

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

**School Name:** THE EZRA JACK KEATS MAGNET SCHOOL OF MULTICULTURAL HUMANITIES

**DBN (i.e. 01M001):** 21K253

**Principal:** LISA SPERONI

**Principal Email:** LSPERON@SCHOOLS.NYC.GOV

**Superintendent:** ISABEL DIMOLA

**Network Leader:** LISA GIGOUX

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this 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
Lisa Speroni	*Principal or Designee	
Melissa Musman	*UFT Chapter Leader or Designee	
Ume Kulsoom Butt	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Pamela Siegfried	Member/ Teacher	
Josephine Ocello	Member/ Teacher	
Denise Romero	Member/ Teacher	
	r	
Iram Jabbar	Member/ Parent	
Zoila Jacinto	Member/ Parent	
Vinoja Kaetheeswaran	Member/ Parent	
Amina Noaman	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## 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.

**GOAL#1 - TO IMPROVE TEACHER EFFECTIVENESS BY DEVELOPING A COMMON UNDERSTANDING OF INSTRUCTIONAL EXCELLENCE**

1- By June of 2015 Administration, inclusive of Principal and Assistant Principals will utilize the Charlotte Danielson Rubric Driven Framework to provide Professional Feedback to Teachers in order to ensure that 50% of all teachers who's current evaluations include three or more areas designated as an E-Effective and/or D-Developing rating will evidence movement towards Highly Effective Teaching. This will result in developing a deeper understanding of pedagogical excellence resulting in students (inclusive of ELL's and SWD's) movement toward meeting and/or exceeding Grade Level Performance Targets as evidenced by walkthrough data, lesson plans, observation reports, Teacher Self-Assessments and Professional Development Plans (where applicable).

### **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.

- Observations – (Formal and Informal)
- Assessments (State, Periodic, MOSL)
- Teacher Lesson Plans
- Chancellor's Initiatives
- Quality Review Feedback
- PPO Feedback
- Professional Development Feedback Sheets
- Instructional Team Meetings- Agendas/Minutes
- School Leadership Meetings –Agendas/Minutes

A review of the following suggests that there is a need to focus on meaningful conversations about teaching and learning with staff. These conversations will occur before and/or after an observation, they will be driven by data and focused on student learning outcomes.

### **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**

##### **Activity #1**

- Professional Development provided to teachers by Principal, Assistant Principal, Achievement Coach and Instructional Lead Teachers to ensure an understanding of the term "Instructional Excellence", as defined by P.L. 3012 using the Charlotte Danielson framework including but not limited to presentations, discussions and video presentations (September 2014 – June 2015).
- Target Populations(s): Teachers servicing grades Pre-k-5.
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, Mentors, Achievement Coach, Data Specialists.
- Implementation of Time Line: August 2014- June 2015

##### **Activity #2**

- Professional Development provided to teachers via Principal, Assistant Principals to ensure an understanding of MOSL Accountability; specifically how student learning outcomes are directly impacted by the effectiveness of the teacher.

##### **Activity #3**

- School leaders will conduct cycles of rubric driven required observations and feedback sessions to ensure understanding and movement toward Instructional

Excellence (September 2014 – June 2015) as defined by Public Law 3012 using Charlotte Danielson rubric driven template.

- Target Populations(s): Teachers in grades K-5 with specific focus on our untenured staff.
- Responsible Staff Members: Principal, Assistant Principal, Network affiliates.
- Implementation of Time Line: September 2014- June 2015.

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

**Activity #1** – Principal, Assistant Principals, Instruction Lead Teachers, Mentors, Instructional Support Specialists, Data Specialists.

**Activity #2** – Principal, Assistant Principals, MOSL Team.

**Activity #3** – Principal, Assistant Principals, Network Affiliates.

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

**Activity #1**- Teachers servicing grades Pre-k-5

**Activity #2** – All teachers Pre-k-5

**Activity #3** – Teachers in Pre-k-5 with specific focus on our untenured and/or at-risk staff

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

**Activity #1** – August 2014 – June 2015

**Activity #2** – August 2014 – June 2015

**Activity #3** – September 2014 - June 2015

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

- 1- Teachers will participate in a self-assessment on selected components of Charlotte Danielson (October 2014, November 2014).
- 2- The administration in collaboration with the teachers will develop and implement a coherent professional development plan for teachers that integrates Charlotte Danielson rubric (September 2014 – June 2015) expectations aligned to CCLS.
- 3- School leaders will conduct short frequent cycles of rubric driven required observations and feedback sessions to ensure understanding and movement toward instructional excellence (September 2014 – June 2015).
- 4- Professional Development provided to teachers by Principal, Assistant Principal, Instructional Lead Teachers and Achievement Coach to ensure an understanding of the term “Instructional Excellence”, including but not limited to presentations, discussions and video presentations (September 2014 – June 2015).
- 5- Monthly meetings provided to probationary teachers by Administration, Instructional Support Specialist (in addition to the teacher support team), Instructional Lead Teachers and colleagues to deepen their professional competence as they move forward along a continuum towards tenure (October 2014 – June 2015).

School Administrator: (2) 100%– Tax Levy

(1)– 100% Tax Levy

(2) – 50% Tax Levy, 50% Title I SWP

Teacher (63) - Tax Levy, Title 1SWP, Title IIA, School Support Supplement, Children’s First Network Support,

Tax Levy-Legacy Teacher Supplement, Contract for Excellence

PreKTitle I, UPK

ESL Teachers 100% Tax Levy

Parent Coordinator (1) 100%– Tax Levy

***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).

- Training and materials on the topic of rubric driven assessments will be disseminated to the parents via the S.L.T. and P.T.A. meetings as well as our ongoing monthly Parent Workshops and the Parent Academy. During these sessions parents will review the newest lens by which administration will access evidence of teaching and learning.
- Information regarding rubric driven instruction will be posted on our school's website in an effort to broaden our school's outreach efforts.
- As always translators will be available in order to ensure that all parents are provided high quality information in their preferred language.

***Budget and Resource Alignment***

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

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

## 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.

**GOAL #2 - TO CONTINUE TO UTILIZE COLLABORATIVE INQUIRY TO ENSURE THE USE OF DATA TO SCAFFOLD AND ALIGN INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS.**

2- By June of 2015 all teachers will continue to use Collaborative Inquiry Session (Tuesdays 2:30-3:00) to ensure a deepened understanding of Data Driven Instruction to provide Scaffolded Instruction and Instructional Alignment; specifically the instructional shifts aligned to the Common Core Learning Standards using the support in all content areas. This will be evidenced by Benchmark Indicators, timelines and agendas/minutes, instruction and data binders, student work samples, and lesson planning. The results of the above will be reflected in Curriculum Maps (UDL's) Units of Study aligned to the Common Core Learning Standards, Performance Tasks, work samples, state and local assessment data which will assess student progress towards meeting and/or exceeding Grade Level Performance Targets.

### 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.

- State assessment results, including items skills assessments
- Baseline and Culminating Tasks
- Annual School Reports
- ARIS System/Schoolnet
- Quality Review
- Progress Report/Learning Environment Survey
- DAA School Profile Reports
- Instructional Team Minutes – Agendas/Minutes
- PPO
- Periodic Assessments

After conducting a review of the reports above it was determined that there continues to be a need:

- For Teacher Teams to continue to review and utilize student data to drive instruction within the classroom in order to ensure that targeted instruction is provided to our most at-risk students inclusive of ELL's, former ELL's, and Students with Disabilities.
- For Teacher Teams to continue to review student work in order to implement and align the requisites of the CCLS in all content areas.

### Instructional Strategies/Activities

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

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

##### Activity #1

- Professional Development provided to teachers by Principal, Assistant Principal, Instructional Support Specialist and Instructional Lead Teachers to ensure an understanding of the term "Data Driven Instruction", CCS Alignment, (Short/Long term instructional planning including but not limited to presentations, discussions and video presentations) (September 2014 – June 2015).

##### Activity #2

- Creation of Long and Short Term Instructional Goals for Students: These grade specific long term goals will include our school goal for increased student performance

in Literacy and Math. Collaborative Inquiry Teams will meet to discuss their students' needs based on the most current data. A Short Term Goal in Math and/or Literacy will be generated. The focus of the Short Term Goals pays particular attention to our most at-risk learners, ELL's, former ELL's, and SWD's. Within the six week data cycle teachers will share and provide feedback on student work samples, interim assessments and differentiated instructional tasks. This information will be uploaded onto Google Docs and will be reviewed by the administration. These discussions will in turn begin the next six week short term goal focus.

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

**Activity #1** – Principal, Assistant Principals, Data Specialists, Instructional Lead Teachers.

**Activity #2** – Teachers, Instructional Leaders, Data Specialists, and Administration.

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

**Activity #1** - Teacher Teams and Supplemental Service Providers in grades K-5 working with at-risk students inclusive of ELL's, former ELL's and SWD's

**Activity #2** - Target Populations(s): Teacher Teams working with at-risk students inclusive of ELL's, former ELL's and SWD in K-5.

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

**Activity #1** – September 2014 – June 2015

**Activity #2** – September 2014 – June 2015

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

Teachers will utilize:

- 1- Individualized student assessments reviewed with Administration in the content area of Literacy and Math which will baseline student levels and identify student strengths and weaknesses (September 2014 – June 2015).
- 2- Teachers will utilize student assessment results to identify targeted student groups for guided reading, RTI Instruction and data inquiry.
- 3- Collaborative Inquiry period (Tuesday Afternoon) dedicated to the process of inquiry and goal oriented instruction for student and teacher inclusive of, but not limited to, reviews of student work, case studies, share out sessions, instructional planning, including evidence of the CCS, identification of trends among student sub-groups, sharing of best practice and opportunities for instructional reflection (September 2014-June 2015).
- 4- To utilize the process of Collaborative Inquiry to create grade specific professional learning communities (September 2014-June 2015).
- 5- To upload "Best Practice" instructional lessons to Schoolnet, Google Docs, and the DOE Inquiry Space with target lessons in the areas of Math and/or Literacy (September 2014 – June 2015).

School Administrator: (2) 100%– Tax Levy

(1)– 100% Tax Levy

(2) – 50% Tax Levy, 50% Title I SWP

Teacher (63) - Tax Levy, Title 1SWP, Title IIA, School Support Supplement, Children's First Network Support,

Tax Levy-Legacy Teacher Supplement, Contract for Excellence

PreKTitle I, UPK

ESL Teachers 100% Tax Levy

Parent Coordinator (1) 100%– Tax Levy

**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).**

- Parents will be provided ongoing training and materials throughout the school year in order to ensure that parents, students and teachers are familiar with the expectations of the Chancellor and the mandates set forth by the Department of Education for the 2014-2015 school year. Workshops will be provided to parents via school, staff, CBO's and District 21's CEC to address the Common Core Standards, specifically but not limited to literacy and math. Some of these workshops include but not limited to:
    - CCLS Workshops (particular focus on L1 & L2 subgroups)
    - Using ARIS
    - Scaffolded Instruction
    - How to better help your ELL/SWD child
    - An IEP Smart Goals
    - CCLS Alignment to promotion criteria for Students with Disabilities
    - Go Math
    - Core Knowledge/Expeditionary
    - Pre-k Expectations Core Knowledge/My Math
  
  - Teachers will participate in this initiative by providing the following:
    - Monthly parent letters reflective of classroom action plans and goals for the month.
    - Posting additional parent resources relative to class wide happenings on class and school websites; Tuesday Parent Engagement time as well as preparation periods (when necessary) providing ongoing opportunities to meet with parents in order to ensure the home school alignment in relation to student accountability, academic performance and ongoing progress.
    - Translators will be provided in order to ensure parents are provided the necessary supports to best meet the needs of their children.
- P.T.A., S.L.T members will provide ongoing feedback to school staff in order to ensure that the needs of our parent community are being met.

***Budget and Resource Alignment***

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

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

### 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.

GOAL # 3 - TO IMPROVE AND ENHANCE P.D.OPPORTUNITIES TO FURTHER ALIGN INSTRUCTION TO THE CCLS.

3- By June of 2015 all teachers and related service providers (where applicable) will be provided Professional Development to support the Balancing of Literacy K-5, Go Math within K-5; Core Knowledge (K-2); Expeditionary Learning (3-5). This will result in the movement of students (inclusive of ELL's and SWD's) performance towards meeting and/or exceeding Grade Level Performance Targets. This will be evidenced by professional development agendas/ feedback sheets, observations (Effective/Highly Effective), lesson plans, Units of Study, student work samples, Culminating Task movement of at least 1 rubric level of growth, movement towards proficiency on all state and local assessments.

#### **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.

- Fountas & Pinnell
- Progress Report/Learning Environment Survey
- SESIS student reports
- Periodic Assessments
- School Report Cards (NYS)
- State Assessments (NYSESLAT, ELA, Math)
- MOSL Assessments
- Collaborative Inquiry Teams – Agendas/Minutes
- Student Database
- Professional Development feedback related to CCLS Training
- PPO Feedback
- Quality Review Feedback

After working on developing an understanding of the Common Core Learning Standards it was determined that we must apply this understanding within the Balanced Literacy program being introduced this year in grades K-5 ; specifically Core Knowledge (K-2), Expeditionary Learning (3-5) and Go Math (K-5).

#### **Instructional Strategies/Activities**

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

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

##### **Activity #1**

- Professional Development: P.D. will be provided on the following topics:
  - Units of study that evidence the new curricula aligned to the CCLS via the Workshop Model.
  - Identifying appropriate data to best meet the instructional needs of students.
  - Creating Text Dependent Questions which are reflective of the CCLS.
  - Curriculum Mapping in the areas of ELA/Math.
  - Norming patterns related to student assessment; specifically base and culminating assessments

##### **Activity #2**

- Collaborative Units of Study in Literacy Driven Participation in the by CCLS: Together with their grade specific colleagues, teachers will continue to use UDL Model to create lessons utilizing Go Math, Expeditionary Learning and Core Knowledge which will develop the necessary skills to master and/or increase the performance levels of students in the content areas of Social Studies, Science and Math. These lessons will provide maximum student support, via multi-level entry and access points via tiered instruction. Scaffolded and differentiated task driven activities will ensure that our most at-risk students inclusive of SWD, ELL's and former ELL's are provided support required to ensure that they meet grade level performance targets and/or IEP mandates.

