



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**UPDATED 2014-2015**

**School Name:** LOUIS MARSHALL

**DBN (i.e. 01M001):** 18K276

**Principal:** YASMINE FIDELIA

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

**Superintendent:** BEVERLY WILKINS

**Network Leader:** JEAN MCKEON

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Yasmine Fidelia	*Principal or Designee	
Eileen Fisher	*UFT Chapter Leader or Designee	
Latoya Fable	*PA/PTA President or Designated Co-President	
Rhonda Stratford	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Robert Rizzotti	Member/ Teacher/Chairperson	
Michelle McGlynn	Member/ Teacher	
LauraJo Kelly	Member/ Teacher	
Lisa Joseph Carr	Member/ Parent	
Tamika Henry	Member/ Parent	

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

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

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

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

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

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

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

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

### **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

By June 2015, there will be a 3% increase of all students in Grades 3-5 achieving at or above proficiency level, as measured by the 2014-2015 New York State English Language Arts Exam.

### **Comprehensive Needs Assessment**

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

There is a need to make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products. This need was identified based on the New York City School Quality Guide, 17.5% of students achieved proficiency (scoring a level 3 or 4) in ELA.

### **Instructional Strategies/Activities**

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

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

1. In order to achieve this goal, we will be implementing a Saturday Academy so that students can receive additional targeted support.
2. In order to achieve this goal, we will be implementing an ELL Afterschool so that students receiving ESL services in grades 3, 4 and 5 can receive supplemental language intervention services.

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

1. To implement this strategy, administrators, teachers, and data specialist will be involved.
2. ESL Teacher, Teacher with Bilingual License, Special Ed licensed teacher, Common Branch Teachers

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

1. The progress and effectiveness of this strategy will be evaluated based on student performance on, Universal Screeners, performance tasks, Chapter tests, portfolio pieces, ELA benchmark assessments.
2. The progress and effectiveness of this strategy will be evaluated based on student movement on reading levels and on assessments on reading program being used in addition to NYSESLAT scores.

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

1. November 2014-June 2015
2. November 2014-June 2015

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

1. Resources to be utilized include administrators, teachers, data specialist and consumable materials purchased for Saturday Academy.
2. Resources to be utilized include the use of CCLS aligned materials and workbooks (ex. Learning A-Z, Raz Kids, NY ELLS , Imagine Learning

### **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 with materials and training to help them work with their children to improve their achievement level in literacy, and to effectively become involved in planning and decision making in support of the education of their children.

### **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>Title IIA</b>	<b>X</b>	<b>Title III</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 #2

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

### **Annual Goal #2**

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

By June 2015, there will be a 3% increase of all students in Grades 3-5 achieving at or above proficiency level as measured by the 2014-2015 New York State Mathematics Exam

### **Comprehensive Needs Assessment**

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

There is a need to make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products. This need was identified based on the New York City School Quality Guide. 23% of students achieved proficiency (scoring a level 3 or 4) in Math

### **Instructional Strategies/Activities**

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

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

1. In order to achieve this goal, we will be implementing a Saturday Academy so that students can receive additional targeted support.
2. In order to achieve this goal, we will be implementing an ELL Afterschool so that students receiving ESL services in grades 3, 4, and 5 can receive supplemental language intervention services.

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

1. To implement this strategy, administrators, teachers, and data specialist will be involved.
2. ESL Teacher, Teacher with Bilingual License, Special Ed teacher, Common Branch Teachers.

