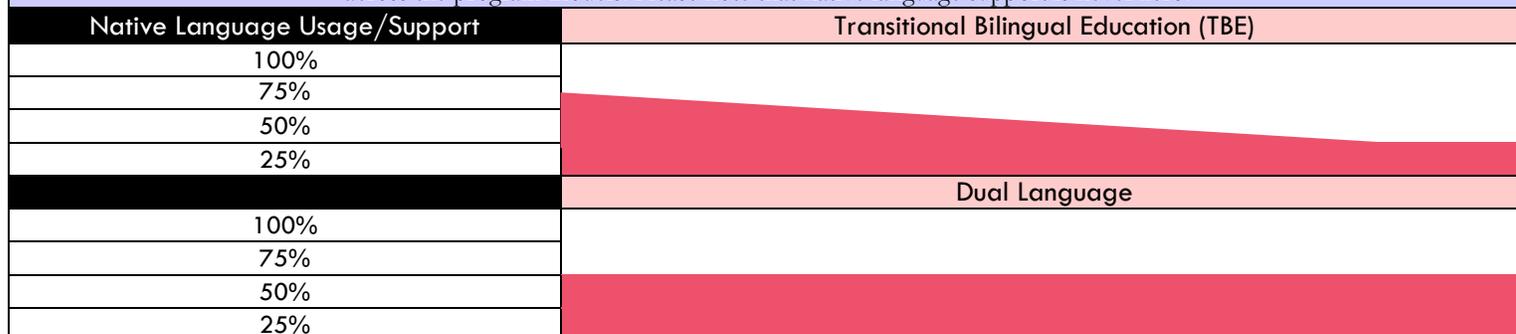
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- All targeted intervention programs in our school are offered in English. The programs we offer included our 37.5 minute academic intervention program. In this program, teachers target skills in Math, ELA, Science or Social Studies. The instruction in this program is at the discretion of the teacher and dependent on the needs of the students. For example, one day might be focused on reading; another day on writing and a third day on Math.
- Other intervention programs offered at our school include after school programs to aid in the preparation for state tests. There are typically three types of programs offered under this umbrella: ELA Test Prep, Math Test Prep and an ESL focused program. Each of these after school programs focuses on specific skills to prepare students for what they will see and be expected to do on these exams. In the ESL program, specific strategies are taught to help guide the students through difficult texts, questions and prompts. Exploration of the different types of questions is also discussed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We measure the effectiveness of our current program by looking at our baselines for our Measures of Student Learning (MOSL) in both literacy and math and benchmarks of performance assessments (chapter/unit tests, DRA levels, writing pieces with rubrics, etc.). These measures help us to see the areas in which our ELLs continue to need support and we attempt to tailor our lessons toward that. Furthermore, we look for growth in these areas. If we do not note growth which is consistent with other students in the class, the ESL teachers and classroom teachers discuss a plan to help target these gaps in learning.
11. What new programs or improvements will be considered for the upcoming school year?
- As we are a multi-media and communications magnet school, some of the new improvements we are making school wide involve the continued use and inclusion of technology in our teaching and instruction. Nearly every classroom has a smart board and a document camera with which to aid in teaching. Staff is continuously attempting to learn new ways of incorporating this new technology in order to meet the needs of our students and spark continued interest in how we learn. Other ways we are attempting to draw more students in is through residencies like podcasting, animation, digital photography, iMovie, etc.
12. What programs/services for ELLs will be discontinued and why?
- As of November, none of the programs / services that we currently offer our ELLs will be discontinued. As always, this is contingent upon the budget.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Any school program that is being offered at P.S. 250 is open to all students regardless of LEP status. After school programs are offered to ELLs in grades 2-5 typically from about February to May. The programs mainly focus on literacy development. In addition, we typically offer an ELA Test Prep and a Math Test Prep program. Each of these after school programs focuses on specific skills to prepare students for what they will see and be expected to do on these exams. Depending on the program, the groups meet two to three times weekly from 3-5 p.m.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The Freestanding ESL program uses a number of materials pulled from various programs and curriculums in addition to teacher-developed materials. The following is a sample:
- AWARD Reading Program
 - Treasures Literacy program (McGraw Hill)
 - Wonders Literacy program (McGraw Hill)
 - Teachers' College Reading and Writing Project
 - Reading Triumphs Intervention by Macmillan/McGraw-Hill
 - Multilevel Nonfiction Books by Lakeshore
 - GO MATH!
 - Independent Investigative Method (IIM)
 - Zip Zoom Readers