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

**Activity #1** – Administration, content specific Instructional Lead Teachers.

**Activity #2** – Administrators, Grade Leaders, Teacher Leads, Supplemental Service Providers (ELL, Literacy, Math) and classroom teachers.

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

**Activity #1** – Teachers in grades K-5.

**Activity #2** – Teachers, Supplemental Service Providers.

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

**Activity #1** – September 2014 – June 2015

**Activity #2** – November 2014 – June 2015

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

- 1- Creation of units of study that evidence the CCLS and the UDL model of Curriculum Mapping.
- 2- Text to Task Template Sets (open sentence frames) in the content area of Literacy, Science, Social Studies and Math (where applicable).
- 3- Collaborative Planning sessions in an effort to plan, review, assess and calibrate student writing samples and lesson plans.
- 4- Creation of Task Driven Activities that will provide differentiated access to all students in ELA/Math/

School Administrator: (2) 100%– Tax Levy

(1)– 100% Tax Levy

(2) – 50% Tax Levy, 50% Title I SWP

Teacher (63) - Tax Levy, Title 1SWP, Title IIA, School Support Supplement, Children’s First Network Support,

Tax Levy-Legacy Teacher Supplement, Contract for Excellence

PreKTitle I, UPK

ESL Teachers 100% Tax Levy

Parent Coordinator (1) 100%– Tax Levy

### ***Strategies to Increase Parental Involvement***

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

- The Parent Coordinator in consultation with S.L.T. and P.T.A. will arrange parent workshops provided by Instructional and content specialists who will provide different activities and training opportunities to best assist their children with the Common Core writing and reading expectations.
- Parents will be taken through the process of Differentiated Task Driven Instruction as a means of sharing the student expectations required of their children. Additional workshops will explore the creation of IEP’s in order to ensure that parents are aware of the Common Core Standards as they relate to the alignment of IEP’s to promotional criteria.
- Monthly parent letters, Individual class and cluster web pagers, Google Docs uploads, Parent Teacher Conferences, Open School Week and Parent Teas will seek to provide parents access into their children’s classrooms so that they gain a familiarity of routines, rituals, and academic expectations of their students each

and every day.

- o Both the school and class websites will continue to serve as a resource to parents specifically the at-risk student as it affords parents links to sites that support the SWD and ELL population. (In their preferred language)

The S.L.T. and P.T.A. will serve as a source of parent feedback and modifications to our parent outreach efforts will be made as needed.

***Budget and Resource Alignment***

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

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

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## 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.

#### **K-2**

By June 2015, 40% (67:167) of Kindergarten students inclusive of ELL's and SWD's will be on or above grade level in reading accuracy and comprehension as determined by Fountas & Pinnell Running Record Assessments which will be conducted 5 times a year to track growth and progress.

*Progress will be measured as follows:*

Sept-Nov. (10%)

Nov-Jan (20%)

Jan-March (25%)

March-June (30%)

By June 2015, 65% (93:143) of first graders inclusive of ELL's and SWD's will be on or above grade level in reading accuracy and comprehension as determined by Fountas & Pinnell Running Record Assessment which will be conducted 5 times a year to track growth and progress.

*Progress will be measured as follows:*

Sept-Nov. (10%)

Nov-Jan (20%)

Jan-March (30%)

March-June (40%)

By June 2015, 71% (104:147) of second graders inclusive of ELL's and SWD's will be on or above grade level in reading accuracy and comprehension as determined by Fountas & Pinnell Running Record Assessment which will be conducted 5 times a year to track growth and progress.

*Progress will be measured as follows:*

Sept-Nov. (10%)

Nov-Jan (20%)

Jan-March (30%)

March-June (40%)

(3-5)

By June 2015, 70% (261:373) of students in grades 3-5 inclusive of ELL's and SWD's will show at least a 1 level increase (scale score range 1-4) growth from baseline to culminating in each unit of study as measured by Common Core aligned genre specific 7 trait rubrics. Assessment cycles will be conducted 5 times a year to track growth and progress.

### **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.

- Collaborative Inquiry Teams – Agendas/Minutes
- Progress Report/Learning Environment Survey
- SESIS student reports
- Acuity Assessments
- School Report Cards (NYS)
- NYSESLAT
- State Exams (ELA/Math/Science)
- Student Database
- RTI Team
- IEP Annual Review Meetings
- Inquiry Team Agendas/Minutes
- Fountas and Pinnel scores (K-2)

After conducting a review of last year's referral rates it was determined that although we are evidencing steady increases in student proficiency in Math, Literacy, Science, inclusive of Students with Disabilities, we need to further ensure movement of all students towards proficiency. To that end we will continue to monitor student progress throughout the year in order to ensure and increase student achievement 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.

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

#### **Activity #1**

- Professional Development: P.D. will be provided on the following topics:
  - Task Driven Differentiated/Scaffolded Instruction
  - Depth of Knowledge/Bloom Taxonomy as they relate to CCLS; specifically deepening rigor and scaffolding instruction.
  - Rubric Driven Assessments with a focus on grade level common core standardization and utilizing data to drive and scaffold instruction.
  - All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students.
  - All classroom teachers will be provided Professional Development in deepening Tier I instruction through participation in the NYC Common Core Lab site Initiative.

#### **Activity #2**

- Monday PD will be utilized for professional development primarily in the area of improving student reading accuracy and comprehension.
- Inputting and uploading student data onto Google Docs.
- Collaborative Units of Study in Literacy Driven by CCS: Together with their grade specific colleagues, teachers will continue to use UDL model to create lessons which will develop the necessary skills to master and/or increase the performance levels of students in the sub strand of reading accuracy and comprehension. These lessons will provide maximum student support, via multi-level entry points as well as tiered instruction. Differentiated task driven activities will ensure that our most at-risk students SWD, ELL's and former ELL's are provided the scaffolding and access required to ensure that they meet grade level performance targets. Supplemental

service providers in ELA as well as ESL and SETTS providers will work with students and classroom teachers to provide on-level instructional activities that foster opportunities for success throughout the activity.

- Target Populations(s): Teachers Pre-K - 5
- Responsible Staff Members: Principal, Assistant Principals, Instructional Lead Teachers, Mentors, Data Specialists
- Implementation of Time Line: August 2014- June 2015

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

**Activity #1** – Administration, Content Specific Lead Teachers, Data Specialists and Network Support Staff (P.D. Opportunities)

**Activity #2** – Administration, Grade Leaders, Teacher Leaders, Supplemental Service Providers (ESL, Literacy, SETTS) and classroom teachers.

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

**Activity #1** – Teachers in grades K-5 with a specific focus on those servicing SWD and ELL's.

**Activity #2** – Teachers and supplemental service providers who are working with SWD (ELL's).

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

**Activity #1** – September 2014 – June 2015

**Activity #2** – November 2014 – June 2015

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

- 1- All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students.
- 2- Administrative walkthroughs utilizing Rubric-driven assessment tools with a focus on lessons evidencing tiered instruction and multiple entry points in order to ensure that all students inclusive of ELL's and Students with Disabilities are provided with high quality, data driven instructional opportunities.
- 3- The School Implementation Team will further develop the systems and structures currently in place in order to ensure that effective assessments, screening and progress are in place and are reflective of the most recent Special Education Mandates in order to provide increasing intensive levels of instruction when necessary to our most at-risk learners.
- 4- The Principal and/or school designee will work collaboratively with network personnel to ensure all mandates and issues of compliance are in place during the 2013-2014 school year.
- 5- Parents will be provided ongoing opportunities during PTA, SLT, General Membership and school based workshops to parents by SAT, SIT members and related service providers to ensure their understanding of the new Special Education Reform and all related components.

School Administrator: (2) 100%– Tax Levy

(1)– 100% Tax Levy

(2) – 50% Tax Levy, 50% Title I SWP

Teacher (63) - Tax Levy, Title 1SWP, Title IIA, School Support Supplement, Children's First Network Support,

Tax Levy-Legacy Teacher Supplement, Contract for Excellence

Prattle I, UPK

ESL Teachers 100% Tax Levy

Parent Coordinator (1) 100%– Tax Levy

**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).

- In an effort to assist with high needs targeted students we will endeavor to ensure training and provide materials which will specifically target the parents of Students with Disabilities. Workshops will be provided through the lens of these students and their unique and challenging needs. The Parent Coordinator in consultation with S.L.T. and P.T.A. will arrange parent workshops provided by Special Education teachers, ELL teachers and content specialists who will provide differentiated activities targeting the strengths of our ELL and SWD students.
- Parents will be taken through the process of Differentiated/Scaffold Task Driven Instruction as a means of sharing the student expectations required of their children. Additional workshops will explore the creation of IEP's in order to ensure that parents are aware of their rights under and the requirements a school must fulfill to ensure their compliance within this process as well as the alignment of the IEP to the CCLS with regard to the promotional criteria.
- Monthly parent letters, Parent Teacher Conferences, Parent Teas and classroom events will seek to provide parents access into their children's classrooms so that they gain a familiarity of routines, rituals, and academic expectations of their students each and every day.
- The school and class website will continue to serve as a resource to parents specifically the at-risk student as it affords parents links to sites that support the SWD and ELL population. (In their preferred language)
- The S.L.T. and P.T.A. will serve as a source of parent feedback and modifications to our parent outreach efforts will be made as needed.
- Parents will be provided ongoing opportunities during PTA, SLT, General Membership and school based workshops to parents by SAT, RTI, SIT members and related service providers to ensure their understanding of the new Special Education Reform and all related components.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

6.

#### **10- 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.)
<p>ELA</p>	<p><b>Funded Literacy</b></p> <p>1-- At-risk students are defined as students scoring L1 and L2 on informal class assessment, formal assessments and class observations. These students are provided with remediation in inclusive of content areas of Literacy, Social Studies and Science. This instruction will be provided to a subgroup of students whose needs are the same. The teacher will vary the modality of instruction in addition to providing differentiated instruction that will best meet the needs of the students.</p> <p>Ongoing articulation between funded and classroom teachers ensures the instructional alignment of the educational program. Funded teachers bolster the home/school link by providing monthly workshops, monthly parent letters that are sent home in order to provide parents with curriculum updates, class happenings and areas of concentration. The school and class website is available to parents in order to provide additional suggestions and tools for use at home with their children. Teachers utilize this site as an additional opportunity to provide information to parents which provides activities for parents to use with their children in order to increase student</p>	<p>Via a push in/pull out model of instruction</p> <p>1:8. /1:10 Teacher/Student service ratio.</p> <p>Small Group Instruction 12-17 Students</p>	<p>Services are provided 3 to 5 times a week during school hours.</p> <p>October 2014-June 2015</p> <p>This service is available during the school day; two to five days per week for approximately forty five minutes during the months of September 2014-June 2015.</p>

	<p>achievement.</p> <p><b>2- <u>An after school ELA/ESL program</u></b> provides students in grades 3-5(inclusive of Special Ed and ELL) differentiated instruction in the area of skill/strategy building and writing. This program incorporates all content areas with a focus levels on Social Studies/Science specifically.</p> <p><b>3- <u>Great Leaps</u></b> for students in grades K-5 (inclusive of SWD's and former ELL's). This service supports students who need to further develop their letter/sound recognition, phonemic awareness, and fluency/accuracy</p> <p><b>4- <u>Passport</u></b> -This service supports students who need to further develop their letter/sound recognition, phonemic awareness, and fluency/accuracy.</p>	<p>At-risk remediation after school. 1:17 Teacher/Student ratio.</p> <p>1:1 Teacher/Student service ratio.</p> <p>1:8 Teacher/Student service ratio.</p>	<p>Services are provided 2 times per week W/Th - 2:25 – 2:55 Non ESL Program W/Fr – 2:25 – 3:55 ESL Program</p> <p>Service is provided 3-4 times per week-15 minutes per session.</p> <p>Service is provided 4 times per week-40 minutes per session.</p>
<p><b>Mathematics</b></p>	<p>- <b><u>Funded Math</u></b></p> <p><b>1-</b> At-risk students are defined as students scoring L1 and L2 on informal class assessment, formal assessments and class observations. Students are provided with intensive skills-based instruction in grades 3-5. Differentiated instructional techniques are utilized in order to provide students with activities that meet their specific needs. There is ongoing articulation between funded and classroom teachers in order to ensure alignment of the educational programs and curriculum. In order to bolster the home/school link, parents are provided with monthly workshops, which provide them with activities to use with their children in order to ensure student progress (October 2013-June 2014).</p>	<p>1:8 – 1:10 Teacher/Student service ratio.</p>	<p>Services will be provided 3-5 times per week – 45 minutes per session September 2014 – June 2015.</p>