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

1. The progress and effectiveness of this strategy will be evaluated based on student performance on the math program being used: Beginning of Year, Middle of Year and End of Year Math assessments.
2. The progress and effectiveness of this strategy will be evaluated based on student performance on the chapter tests and the Math benchmark assessments

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

1. November 2014-June 2015
2. November 2014-June 2015

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

1. Resources to be utilized include administrators, teachers, math coach, data specialist and consumable materials purchased for Saturday Academy.
2. Resources to be utilizes include the use of CCLS aligned workbooks for ESL students, GoMath Intervention Materials

### **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 with materials and training to help them work with their children to improve their achievement level in literacy, and to effectively become involved in planning and decision making in support of the education of their children

### **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>Title IIA</b>	<b>X</b>	<b>Title III</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 #3

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

**Annual Goal #3**

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

By June 2015, 95% of teachers will engage students in high quality discussions promoting multiple responses and /or approaches through the use of DOK strategies and accountable talk stems, as evidenced in, short frequent observations and lesson plans.

**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.

There is a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

**Instructional Strategies/Activities**

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

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

1. In order to achieve this goal, the school will use resources from Advance and ARIS Learn, including professional learning opportunities and the use of short, frequent observations and feedback cycles to increase teacher effectiveness using the Danielson Framework for Teaching.

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

1. Teachers, Administrators ,Talent Coach from Office of Teacher Effectiveness

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

1. Short Frequent Observations of teachers in classrooms using Danielson’s Teaching Framework for Teacher Effectiveness

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

1. November 2014-June 2015

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

1. Danielson Framework for Teaching, Professional Development through Advance, Network Support Staff for PD, and Learning Opportunities during weekly professional learning

**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 with materials and training to help them work with their children to improve their achievement level in literacy, and to effectively become involved in planning and decision making in support of the education of their children. Parent workshops will be provided monthly conducted by school staff.

**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>Title IIA</b>		<b>Title III</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.

#### **Comprehensive Needs Assessment**

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

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

#### **Budget and Resource Alignment**

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

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</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 #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

**Academic Intervention Services (AIS)**

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
ELA	Morning AIS, Saturday Academy, Ell Afterschool	Small group	During the Day, After school
Mathematics	Morning AIS, Saturday Academy, Ell Afterschool	Small group	During the Day, After school
Science	Morning AIS, Flexible Group in Class	Small group	During school day
Social Studies	Morning AIS, Flexible Group in Class	Small group	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Lunch Groups, Pull out services	One to one, small group	During school day

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

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
<ul style="list-style-type: none"> <li>• All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</li> <li>• Principal will work closely with the Network Director of Human Resources to follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>• Mentors are assigned to support struggling and un-qualified teachers.</li> <li>• The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.</li> <li>• Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on-going during Professional Learning Time on Mondays and Tuesdays in addition to through Network and DOE opportunities.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• School ensures all conceptually consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs.</li> <li>• Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.</li> </ul>

**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.).
<ul style="list-style-type: none"> <li>• School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.</li> <li>• School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.</li> <li>• School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from</li> </ul>

early childhood programs to elementary school wide programs.

- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

**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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

**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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

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

P.S. 276, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**DBN: 18K276**

### **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	\$525,396.96	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	\$192,170.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,316,890.00	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**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>PS 276 Louis Marshall</u>	DBN: <u>18K276</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>28</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: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rational:

Public School 276's Title III Afterschool Literacy and Math Tutorial Institute is designed to supplement instruction for English language learners (ELLs). The program is designed to develop and increase English proficiency and literacy skills through science and social studies content as well as increase student's achievement in mathematics. Title III helps maximize instruction to develop literacy, language, and math skills for ELLs. Based on an analysis of data taken from the NYSESLAT, ELLs scored the poorest on the reading/writing modalities. Data taken from the ELA state tests indicate that most ELLs scored a level 1 or 2. Therefore, an emphasis of instructional time in the Title III afterschool program will be allocated to develop reading and writing skills for level one and two ELLs moving them toward grade level proficiency and to advance one overall proficiency level on the NYSESLAT (AMAO 1 and 2) between two test administrations.