- Buckle Down Test Prep Materials
- Safari Montage
- National Geographic videos

As previously mentioned, ESL teachers often include technology to aid in instruction. This is especially true for our newcomers who at first must rely heavily on visual clues to aid in comprehension. That might mean a short video on monkeys is shown to a group prior to reading a book on monkeys. This type of ESL strategy helps our students activate their prior knowledge or build background knowledge before diving into a new topic.

Flashcards or index cards are often used with beginning ELLs to help with matching words and concept of print. Beginner ELLs can “build” a sentence using index cards to give them a tangible understanding of a word and a sentence.

Magnetic letters and magnetic white boards have also become an effective tool in spelling, reading and writing. We have noticed with some of our ELLs whose languages write/read right to left, having the opportunity to physically manipulate the letters before jumping right into the writing part helps solidify the importance of order of letters in a word and the order of words in a sentence. Guided reading books with heavy picture support and sentence patterns are also frequently used with our beginner/intermediate groups.

Document cameras in the classroom help during writing or math or any content area because a student’s paper can be showcased to the whole class as either a small teaching moment or to show the class what is expected.

lpads are used to develop literacy through word games, digital books, etc.

Computer centers are used to reinforce a lesson especially under the AWARD Reading curriculum. After the teacher introduces the book and reads through the book with the group, there are various computer activities at the end of every book that students can do on their own or in pairs.

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

We have native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy. Parents of ELLs are encouraged to read to their child, whenever possible, in their native language to maintain native language fluency and literacy. Parents and ELLs are encouraged to borrow bilingual books from our ESL or school library.

Also, wherever and when possible, teachers of ELLs who speak the native language do so in order to aid in comprehension or help to understand the ELL, especially if the ELL is a newcomer.

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

The materials we use with our ELLs are age and grade appropriate. We ensure that ESL teachers have access to the ELA curriculum. Furthermore, ESL teachers do their best to collaborate with classroom teachers regarding curriculum, lessons, vocabulary, and specific students.

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.

When newly enrolled ELLs come to our school with little or no English, we introduce them to their classroom teacher, their ESL teacher and one or two students who speak the same language as the student (when possible). The ESL teacher and students walk around the school visiting the places they will be frequenting: the restrooms, gymnasium, auditorium, cafeteria, art room, music room, computer room, hallway, etc. ESL teachers often create a few worksheets of the student’s name to ease the student into classwork (this is more frequently used in the lower grades). The buddy system or partnering is set up to help ease the transition for the newly enrolled student. The buddy is asked to help explain all the necessary classroom rules and routines to the newly enrolled student. The parent is contacted for the parent orientation and assured to ask questions if anything arises with their child in school. It is understood that many newly enrolled students who have recently come from other countries may experience culture shock or go through a “silent period” so the ESL teacher does his/her best to maintain an ongoing communication with the classroom teacher and the parent should any issues come up.

18. What language electives are offered to ELLs?

We do not offer language electives at our school currently, but that could change in the future.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- 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)?

Not applicable as we do not have a dual language program at our school.