	<p><b>2- <u>An after school math program</u></b> will be provided to students in grades 3-5 (inclusive of Special Ed and ELLs). The program focus will include computation and problem solving exploration.</p> <p><b>3- Students in grades 2-5 <u>Great Leaps Math</u></b> provides students additional support in the areas of Mathematical Computation. This program is available two to five days per week based on identification of need. The program focus will include computation and problem solving exploration.</p>	<p>1:15-1:17 Teacher/Student service ratio.</p> <p>At-risk students are provided remediation mathematics via push in/pull out model of instruction Great Leaps Math.</p> <p>1:1 Teacher/Student service ratio.</p>	<p>Services are provided 2 times per week W/Th - 2:25 – 2:55 Non ESL Program W/Fr – 2:25 – 3:55 ESL Program</p> <p>3-5 Days per week for 15-20 minutes per session.</p>
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<p><b>Science</b></p>	<p><b>1-</b> At-risk students are defined as students scoring L1 and L2 on State Exams, formal and informal assessments. Students will be provided content area instruction specifically targeting those skills that have been identified as deficient. Students will be provided differentiated guided instruction in those areas by the service provider in an effort to improve these skills to ensure that they meet and/or exceed Grade Level Performance Targets.</p>	<p>Via a push in/pull out model of instruction</p> <p>Services are provided to students ratio 1:8</p>	<p>January 2015-June 2015.</p> <p>This service is available during the school day 4 times per week forty five minutes per session.</p>
<p><b>Social Studies</b></p>	<p><b>1--</b>At-risk students who are defined as those scoring L1 and L2 on grade level formal and/or informal assessments will be provided content area instruction specifically targeting those skills that have been identified as deficient. Students will be provided differentiated guided instruction in those areas by the service provider in an effort to improve these skills to ensure that they meet and/or exceed Grade Level Performance Targets.</p>	<p>Via a push in/pull out model of instruction</p> <p>Services are provided to students ratio 1:8/11:10</p>	<p>Services are provided 3 to 5 times a week during school hours.</p> <p>October 2014-June 2015</p> <p>This service is available during the school day; 2-3 days per week for approximately forty five minutes during the months of September 2014-June 2015.</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>Guidance</b> - works with at-risk students targeted by teachers, SAT team and parents by providing social and emotional support utilizing 1 on 1 and group therapeutic conversations.</p> <p><b>Psychologist</b> provides at-risk counseling to students in order to focus on issues of the socio-emotional domain that impedes the</p>	<p>1:1/1:3 Student/Guidance Ratio</p> <p>1:1/1:3 Student/Psychologist Ratio</p>	<p>Student services are provided in 8 week cycles. In consultation with parents, teachers and staff. This service may terminate or continue pending RTI Team review.</p> <p>September 2014-June 2015</p>

	<p>academic progress of students.</p> <p><b>Social worker</b> provides at risk-counseling and community outreach to families of at-risk students as well as families in crisis.</p>	<p>1:1/1:3 Student/Social Worker Ratio</p>	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

In order to attract and retain Highly Qualified Teachers we will continue to provide the following:

- Subject and Grade specific Instructional Lead Teachers and Assistant Principals will be identified in order to provide model lessons assist with instructional planning and work with teachers to baseline students most in need of additional support.
- The Teacher Resource Center will continue to serve as an on-site resource where teachers can gain access to professional literature, instructional supports and sample templates to best meet the needs of their children.
- Weekly Professional Development activities will be provided to teachers in order to best meet the differentiated needs of their students. The workshops will include but will not be limited to:
  - CCLS
  - Data Driven Analysis
  - Using data to drive instruction
  - Balancing our literacy program
  - Habits of Mind
  - How to interface with parents in order to assist them in best meeting the needs of their children as well as to communicate with teachers.
- Professional Development Team will meet bi-monthly to provide feedback to administration regarding Professional Development opportunities for teachers. Feedback will be shared with administration and next steps will be defined.
- Where applicable mentor teachers are assigned to assist with supporting first year teachers.
- Both tenured and non-tenured staff will be evaluated utilizing the Charlotte Danielson Framework for Teacher Effectiveness. In all cases opportunities to explore pedagogical concerns and next steps will be provided by administration.
- All newly hired staff will participate in 8.5 hours of ELL instruction in order to best meet the instructional needs of our Beginning, Intermediate and Advanced Learners.
- 

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Professional Development in the areas of Data Driven Instruction – specifically focused on the CCLS in Math and Literacy will be provided throughout the school year beginning in September 2014 – June 2015.
- All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students
- In an effort to address and provide training to teachers on Bullying and Respect for All we will attempt to offer DASA training to all those staff who are in need of and/or are interested in training.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

In order to ensure a seamless transition into the elementary grades all teachers school wide participate in Inquiry Meetings, Professional Development Workshops and meetings with the RTI Team to ensure that the needs of all students are known and met with the receiving teachers. Additionally in June the teachers complete “Pink and Blue Cards” and exchange Biographical Data which identifies the needs of each additional child. The teachers in the sending and receiving classes meet to discuss the needs of each student in order to assist with the transition into the new grade. Finally, each week there is a vertically aligned Grade Leader Meeting which ensures programmatic and curricula seamlessness. The Parent Coordinator sits on each of the school based teams and provides parent workshops that align and support the curriculums; specifically but not limited to the instructional shifts reflective of the common core learning standards. These meetings are ongoing and include Grades K – 5.

**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.

Each year on a continuum teachers are provided professional development which addresses student data and assessments. These assessment selections are an outgrowth of the instructional lead meetings, grade meetings and school leadership meetings are monitored and revisited throughout the school year. This year the MOSL team met extensively to discuss and select school based measures of student learning as well as provided input to administration regarding the professional development which would support teacher best practices.

**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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Therefore, P.S. 253'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. P.S. 253 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;

P.S. 253'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 P.S. 253's 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, P.S. 253 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 1<sup>st</sup> 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;

P.S. 253 will further encourage school-level parental involvement by:

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

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

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

P.S. 253, 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**

*P.S. 253 will 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;

*P.S. 253 will 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 1<sup>st</sup> 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;

*P.S. 253 will 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;

*P.S. 253 will 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. P.S. 253 - 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;
1. always try my best to learn.

**DBN: 21K253**

### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$668,595.51	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	\$83,216.00	X	See action plan
Title III, Part A	Federal	\$23,612.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,621,266.00	X	See action plan

**<sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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



**Department of English Language Learners and Student Support**

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 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>Ezra Jack Keats Magnet School</u>	DBN: <u>21K253</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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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>66</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 6

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Direct Instruction Supplemental Program: P.S 253 will provide an after-school Direct Instruction Supplemental Program to our ELLs and former ELLs (2 years transitional) in Grades 3-5 in the content areas of literacy and math. The intent of this program is to make content comprehensible to our ELLs by integrating content and language development in context.

This supplemental program is designed to address the academic needs of our ELLs thereby improving their overall literacy abilities: critical thinking skills, building stamina and comprehension in reading of complex text, Tier II & III vocabulary (vocabulary, concept maps), annotating text, Level 1-5 Common sentence text structures, discourse patterns, deconstruction/ reconstruction of sentences from a complex text, graphic organizers, DOK questioning, reference materials, collaborative engagement, through high-yield practices and effective, explicit instruction within a supportive environment. In addition, embedded and deliberate scaffolded instruction will be supported, but not limited to: "The Sentence/Paragraph Frame Reference Sheet for Intergrating ELD in the Content Areas." The creation of a "Content Word Wall" arranged around key concepts in context that will engage our ELLs to foster and explore the aspects of utilizing the four modalities of language by focusing on a concept/topic. Homogeneous and/or heterogeneous pairs/small groups (proficiency levels) will be guided by teacher created tasks in engaging students in this process of concept building, Tier II & III vocabulary and further expand the scaffolding process utilizing questioning- thinking stems to discuss and demonstrate their understanding of literacy, fiction and non-fiction text, skills-based questions, strategies used in the characteristics of text-dependent questions, and short response questions in alignment to the CCCS.

Through weekly collaborative inquiry data, instruction will be implemented focusing on skill and strategy features in language performance of instruction in the four modalities, continuous monitoring of ELL student progress in relation to the following: language proficiency level (modality analysis), prior school history, formative and summative assessments, performance tasks and student work in order allow for flexibility in planning to support ELL achievement in aligning the curriculum and instruction to the demands and rigor of the CCCS.

In addition to literacy, students will be provided supplemental math instruction. The focus will be to utilize ESL strategies to assist with mathematical word problems (multi-step), core vocabulary and operational terms with the support of native language glossaries, key words in comprehending directions, etc. To raise the expectations and instructional rigor in meeting the needs of our ELL students based on math assessments and data, the components of practice /application, and review/assessment, will develop and accelerate the interdependency of language proficiency and content instruction. In

## Part B: Direct Instruction Supplemental Program Information

addition, grade-level embedded techniques will be implemented based on student performance data: formative and summative assessments, NYSESLAT analysis in the 4 modalities, The Title III AMAO Estimator Tool, performance tasks, individual IEPs (disabilities and goals) articulation with service providers on an on-going basis during collaborative Inquiry meetings, data to assess and analyze information on student learning outcomes will be adjusted and modified to better support and differentiate rigorous coherent instruction aligned to the demands of meeting and/or exceeding the CCCS on each grade level in literacy and math.

Data for Subgroups: The ELL students selected to participate in the Title III Supplemental Program was based on various sources of data; formal and informal assessment data, spreadsheets (google docs) for each ELL inclusive of (F & P reading levels, 2013 and 2014 ELA and Math levels in grades 4 & 5). In addition, the NYSESLAT modality scores and The Title III AMAO Estimator Data Tool were also utilized to identify ELLs as SIFE, Extension of Services, At Risk and/or Transitional. Our grade 3 ELLs were selected according to the assessment of student strengths and needs, data evidenced from the google docs spreadsheet (F & P reading levels, writing and math baseline formative and summative assessments, NYSESLAT levels) and teacher input. In addition, many of our grade 3 ELLs will be taking one or both the ELA and Math NYS exams. Our instructional focus at P.S 253 is to support our ELLs and ensure that each individual as a learner experiences rigorous instruction that is aligned with the school-wide goals in progressing towards mastery of the content areas in alignment with the CCSS.

All subgroups inclusive of ELLs, SIFE, Transitional and Newcomers both General Ed and SWD's will be serviced during the Afterschool Title III Program. The teachers will differentiate instruction based on need, enrichment and IEP driven goals . The ELL staff pedagogues will support instruction utilizing the TO-WITH-AND-BY-Model of Support.

Classes-

Grade 3- 2 Classes

Grade 4 -1 Class

Grade 5- 1 Class

\*SIFE students -(2) in Grade 3 and (2) in Grade 5 are in need of pre-literate language/literacy and math skills and second language development in the four modalities with native language support inclusive but, not limited to: i pad apps, NL glossaries, pictionary, thematic content vocabulary, Level 1-2 sentence structures, the verb "to be" regular/irregular verbs, phonics skills, modeling, native peer support and additional practices to assist in the continuum of language development, academic concepts and skills.

Long term ELLs/SWDs -Anchor charts and exemplars to model language writing in the narrative, expository, informative and argumentative. In addition, concept maps to scaffold instruction, to build on reading stamina and comprehension of complex text in both fiction and non-fiction, various question types(text-dependent questions, short response) in order to identify key words and phrases to conceptually understand concepts and content in question types and expand on the skills and strategies needed to meet the instructional rigor of the CCS.

Differentiated groups will be formed on each grade level, based on NYSESLAT modality results on the 2014 NYSESLAT, formative data, SWD, 2014 ELA and Math levels for grades 4 and 5. Flexible grouping will be evident in best meeting the needs of our ELLs.

Language of Instruction: English

Schedule and duration: The Title III Enrichment Literacy Program will take place on Wednesdays and

## Part B: Direct Instruction Supplemental Program Information

Fridays beginning November 12, 2014 and ending on May 29, 2015.

Sessions: Nov. 12, 14, 19, 21, 26, Dec. 3, 5, 10, 12, 17, 19, Jan. 7, 9, 14, 16, 21, 23, 28, 30, Feb. 4, 6, 11, 13, 25, 27, March. 4, 6, 11, 13, 18, 20, 25, 27, April. 15, 17, 22, 24, 29 and May. 1, 6, 8, 15, 20, 22, 27, 29

Time: 2:25-3:55 p.m.

# and types of certified teachers: Four Content Area teachers (one Special Ed licensed pedagogue)  
Two ESL Licensed and Certified pedagogues.

Prior to the onset of the program administration in collaboration with teachers and ELL providers meet to review student data in order to best place and meet the needs of the students. The students are then grouped by ELL Performance levels (NYSESLAT scores) as well as state exams (where applicable) and teacher informal and formal assessments. The groups are then subcategorized within the class based on their specific skill deficit and/or strength. It is important to note that skill needs and utilization of specific strategies is ongoing based on student assessment and need. The teachers, during the instructional session provide targeted guided instruction to the students.

During the class sessions the ELL teachers will push in (as discussed within the plan) and provide targeted support to the students. This work will serve a dual purpose first, to provide students with instruction and second to provide the content area teacher with an onsite opportunity to observe additional ELL strategies, scaffolds to better meet the unique needs of their students.

The Content Area pedagogues and Special Ed pedagogue will work collaboratively with the 2 ELL pedagogues and Assistant Principal/Supervisor in the initial process and during the duration of the program in analyzing data for each ELL student. The assessments tools (language proficiency and modality levels, F & P levels, baseline assessments, Go Math data assessment, SWDs (IEP goals), rubrics aligned tasks, etc.) to form flexible, differentiated groups in the area of literacy and math on grades 3, 4 and 5.

On a weekly basis, the content area, Special Ed and ESL pedagogues will co-plan attentively to design and differentiate instruction accordingly, in order to implement explicit instruction, comprehensible input encompassing strategies that will support skills, provide appropriate deliberate scaffolds, concept mapping, Tier II and III vocabulary, text-dependent and text-specific questions types, anchor charts, of modeling, language frames and instructional materials (texts, tasks, and talk) that are designed to accelerate development of both academic language and grade-level content for ELLs presented clearly to support their understanding in attaining grade appropriate goals to ensure all ELLs have access in meeting the rigor of grade expectations aligned to the CCCS.

Feedback on practice/application, review/assessment at Inquiry grade meetings, tasks, assessments to measure student's content knowledge, academic language competence and participation in disciplinary practices will allow for the pedagogues to monitor their student's learning, so they may adjust instruction accordingly, provide students with timely and useful feedback and encourage students to reflect on their own thinking and learning-metacognition.