Subgroups and Grade Levels to be Served/ Schedule and Duration

The Title III Afterschool Literacy Program will target ELLs in grades 3, 4, 5, which includes newcomers(ELLs receiving service 0-3 years), ELLs receiving service 4-6 years and SWD ELLs in grades 3, 4, 5. This program will provide the students with instruction on Wednesdays and Thursdays from 2:30 to 4:30pm for 15 weeks. Wednesdays' instruction will focus on ELA through social studies and science content. Thursdays' instruction will focus on development of mathematic skills.

Wednesdays' Schedule: ELA Focused Instruction through Social Studies and Science Content

Group 1

11 newcomer/beginner students to be served in this group.

2:30-3:30 ELA will be taught through social studies and science content by the bilinual teacher.

3:30-4:30 ESL will be taught by the ESL certified teacher through co-teaching social studies and science content with the bilingual teacher.

Group 2

17 intermediate, advanced, and recently proficient students

2:30-3:30 ESL will be taught by the certified ESL teacher through co-teaching social studies and science content with the common branch teacher.

3:30-4:30 ELA will be taught through social studies and science content by the common branch teacher.

## Part B: Direct Instruction Supplemental Program Information

The certified ESL teacher will rotate between the two groups for one hour to co-teach and provide ESL through content.

On Wednesdays, a total of 28 students are to be served.

Thursdays' Schedule : Mathematics Focused Instruction

### Group 1

This group will consist of 18 ELL students in grades 3 and 4 ranging from beginner to advanced proficiency levels. From 2:30-3:30 Mathematics will be taught by a licensed common branch teacher. 3:30-4:30 ESL will be taught by the certified ESL teacher through co-teaching mathematics with the common branch teacher.

### Group 2

This group will consist of 10 ELL students in grade 5 ranging from beginner to advanced proficiency levels. From 2:30-3:30 ESL will be taught by the certified ESL teacher through co-teaching Mathematics with the bilingual certified teacher and 3:30-4:30 mathematics will be taught by the licensed bilingual teacher.

The certified ESL teacher will rotate between the two groups for one hour to co-teach and provide ESL through content.

On Thursdays, a total of 28 ELLs are to be served.

### Language of Instruction

The language of instruction will be in English. However, Haitian Creole will be used to clarify directions for newcomer ELLs as needed to support the children's learning needs. Research based ESL strategies and methodologies will be used to scaffold and support instruction.

Number and types of certified teachers who will serve the students in this program:

1 Licensed ESL Teacher

1 Licensed Bilingual Teacher

2 Common Branched Teachers

### Materials

Instructional and classroom materials will be purchased for the program from Title III funds, and will be used exclusively in the Title III program for the duration of the program.

English language skill development and and vocabulary instruction will be provided to intermediate and advanced leveled ELLs. Students will engage in Vocabulary Links from Continental Press. This instructional material is geared towards the Common Core Learning Standards and provides students with motivating non-fictional text focused on vocabulary development. It also provides ELL students with English language skill development instruction that coresponds to the text and vocabulary. Building vocabulary and language skills will lead to greater success in students' reading comprehension. There are multiple levels available in order to gear instruction toward students proficiency levels.

Beginner students will engage in Reading Comprehension Readiness from Continental Press. Each book combines engaging non fictional articles with visuals and question activities to build comprehension and critical thinking skills. It lays the groundwork to build reading-for-information skills students need for daily classroom tasks and assessments.

## Part B: Direct Instruction Supplemental Program Information

A license of Reading A-Z and Raz-Kids for ELLs will also be purchased with Title 3 funds for the exclusive use in the T3 program for the duration of the program. This program will provide further support in reading comprehension, oral reading fluency, and vocabulary development for all ELLs. This program is aligned to Common Core and engages students in reading a variety of fiction and non-fiction text at their individual levels. Students listen to the text, read the text and then are assessed on the text. Teachers can generate reports to analyze the students' growth and areas of need. This program can also be accessed by students at home to reinforce their reading comprehension.

The Math Program will assist ELLs to acquire a reinforcement of basic math skills and concepts in order to be successful with grade level mathematics. Students will grasp an understanding of key math skills and will move into achieving higher levels on the state math test.