C. Professional Development and Support for School Staff

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

1. P.S. 250 offers ongoing professional development for ESL teachers and general education teachers. The school's professional development is organized through The Children First Network, our Multimedia and Communications Magnet grant, the Office of English Language Learners, our Data Specialist/Testing Coordinator and by school faculty (Math Coach, Magnet Coordinator, Administration, etc.). Sessions / topics include:

- Danielson Framework / New Teacher Evaluation / Advance
- Reading and Writing Nonfiction for ELLs Institute
- Brain Research: Keeping ELLs in Mind
- Analyzing MOSL Data
- Rigor in the Classroom
- Quality Review Rubric / Citywide Instructional Expectations
- Monitoring Comprehension: Developing Assessments and Setting Benchmarks
- Independent Investigative Method (IIM)
- Differentiating Instruction in Mathematics
- Podcasting
- Smart Board training
- Digital Photography
- Stop Motion Animation
- Drama Resource P.D.
- Teaching Opinion, Argument and Persuasive Writing
- Move-To-Improve Workshop
- Houghton Mifflin Harcourt Go Math! General Session
- Introduction to iMovie
- Differentiation in Mathematics
- Go Math – Scope and Sequence

2. - Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success
- Independent Investigative Method
- Teaching Opinion, Argument and Persuasive Writing
- Move-To-Improve Workshop
- Houghton Mifflin Harcourt Go Math! General Session
- Introduction to iMovie
- Differentiation in Mathematics
- Go Math – Scope and Sequence
- Handwriting without Tears
- Wonders McGraw Hill (review of curriculum)

3. In order to support our staff in assisting ELLs into their transition to middle school, P.S. 250 organizes informational parental meetings, school visits and middle school fairs.

4. The minimum 7.5 hours of ELL training mandated by Jose P are met at grade level meetings, faculty conferences, half-day workshops, and through ELL department updates provided by the ESL teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At P.S. 250, we foster and encourage ELL parental involvement. We use Translation and Interpretation Services when necessary to make this happen. These services are offered to increase the involvement of parents in the ESL program. Additionally, interpretation services in the languages that we have access to (typically Spanish and Chinese) are a daily help in communication between school staff and parents. Furthermore, ELL parent involvement can be seen in our school in the following ways:

- Curriculum Morning: At the beginning of every school year, all parents are invited into the students' classrooms to learn about the various curricula (Math, Literacy, Science, Social Studies, etc.) set out for the year.
- Learning Leaders: Parent volunteers who are trained by the Learning Leaders Organization in Reading and Math instruction, come into the classrooms during school hours to work with students one on one or in pairs with input and instruction from the teacher.
- Fabulous Friday: Once per month, we invite all parents, including ELL parents, to come into their child's classroom to celebrate and participate in the month's theme (examples include Hispanic Heritage month, Family Literacy, Family Math Fun, Chinese New Year, Black History Month, Career Day, Poetry Celebration, etc.). In this way, the parent gets first hand experience with the child in his/her classroom learning environment.
- Parent workshops like Homework Help, Parenting Skills, Visual Arts, Students' Academic Education workshops, Nutrition, etc.
- School Leadership Team (SLT): A group consisting of the Principal, parents and teachers who meet monthly to discuss various school issues.
- Classroom Field Trips: Individual teachers invite parents to volunteer to attend the various field trips their classes take throughout the year. Many of our ELL parents participate in these field trips (examples include trips to Queens County Farm, Prospect Park Zoo, Hall of Science, Brooklyn Children's Museum, The Old Stone House, etc.)
- Open School Night: All teachers meet with parents to discuss their child's academic performance thus far. Information/an action plan is given to the parent on "Next Steps" to work on with their child (Examples might include continued reading with the child, oversight of homework and review of tests, specific websites and interactive games on the internet that increase reading, word knowledge and sight words, etc.)
- P.S. 250's Carnival: Our Spring fundraiser which asks for parent volunteers and parents/students to show up and enjoy a game and food-filled event and raffle to help support our school.
- Evening of the Arts, our Family Art Night that celebrates all of the hard work and showcases the many Art projects our students and Art teachers have done throughout the year.
- Parent Association (PA) meetings: These are offered both in the mornings and in the evenings to encourage parent participation and school involvement.
- PA activities like Father / Daughter Dance, Mother's Day Dance, Family Game night, Family Movie Night, etc.
- Holiday Shows through our Music Department
- Holiday Shows through our Drama Department