Ms. Angelakos( ESL service provider in grade 3) will plan collaboratively during prep periods with the grade 3 teachers and Ms. Moldavskiy (ESL service provider in grade 4 & 5 ) will plan collaboratively during prep periods with grades 4 and 5 teachers in the content area of literacy to create coherent instruction using assessment data in improving ELL students' performance of conceptual understanding and language proficiency in integrating the four language modalities. In class 30 minute intervals of Professional Development will be provided in order to model ESL techniques, strategies and appropriate scaffolds to develop CCSS-aligned instruction for ELLs. In the content area of math the pedagogues on grade 3, 4 and 5 are supported with professional development provided by Ms. Siegfried (Math

## Part B: Direct Instruction Supplemental Program Information

Specialist) in analyzing data to create differentiated group instruction to meet the needs of each student.

### Materials:

The State Education Department /The University of the State of NY/ Albany, NY

New York State testing Program Grade 3, 4 and 5 Common Core English Language Arts Test: Released Questions with Annotated Text

Resources on Engage NY

Content Area Literature

Ready Math

Reteach books from the Go Math Series

Technology will be utilized to specifically support SIFE students

1 folder and composition notebook for each ELL student: Literacy and Math

Graphic organizers/templates/ concept maps/vocabulary maps, anchor charts, etc.

## Part C: Professional Development

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

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

Begin description here: The following professional development will be specifically targeted to support the pedagogues (Project-Based Teachers) who service the Title III ELL students in grade 3, 4 and 5 by implementing and focusing on scaffolding instruction and modeling for teachers, skills and strategies in supporting ELLs in the four modalities of language. Each workshop will support ELL instruction with a project-based activity and/or task.

Afterschool Title III Enrichment Literacy Program to Support the Content Area Teachers:

Schedule and duration: 1 hour professional development will be scheduled after school on the following dates: 11/11/14, 1/15/15, 3/9/15, and 5/11/15 from 3:30-4:30 2 ESL Teachers alternating training sessions Ms. Angelakos and Ms. Moldavskiy.

Topics to be presented by both ELL pedagogues:

1. The SIOP Model-Making Content Comprehensible to ELLs

2. Language Functions Within Academic Interactions

3. Vocabulary Unpacked-

4. Scaffolding Instruction

\*Alternate workshop. Distinguishing Language Acquisition from Learning Disabilities

In class PD will be implemented by both ESL pedagogues Ms. Angelakos and Ms. Moldavskiy. Each pedagogue will be assigned two ESL classes for 30 minutes of modeling/articulation on the following Wednesdays: 12/14, 2/14, 4/15 and 6/15.

Additional professional development for all pedagogues in the Title III program will be via webinars and

### Part C: Professional Development

periodicals. The following sites are suggested: [Stanford University](#), [Engage NY](#), [Colorin Colorado!](#), [everything ESL.net](#), [The Steinhart School](#), [New York University](#), [UFT workshops](#), [News 7 Opportunities for Educators of ELLs](#), [network workshops](#), [edutopia](#), etc.

[ESL Professional Development Training for New Pedagogues:](#)

[Saturday March 7, 2015](#)

[Time 8a.m-12p.m.](#)

[ESL Pedagogues- Ms. Angelakos and Ms. Moldavskiy](#)

[Topic-Thematic Based Projects through the Arts for ELLs](#)

### 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: [Real family engagement is data-driven and must translate into increased student achievement. P.S 253's goal is to empower parents/ guardians to assist and monitor their child/children's learning. P.S 253's Parent Academy has monthly activities, workshops, resource materials and family engagement partnerships with various sources, for eg. Marquis Studios-Literacy Through The Arts; a new arts partnership with New York City arts and cultural organizations to sustain advance arts learning to students and families.](#)

[This year our Parent Coordinator has organized 6 Saturday Weekend Workshops: Literacy Through The Arts- Marquis Studios \(at no cost to Title III funds\) funded through Title I funds.](#)

[Six Workshops: 3 Workshops for Grades PreK-2, Newcomer ELLs \(SIFE and Transitional\) and 3 Workshops for Grades 3-5 Newcomer ELLs \(SIFE and Transitional.\)](#)

[Rationale: Arts Partnership Program \(Arts for ELLs Students with Disabilities Grant Program\)](#)

[This program supports arts partnerships that create and expand arts education opportunities for diverse groups of student participants, including ELLs and students with disabilities. School-based arts residences is designed to increase student achievement in and through the arts among a diverse group of learners, while developing, implementing and documenting best practices in arts education. Parents/guardians will be invited to the listed activities below with an invitation that has a tear-off bottom if they will attend, their name and child's name and grade. Each engagement activity will have a brief description and be given to the ELL's according to the targeted grades for the specific Saturday program provided by Marquis Studios. \\*Invitations will be translated in Native Home Languages as noted on the ELL's HLIS.](#)

[Provider: Marquis Studios](#)

[Topic 1: Latin Dance with Marquis Studios for Grade 3-5 families](#)

[Date: Saturday, February 7, 2015](#)

[Time: 8a.m.-12p.m.](#)

**Part D: Parental Engagement Activities**

Topic 2: Bhangra Dance for K-2 Families  
Date: Saturday, February 28, 2015  
Time: 8a.m.-12p.m.

Topic 3: Tyco Drumming for Grade 3-5 Families  
Date: Saturday, March 28, 2015  
Time: 8a.m.-12p.m.

Topic 4: Origami for Grades K-2 Families  
Date: Saturday, April 25, 2015  
Time: 8a.m.-12p.m.

Topic 5: Rhythm & Dance Cinco de Mayo Parent Workshop  
Date: Saturday, May 2, 2015  
Time: 8a.m.-12p.m.

Topic 6: HipHop Parent Workshop for Grade 3-5 Families  
Date: Saturday, May 7, 2015  
Time: 8a.m.-12p.m.

Title III Saturday Parent Engagement Family Literacy:  
Saturday, May (exact date pending)  
Time: 9a.m.-12 p.m.

A Project- Based activity which will utilize fiction and non-fiction text to develop a deeper understanding of Tier II and Tier III vocabulary. At the end of the workshop parents will be provided the "make and take" activity created during the workshop. A folder will be supplied to each parent, which will include resources and instructions on how to replicate and expand on the project with their children at home. Snacks will be provided

2 ESL pedagogues: Ms. Angelakos and Ms. Moldavskiy

Parents will be invited by invitation with a brief description of the workshop and a bottom tear-off response. Parents/guardians with their children will be in the library during the presentation of the workshop, however during the activity session flexible subgroups will be formed according to their child/children's grade level.

**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)	_____	_____

**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.
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>0</b>	Borough <b>Brooklyn</b>	School Number <b>253</b>
School Name <b>PS 253 The Ezra Jack Keats Magnet School</b>		

### 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 <b>Lisa Speroni</b>	Assistant Principal <b>Brenda Acevedo</b>
Coach	Coach
ESL Teacher <b>Katherine Angelakos</b>	Guidance Counselor <b>Danielle Susskind</b>
Teacher/Subject Area <b>Yelena Moldavskiy/ESL</b>	Parent <b>Samia Atiq/ Elvia Cruz</b>
Teacher/Subject Area <b>Melissa Musman/Data/Testing</b>	Parent Coordinator <b>Gina Dacchille</b>
Related Service Provider	Other <b>Cluster Leader-Jose Ruiz</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified teachers currently teaching in program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>862</b>	Total number of ELLs	<b>180</b>	ELLs as share of total student population (%)	<b>20.88%</b>
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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	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in	15	10	18	4	6	8								61
Pull-out	6	7	2	8	6	9								38
<b>Total</b>	<b>21</b>	<b>17</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>17</b>	<b>0</b>	<b>99</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	156	ELL Students with Disabilities	42
SIFE	2	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	156	2	27	24	0	15	0	0	0	180

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>156</b>	<b>2</b>	<b>27</b>	<b>24</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>180</b>
Number of ELLs who have an alternate placement paraprofessional: <u>9</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

**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	25	11	17	5	9	8								75
Chinese	0	0	0	0	0	0								0
Russian	11	5	4	3	3	0								26
Bengali	0	1	0	0	0	0								1
Urdu	14	13	10	6	10	4								57
Arabic	1	0	1	0	1	0								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	5	8	1	0	2	2								18
<b>TOTAL</b>	<b>56</b>	<b>38</b>	<b>33</b>	<b>14</b>	<b>25</b>	<b>14</b>	<b>0</b>	<b>180</b>						

## 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)	23	11	4	6	2	2								48
Intermediate(I)	18	9	12	1	7	1								48
Advanced (A)	15	18	17	7	16	11								84
Total	56	38	33	14	25	14	0	0	0	0	0	0	0	180

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	9	1	0	30
4	7	8	2	0	17
5	6	2	1	0	9
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	6	3	16	2	4	1	1	1	34
4	2	1	5		7		2	1	18
5	4		3	1	1		1		10
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		5	1	10	1	18
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.

For the 2013-2014 school year, grades K-2 will be assessed in early literacy skills using Fountas and Pinnell. ECLAS-2 will no longer be a form of assessment, however the E-CLAS was used as a point of reference in the initial grouping of students according to

their reading levels (guided/independent) for the first 20 days of school. For the 2013-2014 school year, the running record assessment Fountas and Pinnell in grades K-2 is being used as the assessment in literacy to determine students' independent reading levels in fiction; oral reading, fluency, miscues and comprehension of texts at increasing levels of complexity. In addition, benchmark assessments in Math were utilized to identify entry points in grades K-2 math skills.

In grades 3-5, the students were assessed with the WRAP as the initial benchmark assessment in early October, and it will continue to be used with the addition of the Fountas and Pinnell as the ongoing running records tool this year. Additionally, performance based writing task assessments in grade 3-5 Task (planning pages and writing checklists ) were used as the initial writing assessment and scored to the grade specific skills rubrics to guide and differentiate instruction.

The following ongoing assessments and collective data are compiled for each ELL:

- Informal language checklist of language skills for ELLs.
- Sentence structures-simple, and compound sentences.
- Verb tenses- present, past, future, and present progressive sentence structures.
- Descriptive writing task of a scene/illustration/photograph.
- Comprehension Strategy Assessment Skills for ELLs.
- LAB-R, Spanish LAB and 2013 NYSESLAT modalities.
- Reading lexile levels of independent and guided text.
- Writing rubrics of text types and purposes of the CCSS.
- \*additional researched-based informal assessment recommendations.

The utilization of these assessments will enable us to:

- Identify the performance of our ELL's within the General Education and Students with Disabilities population.
- Identify trends that may exist within our ELL population.
- Provide an entry point and access point framework in order to ensure differentiated task driven activities for our students.
- Identify instructional areas which may require additional Professional Development support.
- The delivery of instruction and rigor of the new literacy programs Core Knowledge, Expeditionary Learning and Go Math curricula.
- Implementing mini-lessons and tasks to develop vocabulary (Tier II & III) writing skills of text types and purposes, fiction and non-fiction, vocabulary concepts, language frames, annotating text, close reading strategies etc.
- The support of graphic organizers and strategies from the source book McREL Standards Correlation and Benchmarks.

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

The data patterns across proficiency levels on the LAB-R 2013 reveal that out of 89 newly admitted Kindergarten students tested, 24 scored Beginner, 11 scored Intermediate, 17 scored Advanced and 37 scored Proficient. Analyzing the data in grade K, there is a large population of ELLs at the Beginner and Advanced proficiency levels.

- In grade 1, out of 2 students tested, both scored Beginner.
- In grade 2, out of 2 students tested, both scored Beginner.
- In grade 3, out of 3 students tested, 2 scored Advanced and 1 scored Intermediate.
- In grade 4, 1 student was tested and the student scored Advanced.
- In grade 5 out of 2 students tested, both scored Advanced.
- \*11 Holdovers in grade K, which took the 2013 NYSESLAT.

The 2013 NYSESLAT (phase 1 revision) assessed language in the modalities of listening/speaking, reading/writing in alignment to the shifts to the CCSS. Although the format of the The 2013 NYSESLAT did not have significant changes, the rigor was evident in all four modalities. The NYSESLAT was challenging for grades 3-5 in the informational and literary sections of the exam. The data from the 2013 NYSESLAT indicates the following:

- Movement within the modalities and proficiency levels across all grades.
- Limited movement in grades K and 1 and in reaching proficiency on the NYSESLAT.
- ELLs-SWD in 4-6 year mark of ELL instruction showed limited movement in level of proficiency.
- ELLs-SWD in grades 2 and 4 reached proficiency on the NYSESLAT.

The data reveals the following information on the 2013 NYSESLAT ELL Data:

- Grade K: 39 ELLs tested:

-3 ELLs scored Proficient  
-13 ELLs scored Advanced  
-9 ELLs scored Intermediate  
-9 ELLs scored Beginner  
\*11 Holdovers (10 ELLs moved up 1 level, 1 ELL stayed at the same proficiency level).

-Grade 1: 32 ELLs tested:  
-16% scored Proficient  
-16% moved up 2 levels  
-41% increased by 1 level  
-27% stayed on the same level

-Grade 2: 17 ELLs tested:  
-64% scored Proficient  
-6% increased by 2 levels  
-12% increased by 1 level  
-18% stayed on the same level

-Grade 3: 23 ELLs tested:  
-39% scored Proficient  
-4% increased by 2 levels  
-22% increased by 1 level  
-35% stayed at the same level

-Grade 4: 13 ELLs tested:  
-46% scored Proficient  
-0% increased by 2 levels  
-15% increased by 1 level  
-31% stayed at the same level  
\*8% of re-admits decreased by 2 levels

-Grade 5: 11 ELLs tested:  
-18% scored Proficient  
-0% increased by 2 levels  
-37% increased by 1 level  
-45% stayed at the same level

\*ELL subgroup- 42 Sp-SWDs tested -24% scored Proficient, 5% 2 levels up, 33% 1 level up , 36% at the same level and 2% 2 levels down, since the ELL was discharged and re-admitted in May.

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](#))

The RNMR has not been populated with 2013 scores. The NYSESLAT modality breakdown-reading/writing and listening/speaking is not available at this point in time.