ELL Students will engage in Buckle Down Mathematics by Triumph Learning. This is a great support for Go Math curriculum that students engage in during the school day. This support is aligned to the Common Core Standards and offers assessments along the way to monitor student progress.

## 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:

Ongoing Support for Classroom Teachers of ELLs through planning/coaching (Facilitated by RBERN). Ongoing-Tuesdays, at 2:30. Ms. Myriam Augustin, from the offices of R-BERN will provide PD for all teachers in the building pertaining to ESL methodologies and SIOP.

On Fridays, for one period Ms. Augustin will have a rotating schedule to push-in to classrooms to provide ESL support to the teachers.

One Friday each month the ELL Team will meet with ESL teacher and Ms. Augustin. Workshops, turn-key PD and planning for the ELLs will take place during this time. This will provide the opportunity to analyze what is working and not working in the classroom with ELL support and provide teacher will new strategies to aid scaffolding and the effectiveness of instructing our ELLs. During these meetings we will also discuss student needs, progress, and strategies/support for teaching ELLs. Next steps are discussed to ensure all ELLs are making progress.

The ELL teacher will also provide Turn-Key PD when available.

In addition, PS 276 takes advantage of PD opportunities offered by OELL and the Network.

**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: Parents of the ELL population will have the opportunity to participate in PS276's Title III Computer Connection Afterschool Program which will increase parents' knowledge about computers, general computer use, ways in which computers can support education, literacy and awareness. Computer knowledge will enable parents to learn how to use the internet (websites) for research to assist their children with homework, research reports, book reports, support of the internet and to learn what their children know about using the computer. Parents will learn computer programs such as Microsoft Word and Microsoft Power Point. ELL parents will become familiar with and how to access the ARIS parent link. The skills parents acquire will enable their individual effectiveness with computers as well as support their children educationally in accordance with increasing technological demands.

The Computer Connection will be taught by a computer teacher who has an abundance of knowledge of computers and various programs. There will be from 8-10 parents in the class. The class will meet on Wednesdays from 3:30-4:30pm for 9 one hour sessions. Invitations will be sent home to parents.

The teacher who is teaching the student math group on Thursdays will be used as a Haitian-Creole interpreter for the parent computer program. We will ask for parent volunteers for Arabic and Spanish interpreters as needed.

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
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	<u>\$0.00</u>	_____
Other	<u>\$0.00</u>	_____
<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>18</b>	Borough <b>Brooklyn</b>	School Number <b>276</b>
School Name <b>Louis Marshall</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>Ms. Yasmine Fidelia</b>	Assistant Principal <b>Ms. L. Ward and Ms. B. Corazzo</b>
Coach	Coach
ESL Teacher <b>Ms. Kary Harris</b>	Guidance Counselor <b>Ms. F. Saracino</b>
Teacher/Subject Area <b>Ms. G. Pierre Louis, Bilingual</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. R. Musto</b>	Parent Coordinator <b>Ms. R. Carter</b>
Related Service Provider <b>Ms. V. Halm, SETSS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</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 <u>not</u> currently teaching in the ESL program	<b>1</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>731</b>	Total number of ELLs	<b>44</b>	ELLs as share of total student population (%)	<b>6.02%</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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Haitian Creole
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	6	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	
<b>TBE</b>	10	0	0	1	0	0	0	0	0	11
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	28	0	7	5	0	1	0	0	0	33

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>38</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian						10								10
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>10</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	0	1	2	2	1	0								6
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	2	0	2	1	2	3								10
Haitian	3	2	4	2	5	11								27
French	0	0	0	1	0	0								1
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	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>44</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)	4	0	5	2	2	2								15
Intermediate(I)	1	1	1	4	4	6								17
Advanced (A)	0	3	1	0	2	6								12
Total	<b>5</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>0</b>	<b>44</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3			6
4	10	1			11
5	13	3			16
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	7		0		0		1		8
4	10		1		0		0		11
5	16		1						17
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
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				
Foreign Language				
Government				
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.  
P.S. 276 uses DIBELS and easyCBM progress monitoring tools to assess the literacy skills ELL students as part of our Universal Screener. Its is divided into several parts; Oral Reading Fluency, Retell Fluency and code-based measures. Oral Reading Fluency measures students' level of accuracy and fluency in reading. The Retell Fluency provides a comprehension check for the oral fluency assessment.