2. Our school partners with many agencies / Community Based Organizations to provide workshops / services to ELL parents. Below is a list:

- Cornell University: They offer nutrition and health workshops.
- Learning Leaders: They offer workshops on "Helping Your Child at Home"
- UFT: They offer workshops on 'Reading with Your Child'
- Ebony magazine: They offer workshops on the Common Core Standards
- Woodhull Hospital: They offer workshops on asthma
- TASC: They offer a Family Literacy workshop

3. We evaluate the needs of our parents in the following ways:

- We meet with our parents during Open School night to discuss their child's academic performance and listen to any needs they might express.
- We look at the results of the parent surveys.
- We have a Parent Coordinator who interacts with parents and receives feedback from them regarding their needs.
- We have an established Parent Association (PA) at our school. The PA continually reaches out to our parent community to evaluate their needs.

4. We address the needs of our parents at P.S. 250 in the following ways:

- Based on the HLIS and the blue emergency card, we address the needs of the parents by providing documentation in the language of their choice.
- Also, parents have shown us that they want a freestanding ESL class for their child and based on the information from the parent surveys and program selection forms, we continue to provide that.
- In addition, in past years, our parents requested their own adult ESL class and in hearing that, we had a certified teacher who taught that adult ESL class.

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>George H. Lindsay</u>		School DBN: <u>14K250</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
Cathy Alicea	Assistant Principal		11/26/13
Ana Ponce	Parent Coordinator		11/26/13
Alison Yuen-Ming Chan	ESL Teacher		11/26/13
Ana Placeras	Parent		11/26/13
Jason Wu	Teacher/Subject Area		11/26/13
Kathy Tejada	Teacher/Subject Area		11/26/13
Christina Rosario	Coach		11/26/13
Josephine Soriano	Coach		11/26/13
	Guidance Counselor		11/26/13
	Network Leader		11/26/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K250** School Name: **George H. Lindsay**

Cluster: **CFN 612** Network: **Grapevine**

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

Part A: Needs Assessment Findings

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

P.S. 250 uses the information from the Home Language Identification Survey (HLIS) to identify the school's needs for written translation and oral interpretation. Every parent has the opportunity to list the language in which they would prefer written and oral communication. Furthermore, every student is required to have a blue emergency card on hand which also asks the parents / guardians to identify their preferred language for written and/or oral communication. School staff and faculty use this information when communicating with parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our parents receive written translations in English and Spanish. We also have a portion of our parents who require information to be in Chinese and English. The findings are reported to the school community through our School Leadership Team.

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.

Our school will provide letters, report cards and flyers in English, Spanish and Chinese where necessary. We have teachers in the building who help to translate documents from English into Spanish and English into Chinese. If another language need arises, we will use an outside vendor to help us with translations.

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.

Staff and/or parent volunteers will provide oral interpretation services. The Assistant Principal, Parent Coordinator, Parent Association President, numerous School Aides, and Teachers speak Spanish. We currently have one Teacher who is fluent in Chinese and a parent volunteer who frequently helps with translations in Chinese as well.

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>.

Pursuant to Chancellor's Regulation A663, the school will identify the primary language needs of the parent population via an informal survey or other means as determined by the Office of Teaching and Learning. Utilizing staff and parent volunteers, the school will provide translated documents in identified languages to all parents requiring such services. An outside provider will be utilized should a need arise in a language other than those spoken by the staff and parents. An accurate record of families requiring translated documents will be kept by the school so that all letters/documents sent home will be sent in the appropriate language on the same day, to the extent possible, as the English version. Report cards will continue to be sent home with Spanish and Chinese translations where needed. The Parent Association's communication are also sent home with Spanish and Chinese translations.



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>PS250</u>	DBN: <u>14K250</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>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

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: _____

The freestanding English as a Second Language program at the George Lindsay School (PS 250) serves as a multi-lingual K-5 community through the use of a combined push-in and pull-out model. Content instruction aligned closely with grade level curriculum is provided for English Language Learners (ELLs) using ESL methodologies. There are 106 ELLs in PS 250. There are 2 certified ESL teachers and one teacher with a NYS Bilingual Common Branch certification in the school.