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. As per the data on the 2013 ELA Exam:

-Grade 3	30 ELLs tested	20 level 1	9 level 2	1 level 3	0 level 4
-Grade 4	17 ELLs tested	7 level 1	8 level 2	2 level 3	0 level 4
-Grade 5	9 ELLs tested	6 level 1	2 level 2	1 level 3	0 level 4

\* The above data on the ELA exam reveals the following analysis:

-4 students met AMAO 1.

\*The data indicates that ELLs need instructional rigor and strategies to meet the demands of the gradients and features of text complexity for comprehension in order to be able to answer text dependent questions-build stamina

-As per the data on the 2013 Math Exam:

-Grade 3	34 ELLs tested	6 level 1 English/ 3 level 1 NL
		16 level 2 English/ 2 level 2 NL
		4 level 3 English/ 1 level 3 NL
		1 level 4 English/ 1 level 4 NL

-5 students met AMAO 1.

-Grade 4	18 ELLs tested	2 level 1 English/ 1 level 1 NL
		5 level 2 English/ 0 level 2 NL
		7 level 3 English/ 0 level 3 NL
		2 level 4 English/ 1 level 4 NL

-9 students met the AMAO 1.

-Grade 5	10 ELLs tested	4 level 1 English/ 0 level 1 NL
		4 level 2 English/ 0 level 2 NL
		1 level 3 English/ 0 level 3 NL
		1 level 1 English/ 0 level 4 NL

\*The above data on the 2013 Math exam reveals the following:

-4 students met AMAO 1.

-ELLs with native language support did not fair better than ELLs with no language support on the NYS Math Exam. An indication is that native language support (glossaries & translated tests), may have assisted in the basic content terminology and operation, but it didn't facilitate in the mathematical embedded performance tasks and questions encompassing, (Tier II & III vocabulary) complex (multi-step word problems, DOK high order questions, high order skills, concepts and thinking, reasoning which in turn had to be processed and then encoded in a format involving complex writing structures to explain a mathematical process (CALP level) instructed in L2 and processed in L1 by the ELL learner.

-As per the data on the 2013 Science Exam:

-Grade 4	18 ELLs tested	0 level 1 English/ 0 level 1 NL
		1 level 2 English/ 0 level 2 NL
		5 level 3 English/ 1 level 3 NL
		10 level 4 English/ 1 level 1 NL

\*The above data on the 2013 Science Exam:

-2 students met AMAO 1

-On the Science exam: 1 out of 5 ELLs scored a level 3

1 out of 10 ELLs scored a level 4

b. For the 2013-2014 school year the ELL Periodic Assessment is not a tool being used in PS 253, however it was used as an assessment tool in 2011-2012.

c. N/A. Please see question 4b.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

(see [RTI Guide for Teachers of ELLs](#).)

P.S. 253's Response to Intervention (RTI) framework overview for grades K-5 is in place for ELL's who are at-risk for academic difficulties. The RTI Tier1 instructional model has been programmed into the school day during AIS period 9 (37.5 minutes) Monday-Thursday. The RTI pedagogues keep a daily log of the date, learning target, strategy, supplemental support, anecdotes and conference notes. The prevention and early intervention tiered system of instructional support is implemented in the following way:

-A team of administrators ( IA assistant principals for grades K-2 & 3-5), ELL pedagogues, Intervention (SETSS & IEP Special Ed teachers, reading and math specialists), clusters and classroom teachers consult/and or meet collaboratively weekly to:

-Analyze data, address accurate identification of the needs of ELL's and the common challenges that they may encounter in literacy in the content areas through a language acquisition lens in the realm of how a student's performance aligns with the learning continuum to the CCSS. A student profile of influencing factors and insightful information (RTI Teacher Referral Form) is analyzed in regards to the data on the ELL student: Learner characteristics-language, acculturation, individual learning style, educational and experiential background, curriculum based measures, classroom observations, performance based assessments, Webb's DOK Rigor Matrix Levels in reading/writing, code-based skills, student's content area strengths and weaknesses, proficiency in L1 and/or L2 (native language samples/ language markers/Spanish LAB percentile).

-If the need is a language/developmental/processing issue a RTI (RTI Referral Form) is submitted to the "team" (a team of pedagogues as described in question 5), and a dialogue of evidenced concerns, in which an action plan is taken to determine if the ELL needs SETSS support in the classroom setting, small group instruction with L1 and /or L2 support. If over time, there are additional concerns then the question or conversation may need to be " Is it a language or LD issue? Evidence and artifacts need to be brought to the RTI team for a multidisciplinary evaluation.

-In considering SIFE students, rigorous and intensive pre-literate skills, an instructional core knowledge based plan and language development need to be demonstrated in L1 and/or L2 simultaneously, to develop BICS, (within a rapid time frame) thereby closing the "language gap" to demonstrate cognitive/academic language proficiency skills (CALP) in order to meet both grade level benchmarks and the rigor of the CCSS.

-A student action plan- A plan for instructional rigor: The classroom teacher provides a list of strategies (ie: which worked well/ didn't work well) and \*5 major concerns to the pedagogue assigned to assist in the targeted supplemental support (demands, scaffolds, designed tasks, modeling, etc), which are monitored for progress over time and reassessed for mid-course corrections.

\*RTI Areas of Concern RTI form

-Tier II Intervention is implemented if it is determined the focus requires an intensive core instructional plan that is more rigorous and targeted to student needs, for example a SIFE student who has had limited formal schooling and is just beginning the process of "learning to read," math readiness skills, etc. The students are monitored for progress and are reassessed in order to plan for mid-course corrections or an alternative approach which may require a Tier III intervention plan.

-Tier III Intervention-The ELL student demonstrates persistent difficulties and challenges despite additional high-quality support and interventions over a period of time. Practitioners ( school psychologist, SETSS teacher, IEP teacher, speech pathologists) conduct a comprehensive multidisciplinary evaluation of the findings to determine if a student requires special education services or placement.

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

An ELL's L1 development is a key factor in acquiring L2 proficiency as evidenced in an ELL's language development in L1, the Spanish LAB is a summative tool that evidences pre-literacy/literacy levels in L1. Data compiled from the Spanish LAB percentile and informal language samples (other languages) may identify language markers, deficiencies in L1, which will also be apparent in L2. To this end, an active plan (mini lessons, close reading, differentiation, anchor charts, language frames, verb lists, Tier I, II & III vocabulary, etc.) is implemented by all teachers of ELLs in daily comprehensive instruction. In addition, content area teachers focus on close, sustained analysis of complex text directing their instruction to Tier II & III vocabulary in the definitions of individual words and sentences, the development and synthesis of ideas in DOK performance tasks (skills & concepts) with the support of native language glossaries, native language dictionaries, visuals, illustrations, leveled non-fiction books and internet cloud generator tools (wordles-

color-coded content specific words, wordshift-Tier II & III words are classified by font or color and vocabgrabber-the most useful vocabulary from a text is identified and a visual thesaurus is displayed when the mouse is clicked over a specific word. These are some innovative and useful tools for ELLs and visual learners that the pedagogues in PS 253 are integrating in instruction to support our ELLs.

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?

N/A (the demographics section indicates there is no Dual Language program in our school).

As indicated in the 2013-2014 Parent Survey and Program Selection forms, the language program of choice is the Freestanding ESL Program

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

Yearly, our ELL program is evaluated by how our ELL's meet or exceed the AYP targets and increase in moving across the continuum of grade level performance targets on The School Progress Report and School Report Card. For the 2012-2013 school year the success of our ELLs and subgroups' is evidenced in PS 253's "GRADE of A."

AMAO Tool for the 2013-2014 year and the RNMR Report is not yet available to input the following data:

AMAO 1: 43 point gain or more in combination scaled scores for 2 years or 1 level increase on the NYSESLAT. Level 3 or 4 on state exams.

AMAO 2: The percentage of students who scored proficient on the NYSESLAT.

AMAO 3: AYP school goals met.

\*In collecting the data from the 2013 NYSESLAT report, the following data is evident:

AMAO 1: 26 ELLs made a 1 level increase on the NYSESLAT.

AMAO 2: 36 ELLs scored Proficient on the NYSESLAT.

## Part IV: ELL Identification Process

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

- 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](#).)

As mandated in NY CR Part 154 and as highlighted in the EPIC Facilitator's Guide, all new admits to PS 253 are screened according to the LEP Identification Process. The ESL licensed pedagogues, Ms. Moldavskiy, Ms. Angelakos, Ms. Haber and Ms. Deng initiate the process (within 10 days of the admit date) with the assistance of the Pupil Accounting Secretary, Parent Coordinator, SAT Team and paraprofessional translators: Ms. Ulla (Urdu, Bengal), Ms. Sparavola and Ms. Keller (Russian), Ms. Matias, Ms. Vasquez and Ms. Coralina (Spanish), Ms. Caram (Arabic, French) and Ms. Deng (Cantonese). If necessary, the assistance of the Translation and Interpretation unit is contacted for assistance when needed.

\*Appendix K-Assurance Selection of New Students intake process is in place and is dated on file.

If the student is a first-time admit to the NYC Department of Education the following intake process is in place:

- The parents or guardians of the new admits must first complete the HLIS, and an oral interview in English or in their native language.
- The ESL pedagogue reviews the HLIS and administers the oral interview to the parent/guardian and student in English or the native language with a translator.
- The student's home language code is determined based on the assessment of the information collected from the HLIS and the responses to questions 1-4 and 5-7 in conjunction, with the informal student interview.

If the language is identified as a home language other than English during this process the student is then eligible for LAB-R testing and the following occurs:

- The ESL coordinator records the information from the ATS admissions notice and biographical data onto the "LEP Identification Roster" (by grade) for LAB-R testing and transcribes the student's biographical data onto the LAB-R scan grids. Once the LEP identified students are tested (individually or in a group) by grade/level within the 10 days of admission, the date administered is bubbled onto the LAB-R scan grid. The LAB-R grids are then hand scored and the score is recorded onto the "LEP Identification Roster;" Language proficiency is determined by the cut-score matrix for each level and grade: Beginner, Intermediate, Advanced or Proficient.
- In the event that a student is ELL identified and the OTELLE code is Spanish, the student is then administered the Spanish LAB. The grid is hand-scored and the score/percentile is transcribed onto the "ELL 2013-2014 Roster."

\*The Fall 2013 LAB-R and Spanish LAB grids were packaged and delivered with the Principal's certification on September 27, 2013 to the Regional Testing site for scanning.

\*If the OTELLE code is NO after administering the HLIS and conducting the informal oral student interview, the ESL personnel signs off on the HLIS, the original is placed in the student's cumulative record and a copy is kept on file in the ESL Coordinator's room.

If a student transfers from another NYC Public School the student is screened for LEP identification by reviewing the following data, while awaiting the student's cumulative record:

- ATS Notice of Admission (QADM)
- Exam History Report (REXH)
- Student cumulative folder/IEP goals

The data provided is screened and one of the following will occur:

- a. LEP entitled for ESL services (student's biographical information and test history (LAB-R and/or NYSESLAT scores)) are transcribed onto the "ELL Roster 2013-2014" by grade for ESL preliminary grouping.
- b. Non-entitled- scored above the cut score on the LAB-R
- c. NYSESLAT Proficient/Transitional

(If a student scored proficient on the 2012 or 2013 NYSESLAT he/she is entitled to transitional services and time accommodations (time and half) on assessments and NYS exams for 2 years. Additionally, these former LEPs are identified to receive transitional support in reading and math; priority is given to former ELLs in participation in The After School Title III program.

In September, NYSESLAT 2013 results are examined to determine the eligibility and proficiency level (combined modality levels) of ELLs. At this point in time, the data from the NYSESLAT Combined Modality Report (RNMR) is not available for review. Parents/guardians are sent the following information regarding their children's ELL status as a result of the 2013 NYSESLAT:

- NYSESLAT Progress Report
- Appendix H-Continued Entitlement letter-2013 NYSESLAT
- Appendix C-Transitional/non-entitled letter-2012 or 2013 NYSESLAT Proficient

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 following structures are in place to ensure that parents understand all three program choices. In September, the parent/guardians of newly admitted ELLs are notified of their child's LEP status as a result of the Fall LAB-R. Entitlement letters (Appendix C) in the parents' preferred languages (in legal size envelopes labeled "Very Important") are sent home to parents/guardians informing them of their children's entitlement to ELL services, and inviting them to attend one of the group Parent

Orientation meetings (within 10 days of the student's admittance) in order to exercise their right to choose one of the three language programs offered in NYC. \*The letter has a tear off sign/date receipt, which upon return is attached to the copy on file for record keeping.

#### The Parent Orientation Meeting: Model B

In September, Parent Orientation meetings are conducted by the ESL coordinator, ESL teachers with the support of the parent coordinator and translators (in house and the interpretation unit). The Parent Orientation meetings are conducted in the Library. \*Individual and small group meetings are on-going as new admits are ELL identified.

#### I. Parent Orientation Resources:

- Parent/guardian sign in sheet by language group.
- Agenda\* (see below)
- Sign in sheet for each language group.
- Laptops
- Orientation videos for each language group, including English.
- Translated ELL program brochures.
- Parent Survey/Program Selection Forms, including English.
- Interpreters for each language group.

#### II. Agenda:

- Parent/guardian sign-in sheet by language group.
- Welcome and introduction by ESL Coordinator, Parent Coordinator and translators.
- Introduction and information regarding the three ELL Programs; program format, mandated units of time, empirical research, bilingual class formation (15 or more students in one or two contiguous grades with the same home language ) as per the Espira Consent Decree, TBE by default and/or mandated ESL services, if a bilingual program is not offered at the time; a district listing of bilingual programs is posted.
- Parents/guardians are grouped by language with the assigned translator and ESL pedgogue.
- The Parent Survey Selection forms and ELL Program brochures are distributed to each language group.
- Parents view the Parent Orientation video in their language group with the translator.
- The ESL Coordinator reviews the Parent Survey Selection forms for each language group for completion (the parent survey selection form, signature and date) in order to place students in a program based on parent choice.