The code-based measures vary by grade, but include nonsense word fluency and initial sound fluency.

EasyCBM is aligned to Common Core standards and is a part of an RTI model. It assesses student progress in reading and it allows teachers to identify how students are performing against national benchmarks.

These assessments help to guide instruction and understand how well ELLs are comprehending reading, oral retelling, phonics and fluency, as well as their knowledge of academic vocabulary (CORE Vocabulary Assessment as part of the Universal Screener). This will help to inform instruction through analysis of the data and plan adjustments to Tier I instruction according to the needs of each ELL.

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

Based on an analysis of the data from the LAB-R and the 2012 NYSESLAT, the RNMR report indicates that the patterns across proficiency levels show that ELLs on every grade scored higher on the speaking/listening modalities. ELLs scored the poorest on the reading and writing modalities.

According to the LAB-R raw scores, most students have the greatest difficulty in the areas of listening and reading. Unless a child is a newcomer/entering, ELL student scores typically range within the intermediate level.

The data patterns summarized below is based on the Spring 2013 NYSESLAT and the Fall 2013 LAB-R. This data is broken down by proficiency levels.

Spring 2013 NYSESLAT and Fall 2013 LAB-R:

- 13/41=32 % of our students scored beginner
- 18/41= 44% of our students scored intermediate
- 10/41= 24% of our students scored advanced.

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

Patterns across the NYSESLAT modalities affect instructional decisions by placing an emphasis on instructional time. Time is allocated to develop listening, speaking, reading and writing skills, and also incorporates strategies for ELLs into the content areas. Literacy instruction is based around Common Core Learning Standards using a balanced literacy model to develop and strengthen skills in these areas by incorporating a number of activities, including read alouds, close reading, guided reading, independent reading, phonics and spelling, vocabulary enrichment, shared writing, modeled and independent writing. On a daily basis, the teacher conducts read alouds, shared reading, guided reading and also provides opportunities for independent reading. The ESL teacher and the classroom teachers of ELLs work collaboratively to evaluate ELL student data in order to inform instruction based on student needs. In the ESL program and the bilingual class, the teachers use the ELL students' results to inform decision making and inform instruction. The NYSESLAT modalities affect instructional decisions because the modalities give the classroom teachers and ESL teacher a clear understanding of the area(s) of strengths and weaknesses of ELLs in order to plan lessons according to their needs. As a school, we are focusing on the reading and writing modalities, as these are the areas in which our students demonstrate the highest need according to the NYSESLAT and teacher observations.

RNMR is not available for the modality report.

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

The patterns across proficiency levels show that our intermediate and advanced ELLs perform better than our beginner students once they have an opportunity to acquire the English Language. Native Language exams are given for New York State Math and Science tests when it is helpful to the student. Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency. Classroom teachers allow students to answer questions in their native language on content area exams. In regards to how our ELLs are doing on Native Language tests as opposed to tests taken in English; due to the fact that we have only a very small amount of students who take the New York State tests in their Native Language, there is not enough data to determine trends at this time.