In order to increase academic achievement and improve English language proficiency among our students, we use our Title III funding for the following:

- an extended day for ELLs in grades 2-4
- after school programs are aligned with New York State Common Core Learning Standards
- ELL students are usually grouped by language proficiency levels of beginners, intermediate, and advanced, here students will be grouped heterogenously to foster cooperative and peer assisted learning.
- programs last 6-8 weeks long and meet twice per week for 2 hours per session
- sessions meet Wednesday and Thursday from 2:30 - 4:00
- focus is to provide additional instruction in all four modalities: speaking, listening, reading ,and writing
- parents will be notified of culminating performance via notices sent home, school website, and phone calls from parent coordinator

ESL Through Drama

Students learn and practice language structures and vocabulary using a variety of dramatic techniques and theatrical activites including: role-play/simulations, pantomime, guided improvisation, writing and performing mini-skits, and jazz chants. Each Session will focus on a multicultural theme. The last session will be a culminating performance project.

Drama is a highly effective vehicle for teaching ELLS :

- promotes language acquisition through meaningful interactions
- makes language learning exciting and accessible
- motivates and builds self -confidence
- dramatic activities incorporate multiple learning styles (kinesthetic, visual, auditory etc..) ensuring that students' learning potential is heightened
- games/ activities foster a playful, non-threatening, supportive environment key to enhancing ELLS learning
- activities provide ample opportunity to foster self-expression, creativity and independent thinking
- promotes teamwork, cooperative learning, social awareness, empathy (acting requires "walking in

Part B: Direct Instruction Supplemental Program Information

another person's shoes")

- develops fluency, pronunciation and effective delivery of language in a contextualized meaningful way
- results in higher retention of language learning because of enhanced engagement level

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: There will be ongoing professional development for ESL teachers, as well as, other staff members responsible for the delivery of instruction and services for ELLs. Professional development providers will be Theatre teacher and ESL teachers on Mondays during allocated staff development time from 2:25 - 3:40.

The objective is to deepen our staffs' sensitivity and understanding of the specific needs of our ELL students, given that our ELL population is growing and most teachers have ELLs in the classroom. Teachers receive PD that will support them in more fully engaging ELLs. PD would include the following topics: understanding the stages of language proficiency in order to adapt instruction to meet the students proficiency level, effective scaffolding techniques, supporting ELLs by creating a welcoming environment, using language partnerships, visuals aids, graphic organizers and thinking maps to support cognitive processing, IIM method to support independent research, Safari Montage and using additional resources.

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 strongly believe that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. Consequently, we engage our parents in multiple ways during the school year. Important notices are sent home in different languages. Our ELL parents are invited to participate in school committees such as the School Safety, Attendance Committee, Pupil Personnel and our School Leadership Team. They are encouraged to join the Parents Association and attend their meetings. Translators are provided at all meetings. Parents are also invited to our Fabulous Friday Events and the Parent Coordinator Workshops. We also offer Math

Part D: Parental Engagement Activities

training workshops for parents, as well as, E-Chalk training, which explains how to access the school website and obtain useful information. During Parent-Teacher conferences Spanish and Chinese translators are available.

Our ELL parents are invited and encouraged to participate fully in school activities. Parents are notified via notices sent home, school website, and phone calls from parent coordinator for any school activities and culminating performances.

We have alliances with several Community Based Organizations which provide services to ELL parents. The St. Nicholas Alliance runs not only a student after school program here, but also has workshops for parents and a literacy program. Cornell University Extension runs a series of nutrition workshops which our ELL parents attend. We also have a partnership with Woodhull Hospital that provides an Asthma program for our students and ELL parents.

Our parent coordinator serves an integral roll in facilitating communication between parent, community based organizations and members of the school community. She maintains regular contact with our ELL parents addressing their concerns and questions . She also facilitates workshops and is instrumental in discerning the needs and interests of our parents.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____