\*The ESL Coordinator enters the program choice for each ELL onto the student ELL class/grade roster.

\*ELPC Screen- Parent program selection for each ELL identified student is entered into ATS within 20 days of admission by the Pupil Accounting Secretary throughout the school year. The following information is entered: If the ELL was identified by the LAB-R cut score?, If parent/guardian attended the orientation meeting?, What language program was selected? and What program was the ELL placed in?.

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

All appendixes are sent to parents/guardians indicating their child's placement according to the Spring 2013 NYSESLAT and Fall 2013 proficiency level (hand score):

- The Fall 2013 LAB-R scores are cross-checked against the (RMSR) report once generated in ATS.
- All Appendixes have a tear off sign/date return receipt, which upon return are checked-off on a master list in the ESL Program's Binder (tear off receipts are kept on file).

Parent Survey and Program Selection forms are completed by the parent/guardian at the Parent Orientation Meeting or individual meeting. Invitations are resent to parents who did not attend a Parent Orientation Meeting with a follow-up phone call for an individual meeting. 100% of the Parent Survey and Program Selection forms have been completed (none are in default) and on file in the ELL Coordinator's room.

The letters (appendixes) listed below are sent home with the student in a legal size envelope labeled "Very Important". Photocopies of the letters are kept on file in the ESL Coordinator's room to ensure ELL compliance; the in-house system is in place to

confirm that information was given to the parent/guardian. If the appendixes are not returned after the initial distribution, they are reissued and phone calls are made. Once more, the ESL pedagogue and/or Parent Coordinator will reach out to the parent/guardian to arrange for an individual meeting to ensure that the necessary paperwork is returned to the school in a timely manner.

- NYSESLAT 2013-Transitional (Appendix H)
- NYSESLAT 2013-Continued Entitlement (Appendix G)
- LAB-R Fall 2013-Entitlement (Appendix C)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria used and procedures followed to place identified ELLs students in a bilingual or ESL instructional program are addressed in detail above in question 2, which describes the process, before, during and after parents/guardians have been informed with the essential translated program materials, orientation meeting videos in their native language and Q & A sessions in order to best select a language program model for their child. For the 2013-2014 school year The Freestanding ESL Language program was the first program selection for parents.

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.

In Spring the following steps are taken to administer the NYSESLAT to all ELLs:

- The ESL coordinator with the Assistant Principal review the testing memo from the Office of Assessment and Accountability for the dates of the NYSESLAT testing window.
- The ESL Coordinator retrieves the following reports from ATS:
  - RLER Report: NYSESLAT and LAB-R eligibility.
  - RSPE Report: ELL-SWD modifications and testing IEP accommodations.
  - SEC Reports-identifies the part-time serviced SESIS students and their testing accommodations.
  - ATS class lists K-5
- \*The RLER-New admits-The HLIS and parent/ELL interview indicate if the student needs to be tested. If ELL identified, then the NYSESLAT must be administered to the newly admitted ELL.

The ESL coordinator and Assistant Principal review the Administrator NYSESLAT manual for scheduling and the administration of the modalities of the exam, the grade level/bands and the recommended time. The ATS reports listed above are generated for the following data:

- The # of ELLs taking the exam on each grade, and the # of ELLs taking the exam with IEP accommodations (inclusive of Alternate Placement Paraprofessionals).
- The School Organization Sheet which identifies:
  - a. The ESL pedagogues, classroom teachers, funded personnel and paraprofessionals available to be trained, actively proctor and assist in the NYSESLAT.
  - b. A list of testing rooms available in the building for testing during the Listening, Reading and Writing Exams.

After compiling the data, proctors, rooms, dates for each modality and time schedule, grade/band level/ information, highlighted ATS class lists of ELLs to be tested, pink (general ed, blue (special ed), then a detailed Administrative Bulletin of the NYSESLAT schedule is composed by the Assistant Principal in consultation with the ESL coordinator and IEP teacher.

The NYSESLAT Testing Schedule includes the following information which is reviewed at the NYSESLAT Training Meeting conducted by the ESL Coordinator, ESL pedagogues and Assistant Principal:

- An overall synopsis of the seamless testing protocols.
- Proctor responsibilities
- Understanding testing modifications
- Absentees via e-mail to the Assistant Principal: Last Name, First Name of ELL, date, testing modality, class and modification.
- Make-up schedule window.
- Review of the schedule of proctoring assignments (location, # of ELL students, lead proctor/assisting proctor, IEP modifications, and recommended time allotted, and movement of ELLs to the testing room.

It is important that testing begins immediately at the beginning of the testing window to allow for absences and make-up exams. Additionally, the testing schedule is formatted so that testing begins at the start of period 1 for grade K-2 and ELLs-SWDs. Afternoon testing for grades 3-5.

\*Since the NYSESLAT is an untimed test, there needs to be ample time so there is no conflict with period 5 and 7 lunch and AIS period 9.

-Speaking NYSESLAT testing window-ELL teachers select how they would like to assess their ELLs on the speaking portion of the NYSESLAT exam:

Speaking: K-2 ELL teachers prefer to be in the room with a disinterested party when assessing their ELLs.

3-5 ELL teachers test their peers' ELLs, during specific periods of the day as to not disrupt instruction.

Listening: ELL general ed students are grouped according to grade/level band in a group of 15-20 ELLs with 2 teachers during a 2-3 period block.

-ELL-SWDs are grouped according to their grade/level band and IEP accommodations in a small group with 1 teacher and 2 paraprofessionals during a 3-4 period block.

Reading: ELL general ed students are grouped according to their grade/level band in a group of 15-20 with 2 teachers during a 2-3 period block.

-ELL-SWD are grouped according to their grade/level band and IEP accommodations in a small group with 1 teacher and 1-2 paraprofessionals during a 3-4 period block.

Writing: ELL General Ed students are grouped according to their grade/level band in a group of 15-20 students with 2 teachers during a 2-3 period block.

\*NYSAA students are tested according to their age, not grade level and IEP accommodations.

-ELL-SWD are grouped according to their grade/level band and IEP accommodations in a small group with 1 teacher and 1-2 paraprofessionals during a 3-4 period block.

\*The listening modality-the lead teacher reads the text in grades K & 1, Audio CD for grades 2-5.

\*Grades K, 1 & 2 fill in their answers in their test booklets for the Listening, Reading and Writing modalities. Booklets are transcribed onto the answer grids by the ELL pedagogues.

\*Grades 3-5 fill in their answers on their answer grids and test booklets for the Writing modality.

\*Speaking hand scores for grades K-5 are transcribed onto the Speaking portion of the grid.

\*Make-ups for all absentees. It is PS 253's goal to test all ELLs in all 4 modalities for the 2014 NYSESLAT.

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. 

In reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choice continues to be the selection of "The Free Standing ESL Program" as their first choice.

Parents/guardians are informed of their program choices at the parent orientation meetings (individual/group) which is further explained in detail in question 2. On an ongoing basis, as new admits are identified as ELLs the assessment of the Parent Survey and Program Selection forms are reviewed for alignment between parent choice and program model. The program model offered at PS 253 in grades K-5 is aligned with the Parent Selection Forms for the 2013-2014 school year.

\*2013-2014 Parent Survey/Selection: 1<sup>st</sup> Choice

-Free Standing ESL Grades K-5 (180 parents)

-TBE-0

-TBE by default-0

\*2012-2013 Parent Survey/Selection: 1<sup>st</sup> Choice

-Free Standing ESL Grades K-5 (172 parents)

-TBE-1

## 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])?

The organizational model of instruction is the Freestanding ESL (push-in/pull-out) Program model.

In designing the ELL Program Model for 2013-2014 the Principal, Ms. Speroni, administrators and ELL pedagogues of PS 253 were actively engaged in structuring, planning and discussing the components of evidence-based points as cited in "Nine Common Features of Successful Programs for ELLs," with this in mind, programming of common preps, placing of ELLs in a more homogeneous grouping on each grade within two classes at best (with the exception of Kindergarten and First grade, which is due to a large number of ELLs) [newcomers and NYSESLAT 2013 ELLs]), therefore ELLs are distributed in more than two classes and homogeneously grouped by proficiency level ( subgroups), in order to best meet the needs of instruction during the literacy block.

In the ELL Kindergarten program ELLs are serviced in a pull-out and push-in model. The ELL teachers service the ELLs in a push-in model with the classroom teacher during their literacy block: structured phonics skills instruction, read alouds, writing prompts, differentiated tasks, etc., are introduced through the Core Knowledge literacy program which is aligned to the CCSS.

In a pull-out model the ELL teachers service the ELLs during the teachers' prep schedule. In this mode of instruction the ELL pedagogues supplement, augment and expand on the literacy and content area vocabulary introduced in the literacy program, revisit the read alouds with the illustrated flip books, actively engage the ELLs in "accountable conversation" recalling details from the read aloud with visual support to develop language, answering DOK questions in the context of language frames to support text types and purposes. In addition, project based differentiated assessment tasks are employed to demonstrate learning in

meeting and/or exceeding the grade level CCSS and the NYS ELL standards.

\*Tasks and assessments allow teachers to monitor student's learning, adjust instruction, provide student feedback and have students reflect on their own thinking and learning.

iPad Apps are used to develop language during small group/pair activities and independent work. Multi-sensory language apps are specifically used to accommodate ELL-SWD's IEPs.

A major indicator of a successful ESL program is streamlining the literacy block in grades 1-5 with flexible grouping and programming as needed. Thus, the first half of the literacy block ELLs are serviced via push-in with the classroom teacher and ELL pedagogues in: pre-teaching of the text, vocabulary, reading of the text, development, discussion and engagement.

During the second half of instruction ELLs are serviced via pull-out to develop and deepen their understanding of the text by revisiting the text through explicit language instruction geared to ELLs, vocabulary in context, and language skills in all four modalities in the implementation of differentiated tasks in the Core Knowledge and Expeditionary Learning literacy programs. The tasks at hand require additional support with anchor charts on display, visuals, photographs, maps, posters, graphic organizer templates as well as researched support materials in the individual ESL/literacy folders: Language frames, sentence starters for the modalities of writing and active oral engagement to construct meaning from accountable talk/discussion and complex text, signal words and their usage, irregular verb lists, Dolch word lists, Tier I, II and III words for each grade, DOK questions, a copy of the World and The United States maps, vocabulary booklets of "Words I Learned", etc. Project based differentiated assessment tasks provide opportunities for ELLs to demonstrate in meeting or exceeding grade level expectations of the CCSS. \*Tasks are designed to ultimately foster student independence.

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 organization of our four ESL pedagogues deliver explicit instruction through the Freestanding ESL (push-in/pull-out) Program model. Our ELL-certified pedagogues deliver the mandated number of instructional minutes for each proficiency level in accordance with the CR Part 154.

a. Beginner/Intermediate students 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction (pull-out/push-in) and Transitional students receive 180 minutes of ELA instruction in their classroom per week.

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

The Content-Based Literacy programs in grades K-2 and 3-5 offer challenges and opportunities for language learning in the context of the CCSS expectations. Engaging students in language and content to deepen their understanding of complex text which is exemplified in vocabulary (Tier II) development from a linear process aimed at the building of language structures, (in the four modalities) and fluency, to a non-linear and complex development process aimed at comprehension and engagement in activities that simultaneously develops conceptual understanding and language.

This program model is evident in our new literacy programs and is researched based as evidenced in The Stanford University Conference "Understanding Language." Cognitive rigor is manifested in content enriched curriculum which is introduced thematically and integrated across all curriculum areas. In the new Common Core literacy program in K-2 the supplemental ELL component for ELLs assists to develop (Tier II and III) vocabulary, provide visual support in illustrated flip books to better comprehend aural and complex text, develop writing skills using graphic organizers, writing templates to compare/contrast, narrative procedure, etc. The content based program is theme based which assists in developing knowledge in the content areas (geography, history, myths, ancient civilizations, etc.) and develop language skills in differentiated language tasks in all 4 modalities to meet the CCSS.

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

ELLs are evaluated in their native language through informal language samples. If a student is identified as LEP on the LAB-R

and is Spanish speaking, subsequently the student is tested with the Spanish LAB for language dominance. PS 253 is a multicultural school and native languages are supported in the classroom, content area classes and library by allowing for opportunities for the ELLs to read NL texts and fairytales, use content area glossaries/dictionaries, listening to audios etc. NL support is also evident in pairing of NL speakers of the same language to allow for opportunities to converse about a topic, an idea or content related information and vocabulary. Additionally, native language adults can assess and give feedback to teachers as to the evidence of the ELLs's NL skills in answering comprehension questions, performing tasks, KWL charts (orally and written), etc.

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

Throughout the school year, ELLs will be assessed both through formative and summative assessments inclusive of the four modalities according to the skills and/or tasks in reference to that specific skill, DOK level, modality, etc.

Both types of assessments are an integral part of information gathering due to the fact they assist in determining various gaps and/or achievements in each area of instruction. With this data we are able to better align the students' challenges and achievements to the CCSS.

-Summative-Interim assessments, benchmark assessments, state assessments, F&P, WRAP, report card grades, end of chapter unit tests in Core Knowledge, Expeditionary Learning and Go Math.

-Formative-Writing tasks (glow, grow, next steps in relation to the skill and writing rubric), criteria and goal setting (exemplars, student learning targets- I can \_\_\_\_.), student observations, conferencing, embedded UDL questions in a lesson/unit plan, descriptive feedback for students to assess their own learning evidenced in the assessment, culminating activities, Literacy and Math bundles, oral reporting in explaining, summarizing, analyzing, etc ( using vocabulary and language structures pertinent to the content/skill/standard, pre-writing planning pages, KWL charts etc.

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).

The ELL plan for instruction is differentiated by each subgroup: Data from the LAB-R, NYSESLAT, Interim Assessments, informal assessments, benchmark assessments etc., in order to meet the needs of our ELL subgroups within the ELL class setting. The implementation of strategies and tasks at hand are implemented and based on the individual's IEP or intervention plan during the differentiated group activities:

a. SIFE students-(2 SIFE identified students)

-SIFE students, in addition to mandated ESL services and classroom instruction, are afforded additional support in L1 (or L2) during the RTI period 9 (AIS).

-Application of literacy and background knowledge in the content areas is implemented to close the academic gap, through rigorous and intensive ESL instruction in the four language modalities.

-Differentiation is supported through the content, knowledge, the process and product. The use of realia, scaffolding,

Content Area Pictionaries, NL support through technology (iPads, computer sites for eg, Literacy Matters-Vocabulary Instruction), language frames, The Passport Program (AIS), Tier I and II vocabulary (with visual support) Word Study Action Book and Word Study Notebook, glossaries in L1, the SMART Board to provide visual support for more difficult concepts for eg, math tutorials.

-Mentor support-SIFE students are matched to a "mentor" for peer support, who can assist in their native language, socialization skills, translating of DOK questions and to activate the students prior knowledge in L1).

b. Newcomers-(0-3 years)

Newcomers receive 360 minutes of ESL instruction. Newcomer ELLs are grouped homogeneously according to their benchmark proficiency level, however ELLs are regrouped within the class levels. They are engaged in both the Literacy programs Core Knowledge (K-2) and Expeditionary Learning (3-5), in addition to the Go Math program. Newcomers are exposed to language

development in L2, phonics skills and the instruction of grade level information.

ELLs are supported given appropriate instruction, differentiated support and strategies to critically and effectively learn English in various genres and modalities. It is important that opportunities are given to ELLs (K-5) to interact with their peers in a comfortable environment with native speaker peers who have proficiency in English and can work with ELLs: Language games, for example landform and bodies of water puzzles, sentence puzzles, etc.

PS 253s ELL pedagogues are aware of the four stages of language acquisition and the challenges ELL newcomers are faced with in learning a new language and the grade expectations of the CCSS. The Colori'n Colorado! checklist is used as a tool (but not limited to Spanish speaking ELLs) to better assess and monitor language skills:

- Overall language performance: Oral, reading, fluency and use of comprehension strategies.
- To compile information and documentation on the ELLs' abilities and gains in English proficiency each month. The ELL pedagogues articulate with the classroom and content area teachers on activities and instructional strategies to assist newcomers:
  
- BICS interpersonal skills-Commands, the verb to "be" in present and past tense, verbs, nouns, adjectives, regular and irregular nouns, opposites, etc.
- Simple sentence structures (subject and predicate) using Tier I vocabulary, phonemic awareness: decoding, blending, segmenting, interactive web site starfall.com, Starfall Word Study booklet, etc.
- Labeling of illustrations, categorizing vocabulary, word webs, etc.
- Step by step directions, paraphrasing, native language dictionary, The 5 W questions, etc.
  
- CALP-DOK questions, writing skills and genres, highlighting key information, anchor charts, etc.
- Vocabulary-Tier II & III words, pre-teaching of vocabulary, synonyms, figurative and idiomatic phrases, etc.
- Annotating complex text, building fluency and stamina, etc.
- Complex sentences using connectors, conjunctions, writing an opinion, informative, narrative text, etc.

c. ELLs (4-6 years) in grades 3, 4 and 5. ELL instruction for this subgroup is rigorous and differentiated in the modalities of reading and writing in meeting the CCSS. Additional support is supplemented to aid in grade-level texts: lexical, sentence and discourse in the Expeditionary Learning literacy program. Support includes: Scaffolding, mind maps, anchor charts, graphic organizers, vocabulary instruction in the 7 Step Model, auxiliary lessons which focus on reference chains (a reference chain tracks a single idea or concept) which supports the understanding of complex text, which is especially a struggle for ELLs. In addition,, multiple readings of the text, applying various DOK matrix questions (during each reading) and 5-7 vocabulary before, during and after the reading of a paragraph or text to assist the ELLs in arriving at the meaning of a complex text. Oral and listening skills are developed through active collaborative engagement. Read alouds make interactions with texts visible for ELLs by leading them through a deliberate, explicit process for discussion, which incorporates citing evidence, acquiring academic models of language and presenting their ideas.

Additional differentiated tasks focus on:

- Building reading stamina of complex text.
- Exploring text organization.
- Deconstructing and Reconstructing of complex text.
- Developing complex sentences with the use of conjunctions and connectors.
- Integrating of language skills and Tier II and III vocabulary in differentiated tasks.
- Expanding concept vocabulary.
- Expanding the range of vocabulary through root and affix analysis.

d. Our ELL subgroup for 6+years-

In order to plan for instruction for ELLs in this subgroup, classroom, ESL, content and SETTS personnel use data from the NYSESLAT, formal/informal assessments, writing tasks, literacy running records etc., in order to develop strategies that will effectively meet grade level benchmarks. A deficiency or fossilization in L2 development, background knowledge and the literacy skills required is addressed through strategies incorporated in specific language modalities through thematic/content based instruction using various strategies:

- KWL charts-brainstorming & scaffolding on what students do know in high interest topics with contextualized support.
- Cognitive and metacognitive strategies in-note-taking, organizing information, predicting, self-questioning, pre-teaching,

of key words, opportunities to apply new vocabulary in writing, simple sentence structure to complex sentences, etc.

-Graphic Organizers- To help students ID key concepts/sort difficult material/make relationships/visual cues which can be applied prior to reading, during reading and after reading dense text, for example after grade 4 many of our ELLs have difficulty with unfamiliar language-graphic organizers help ELLs make sense of what they are reading.

-Peer tutoring and AIS students can adapt dense text by rewriting key sections-shorten sentences, simplify concepts that are abstract or examples of dense vocabulary, the teacher highlight key points and ELLs write notes in the margins in the text, etc.

e. ELLs who scored proficient in the last 2 years are provided additional support in the classroom environment through, differentiation, scaffolding, templates and word maps for academic vocabulary critical to content and text. A Strategies Implementation Action Plan is put forward to assist in deconstruction/reconstruction of "sensational sentences", etc. Nonetheless, funded and intervention pedagogues (literacy and math) provide transitional support evidenced by the following:

-DOK differentiated tasks.

-Study skills-note taking, skimming/scanning for close reading, details, etc.

-Exposure to text of different genres with the support of anchor papers/charts (informative, descriptive, argumentative, etc).

-Self monitoring (rubrics related to tasks, anchor papers, etc).

-Mini lessons-

-Technology-research based information through the internet, iPad Apps, etc.

-After school intervention/enrichment program in literacy and math.

\*Testing accommodations (time and half) on assessments and state tests for 2 years

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?

All ELL-SWDs are provided access to content in a multi-faceted approach. To drive instruction, data (frequent formative & summative) assessments are analyzed in order to differentiate literacy, content area instruction, support Tier II vocabulary with visuals support, etc. The ESL pedagogues in referring to the IEP goals integrate strategies, tasks reflective of the academic rigor of the CCSS, the ELL standards, objective benchmarks and relative grade expectations. Our ELL pedagogues are cognizant of the ELL's strengths and weaknesses, therefore they approach each ELL-SWD individually in their plan of instruction.

This year additional tools in accelerating English development is the application of the iPad and Apple computer. The Apps selected are downloaded from Apple Technology for Diverse Learners and iPads in District 75 (implementing the 1:1 iPad Program). The Apps selected are educational tools that allow for student engagement of content in interactive ways, 3D images, engaging layouts, multi-touch interactive skills/ tasks, auditory reinforcement, high interest activities in specific language skills, modalities through the multiple intelligences, activities to develop focusing on a task or skill, etc.

Apps recommended:

-Virtual manipulatives

-BrainPOP

-Learning A-Z

-Proloquo2GO

-Scene Speak

-ESL Express

-Fun Phonics.com

-Brain Quest

-Learn English with busuu

-Skitch

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?

**Courses Taught in Languages Other than English **

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

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

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

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

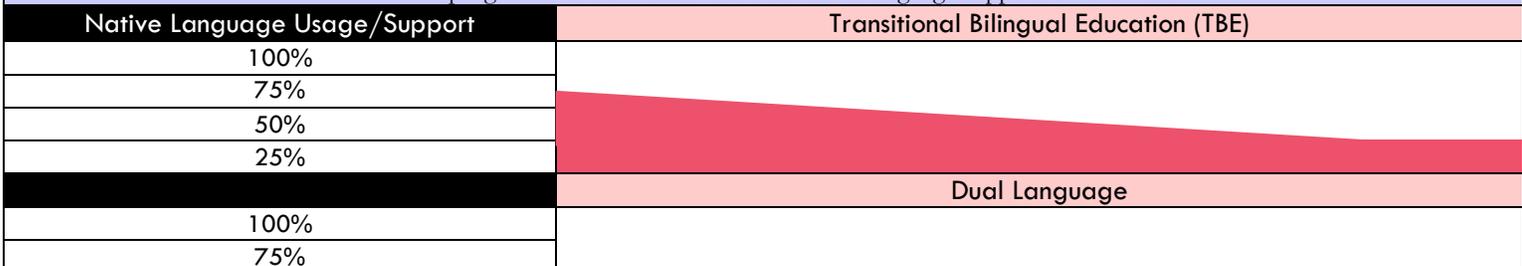
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

Our targeted intervention programs for ELLs are aligned to the CCSS- in literacy and math. The intervention services are provided in English and are targeted to address the needs of learners in each specific area with opportunities to engage in discipline-specific practices which are structured to build conceptual understanding and language competence in a small group setting.

-Passport Program-Voyager-The SETTS-Special Ed specialist provides targeted intervention services to grades K-2, implementing the systematic Passport Program in a small group pull-out mode during the school day. Additionally during AIS, period 9 the SETSS provider works exclusively with grade 3 students in implementing the structured Passport Program as a Tier I intervention tool.

-Literacy and Math pull-out program in grades 3-5-Differentiation, scaffolding, key content vocabulary, explicit instruction, anchor charts, Go Math tutorials, native language glossaries/dictionaries, visual and auditory supplemental materials, planning pages, graphic organizers etc., are introduced through the new Expeditionary Learning literacy programs and Go Math program.

-AIS Program: Monday-Thursday period 9 (37.5 minutes) is a targeted instructional support program allowing for individualized instruction to students within the classroom setting. This is based on collaborative inquiry with the classroom teacher to ensure the use of data to provide additional differentiated support by the supplemental staff (funded, cluster, SETSS) in a push-in model. An ongoing cycle and rotation of students in need of additional support will be evidenced by collaborative inquiry and assessment driven data.

-Literacy and Math after school program: ELLs are supported in the areas of literacy and math for 1.5 hrs 2x a week in a supplemental intervention program. Small group instruction is designed and differentiated through formative assessments and language proficiency skills in the 4 modalities. Supplemental texts have been carefully critiqued to support the rigor of instruction and standards-aligned shifts in the CCSS reflective of literacy and math. Instruction is supported through mini-lessons, differentiated tasks, culminating activities, language models, in addition to resourceful supports : visual and graphic organizer templates, differentiated planning pages, tutorials via the smartboard, iPad Apps, the use of the multiple intelligences (multisensory) in language instruction, examples of anchor papers/charts, etc.

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

For the 2013-2014 school year the following curricula will be implemented: Literacy-Core Knowledge in grades K-2 and Expeditionary Learning in grades 3-5, and the continuation of the new math program Go Math in grades K-5. It is the goal of PS 253 to meet the needs of the ELLs to the expectations of the CCSS, which will result in the movement of student performance towards meeting and or exceeding grade level performance targets.

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

For the upcoming school year, the focus in grades K-2 will be an intensive phonics skills program implemented through Core Knowledge, aural language development in comprehending complex text in fiction and non-fiction genres, and explicit teaching in vocabulary in context, content vocabulary, DOK questions to aid in comprehension, syntactic writing activities to foster craft and structure in informative/explanatory/functional texts, etc. In grade 3-5 explicit vocabulary instruction in understanding complex text, a focus on "digging deeper" into classroom practices that build on oral language: metalinguistic skills fostered through explicit strategies, think alouds, turn and talk, active questioning, citing evidence to formally construct a position to responding to other's ideas are some of what will be implemented by modeling and providing structured opportunities to practice all elements of discussion.

\*Core Knowledge offers additional support to ELLs and SWD in the supplemental program with visual flip books, vocabulary cards, differentiated activities, etc.

Go Math offers additional support to ELLs and SWD in using manipulatives, visual representations, differentiated tasks, tutorials ,etc.

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

In meeting the Common Core Standards and the new State Exams, the Literacy program Treasures was discontinued across all grades (K-5), since it fell short in the academic rigor of instruction for ELLs in meeting the CCSS and the new State Exams: ELA, Math and NYSESLAT.

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

ELLs are afforded equal access to all programs at PS 253. The school programs offered to students in their classes: Drama, math and music. Library, gym, dance and science are taught in an out of classroom setting. In addition on Fridays, ELLs participate in club activities of their choice during periods 7 and 8.

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

Technology has been ever evolving in PS 253 and has become a major component of instruction. This year an in-house technical support professional is on staff to work with the administrators and pedagogues in meeting the demands of technology in the classroom, troubleshooting, on-going SMART board training workshops, power point presentations in professional development, linking iPads and Samsung tablets with innovative apps for the Pre-K-5 students.

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

Native language support is delivered in the ESL program and within the classroom setting. Native language support is 25% of total instruction as mandated by CR Part 154. Native language instruction is supported by buddy pairs/grouping of native L1 speakers of the same language who have higher proficiency in L2 to support newcomers in the translation of routines, expectations of the classroom, clarification of directions, and to assist in translating for the newcomer etc. In addition native language is supported in activating prior knowledge in the content areas (vocabulary, content, facts, etc.) through tasks that activate discussion, conversation and develop content vocabulary in context using the following resources:

- Technology-native language apps downloaded onto sets of iPads to access translation dictionaries on line.
- Dictionaries in native language-English (Spanish, Russian, Uzbek, Bengali, Ukranian, Urdu and Arabic).
- Social studies, science and math glossaries in (Spanish, Russian, Urdu, Uzbek, Bengali, Ukranian and Arabic.)
- Native language fiction and non-fiction text in Spanish and Russian.
- State assessments and exams in native language; Spanish and Russian.
- Pictionary and picture cards in Spanish.
- Listening center- literature audio tapes and Go Math tutorials in Spanish.
- Translated verb, dolch word, and Tier II and III word lists in grades K-5 in Spanish, Russian, Urdu and Arabic.
- Native language trade magazines in Spanish.

\*In addition, empowering parents to speak and read to their children in their native language is vital in promoting literacy in L1 to L2 by reading fiction/non-fiction text, news articles etc, with their children. In addition, parents can also encourage conversation implementing the 5 Ws about a text, news article, retell what their child learned in school, the news on T.V, follow the directions of a recipe, etc.

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

ELL pedagogues make certain that support and resources correspond to the age, grade and proficiency level of the ELLs. If there is great disparity between language level and grade, flexible, temporary grouping of ELLs is/are taken into consideration in meeting the needs of the newcomer's proficiency level in a grade or group other than their own during one period of ELL instruction. During the second period of ESL instructional time the ELL is with their initial ELL group during grade level content instruction. The ELL providers monitor the progress and needs of the ELL/s referencing the language skills checklist data "Colorin' Colorado ELL Starter Kit" with their classroom teacher/s and during weekly grade meetings.

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.

Our newly enrolled students once ELL identified in grades K-5 are assigned an "ELL Buddy" to assist in the orientation of the school day, translate directions in their native language as needed and be a "friend" to the new admit. The ELL pedagogue during their professional period works with the new admits individually or in a small group (2-3 students) to target phonemic instruction, decoding, Tier I vocabulary, the verb "to be" etc. Futhermore, vocabulary and content area instruction (CALP) is implemented immediately, even though language acquisition in L2 is at the beginning stages of BICS. ELLs need to acquire the necessary skills in all language modalities to meet grade expectations in a timely manner, since all ELLs take assessments and state tests in math, and science (in grade 4) with a 1 year exemption status for the ELA in grades 3, 4 and 5.

18. What language electives are offered to ELLs?

There are no language electives offered to students of PS 253. As we are an ELL school "electives" offered at P.S 253 are provided by clusters (drama, dance, library, science, physical education and music) to all students inclusive of our ELLs.

19. For schools with dual language programs:

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

N/A ... As indicated in the 2013-2014 Parent Survey and Program Selection Forms, the language program of choice is the Freestanding ESL Program.

## C. Professional Development and Support for School Staff

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

1. Professional development to our ESL pedagogues is a most important component in the engagement in rigorous development; it is a link in the academic success of our ELLs. ELL pedagogues will continue to support their professional responsibility as addressed in Danielson's 2013 Teacher Evaluation and Developmental System: 4d indicators-Growing and Developing Professionally Domain.

2. Professional development in the training of our non-ELL staff is two fold:

a. Weekly congruence grade meetings ensure that each staff member receives above the mandated 7.5 hours ELL training in collaborative planning. The ELL pedagogues articulate with the personnel (General Ed, Special Ed, Counselors, Psychologist, SETSS & Speech Pathologists) in their area of expertise to facilitate a sharing of instructional materials and strategies to assist in instructional weekly planning.

b. An ongoing ELL professional development menu of workshops are offered: in-house ELL P.D. workshops, on line ELL courses, off site weekend ELL workshops for non-ESL pedagogues to fulfill the mandated 7.5 hours (General Ed) or the 10 hours Special Ed ELL mandated ELL hours.

\*The Payroll Secretary maintains all in house ELL professional agendas, attendance records and course descriptions. Documents and ELL certificates are maintained as part of each teacher's portfolio and personal file.

3. The Parent Coordinator is the key person who assists in providing parents and 5th grade staff the information needed to the assist ELLs in the transition from elementary school to middle school. The informative workshops (translated materials, resources and translators) are presented to empower parents during this transitional process. The workshops presented provide the necessary information "nuts and bolts" in aiding a smooth transitional process into middle school from filling out applications to selecting a school that will best fit their child's academic success. Additionally, this information is available to parents who were unable to attend the workshops at the "Parent Information Kiosk." Subsequently, updated monthly calendars are sent home and posted on the school's web site to further inform parents of middle school application deadlines, specialized school open house dates, middle school fairs, etc. Ms. Dacchille is always available to address the needs and questions of parents of ELLs in her office, by e-mail or cell phone.

4. ELL pedagogues will continue to attend Network workshops and enroll in professional webinar seminars to support and utilize "I Learn" to build on pedagogical initiatives. Professional Development will focus on the following topics listed, however additional developmental decisions will be made as needed on the basis of growth in specific areas which affords access to experts in various disciplines for the 2013-2014 school year:

- Professional development in the new Literacy programs; Core Knowledge K-2 and Expeditionary Learning 3-5.
- Assessment Data Analysis to Accelerate Achievement.
- Effective instruction for ELLs using the RTI Approach.
- 7 Step Method for Teaching Vocabulary Explicitly.
- Strategies in Fully Grasping Tier II vocabulary in text (researched based).
- Demystifying Textbook Language: Discourse patterns, grammar structures, academic vocabulary, prepositional phrases, figurative language, etc.
- ELAND guidelines, webinar, Q&A.
- The iPad and its implementation in the ESL classroom.
- Go Math- Math vocabulary and reading comprehension of multi-step questions.

Training hours documentation and ESL Staff Development Training Certificates of General and Special Ed teachers are maintained in the main office by the Payroll Secretary. Each school year the ELL coordinator updates the roster of school pedagogues

according to: Additional mandated ESL training hours needed for certification, new pedagogues to PS 253 and documentation towards the ESL mandated hours (on line ELL courses, ESL workshops, etc.), or ESL Staff Development Training Certificates from former schools.

## 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. PS 253 values diversity of languages and cultures within our school and enjoys a high level of parental involvement as evidenced by our Parent School Survey responses (99%).

Through the efforts of administration, faculty and parent coordinator, PS 253 has fostered the following best practices to strengthen ELL parent involvement in their child's education:

- Welcoming Environment: signs are clearly posted in the lobby of the building welcoming parents in 8 languages. Do you speak cards (DOE translation unit material) are at the security desk. Information is posted in the language of the families.
- Active Family Room: Room 102, a room to promote full time family advocacy to support and connect families to resources to their local community as a well as information links to the academic success of their child (ARIS Parent Link).
- Parent Workshops- parent coordinator, in collaboration with school personal and outside providers, presents workshops to assist ELL parents on a wide variety of topics: DOE initiatives (Pre-K, Kindergarten, 5th Grade Transitions),bullying, cyber safety, How to help your child with... (learn at home series), Understanding of Common Core Standards & Expectations, Core Knowledge, Expeditionary and Go Math programs, health & nutrition, organizational skills, CPR, exploration of the arts workshops. Translators are provided for workshops. \*\*\*FREE children's books are given to all parent workshop participants as part of PS 253's Home/School Literacy Connection Program.
- Parent Toolkit: a toolkit for each grade is being created with information, web links, common core standards, workshop information and creative ideas for families. \*\*\*FREE file boxes were given at our Organization Workshop to all participants in support of this initiative.
- Two-Way Communication (Home/School & School/Home): ongoing assessments and feedback from parents regarding the school climate is strongly encouraged through Parent Teas (September), flexible scheduled face-to-face meetings, parent teacher conferences, and class visits.
- Family Edition Parent Agenda: publication which included PS 253 Parent Handbook, DOE calendar, Parent Link & Resources (4 pages), series of parent articles in Spanish/English on a variety of topics (i.e. Turning Your Home into a Supportive Learning Center) and agenda where parents can note important dates and calendar events. EVERY parent/guardian within the building was provided with a FREE Parent Agenda.
- Information is provided to ELL Parents using a variety of methods: school web site -www.ps253.org has up-to-date information and useful parenting tips for all grades, monthly grade and content area teacher Parent Letters are backpacked and posted on the school site which translates to 52 languages. School messages are translated and made through School Messenger. School calendar of events backpacked monthly.
- Parent Volunteer/Audience Opportunities: all ELL parents are encouraged to assist with or invited to Picture Day, Book Fair, class plays, Winter Performance, events and celebrations
- ELL Parents are Encouraged to Join/Attend PTA , SLT & Title I Committees: Representatives of the school community demographics are members of the aforementioned committees and act as our "School Ambassadors".
- Title 1 Funding: Through the use of Title 1 Funding language translators are made available for translation services at PTA, PS 253 general meetings and parent teacher conferences to ensure clear and proper communication between school and families.
- Ongoing collaboration with Community Organizations: detailed in Question 2.

2. PS 253 partners with the following Community Based Organizations and agencies to provide workshops and services to ELL Parents:

- Coney Island Jewish Board: Family and children community counseling services.
- Marquis Studios: (6) Parent/Child Workshops that help parents understand the connections between arts and academics through hands-on experiences.
- Faith based organizations (Mosque and Church): Information regarding PS 253 events and DOE initiatives is shared through our "Parent Ambassadors".
- Horace Mann School Community: the Horace Mann community partnered with PS 253 after Hurricane Sandy. Interschool community visits and projects which began last year are scheduled to continue.
- NYS Parent to Parent: workshop to connect/support families of individuals with IEP's and distribution/discussion of the Healthcare Notebook.
- Health & Nutrition Workshop with Cornell Cooperative Extension (8 sessions) scheduled to begin in the spring. Workshop conducted in Spanish and English.

- NYPD Child Safety: Operation safe child ID cards and workshop on child safety.
  - The American Council of Minority Women: Pakistani an woman’s organization that informs women of their rights and provides services.
  - Shorefront Y: information regarding services and grants that may be available for ELL families.
  - BCID: a workshop initiative to provide outreach, information for ELL parents/caregivers of children with disabilities.
  - Repair the World: volunteer Jewish organization which provides volunteer services of a retired science teacher as well child literacy kits.
  - Partnership With Children: counseling and services for families and children. Bilingual counselors.
- \*Bi-lingual presenters are requested for all Parent Engagement Workshops. In-house translators assist at Parent Workshops.

3. PS 253’s administration and staff establishes a tone of respect for all families .The needs of parents are evaluated through:

•Parent Surveys:

1. Responses from the Spring Parent Survey given in English and parent/guardians’ native language as listed in the Home Language Survey are analyzed and discussed.

2. Survey Feedback after each Parent Engagement Workshop as to the effectiveness of the workshop and suggestions for possible future workshops.

• Informal Parent “Chat & Chews”: ELL parents, PTA members and parent coordinator share thought and ideas during these informal “let’s get to know one another sessions”.

• School Assessment Team (psychologist, social worker, IEP teacher) and the parent coordinator discuss the challenges our ELL parent community face/shared and what measures may be put in place to assist them.

• Feedback from Teachers following individual parent meeting as to the ELL parents’ concerns or requests are shared so that broad topics of concern may be addressed at future parent meetings. (ex. of home/school communication)

4. PS 253’s parent involvement activities are centered on the constant ongoing conversations with our ELL parent community. This continuous dialogue and subsequent activities “empowers parents” resulting in benefits for parents and children alike.

Parent have:

• Greater confidence in their role as their child’s first teacher.

• More frequent attendance at school meetings and a stronger sense of responsibility for their child’s school performance.

• Improved literacy and other skills.

• Better communication with the school and teachers.

## 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>PS 253</u>		School DBN: <u>21K253</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Speroni	Principal		12/19/2013
Brenda Acevedo	Assistant Principal		12/19/2013
Gina Dacchille	Parent Coordinator		12/19/2013
Katherine Angelakos	ESL Teacher		12/19/2013
Saima Atiq/Elvia Cruz	Parent		12/19/2013
Yelena Moldavskiy/ESL	Teacher/Subject Area		12/20/2013
M. Musman/Data/Testing	Teacher/Subject Area		12/19/2013
	Coach		1/1/01
	Coach		1/1/01

Danielle Susskind	Guidance Counselor		12/19/2013
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 21K253 School Name: The Magnet School of Multicultural H

Cluster: 6 Network: 605

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

### **Part A: Needs Assessment Findings**

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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.

As part of our CEP, each year we assess the written translation needs of parents via Parent Survey, HLIS, SLT Meetings, Parent Teacher Conferences and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation of information in NL in a timely manner is a high priority for our school. The needs assessment was based on written surveys, home language surveys, ATS and ARIS, generated reports, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams. In addition all parent workshops on the State ELA and Math are staffed with translators to interpret information. All information is updated on a regular basis.

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.

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. In house translators which provide simultaneous language translations during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

## Part B: Strategies and Activities

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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.

We will continue to utilize DOE Language Interpretation Service to further translate written materials as well as the School Messenger Notification System in NL to connect parents by voice and text messages to all parents.. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. It is our belief that this will bolster the home/school link and parent participation within the school. Our school website [www.253.org](http://www.253.org) translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We continue to utilize previously purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school. Finally, in order to continue our efforts to bolster the home-school link we have purchased "School Messenger". This system will allow parents to receive communications in their native language on topics such as attendance, school news, upcoming school closures and parent meetings.

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>.

Parents rights to translation services are displayed via "I Speak ...." post cards and posters in their NL in the main entrance of the school, the SAT room, main office, Parent Coordinator's office, each individual staff member as well as the main office. Availability of translators are discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings, Meetings with the Parent Coordinator as well as on our school's website. If there are no staff members available to provide translation in the required languages, the Translation Interpretation Unit of the Department of Education is utilized. All parent/staff meetings have available translators in the majority of languages in our school.....Spanish, Urdu, Russian, Uzbek as well as translation equipment for simultaneous one on one translation.

In addition Parent Conferences have in house staff available as well as translators provided by the Language Interpretation Services to ensure that all parents have a clear understanding of the communication from the teacher regarding grade level student achievement, grade level Common Core Standards, next steps and Parent Bill of Rights.