The success of the program for ELLs is evaluated by the data of the NYSESLAT, ELL Periodic Assessment as well as rubrics. The school leadership team, classroom teachers, and the ESL teacher use the results of the ELL Periodic Assessment as data to inform decision making and drive instruction. The ELL Periodic Assessment is an assessment which measures the progress in English language proficiency and predicts student performance on the NYSESLAT, which is implemented to all ELLs in the spring. The results provide the ESL teacher, classroom teachers of ELLs and the bilingual teacher with detailed results about the strengths and weaknesses in English language development. It also serves as a resource to help plan individual and group instruction. The Periodic Assessment is given to ELLs in grades 3, 4, 5 in the Fall and

the Spring. Teachers use the results to determine the progress and achievement of ELLs in. Data is used to guide instruction for ELLs by analyzing the listening, reading, and writing contents of the assessment. The ESL teacher identifies the area(s) in which the child is struggling and implements lessons based on this information. Classroom observations and a writing response are also used to further assess speaking and writing, as these skills are not fully addressed on the Periodic Assessment.

In the bilingual class, standards based subject matter instruction is provided in the students' native language with intensive support in ESL by the ESL teacher, who pushes into each class as well as pulling out the newcomers. The ESL component develops skills in listening, speaking, reading, and writing in English. Content area instruction is provided in the native language and English which teaches subject matter to the ELLs, and a native language component develops skills in listening, speaking, reading and writing in the students home language while encouraging an appreciation of their history and culture.

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. 276 uses data to guide instruction for ELLs within the RTI framework in the following way. We follow the three levels of RTI. All ELLs participate in the school's Universal Screener. This assessment battery (described above) addressed multiple components of literacy to get a detailed picture about student needs, particularly as it relates to Tier I instruction. Results from the assessment are reviewed at the school, grade and class level in order to identify areas of need. After reflecting on the trends shown, plans are established to adjust Tier I instruction when many students are below established expectations. Best practices are implemented to refine Tier I instruction for ELLs and the rest of the student population.

Struggling students who are not meeting established benchmarks and are performing in ways that are different than their peers are offered small group Tier II interventions. These interventions are offered on a short term basis, with regular progress monitoring to determine the effectiveness of the selected intervention. Students who are not making progress after sufficient time and adequate interventions may progress to Tier III Interventions. These intensive interventions provide 1:1 instruction to address the student's unique need.

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

There are several factors we take into consideration to make sure that a child's second language development is considered in instructional decisions: We make sure that a child's second language development is considered in instructional decisions in the following ways. The ESL Teacher, K. Harris provides multiple scaffolds to help develop a child's second language acquisition while still providing access to grade appropriate content. All of these strategies are used throughout the day, and during afterschool programs; not just in general or special education classes, but also during ESL classes, content and cluster classes, with related service providers, and when dealing with any and all staff. The RLAT is a crucial report used to make instructional decisions because it allows educators to track ELL's proficiency growth throughout the past three years of taking the NYSESLAT. This information provides the ESL teacher and the classroom teacher with an understanding of each child's strengths and weaknesses in the areas of listening, speaking, reading, and writing. Therefore the appropriate instructional decisions can be made while planning and implementing lessons.

Professional development opportunities throughout the year enable the ESL teachers to share strategies on second language acquisition with the staff in order to help teachers meet the needs of their ELLs. Visual scaffolds are used in ESL and general education classrooms in order to make the content more accessible to ELLs. We group by their native language for certain activities so they can help each other and respond in their native language. As student's English language proficiency increases, the amount of English used in the bilingual education program increases in order to teach the subject areas. This is determined through assessments and teacher observations throughout the year. The ESL teacher, also confirms with the classroom teacher that the ELLs are asked questions and given tasks at an appropriate oral rate so that they can comprehend oral instructions and questions. (comprehensible input) We also ensure appropriate wait time is provided to ELLs to allow language to process. P.S. 276 makes sure that ELLs are grouped accordingly with pairs during small group or partner work. Cognates are provided to those students where appropriate and subject area glossaries are provided to students to use during class lessons and assessments. Topics of concern are addressed during professional development provided to teachers during ELL Common Planning.

7. For dual language programs, answer the following:

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

Not Applicable for our school at this time.

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

There are several ways to evaluate the success of our program for ELLs.

We look at the data from many sources: NYSESLAT, results of the NYS ELA, Math, and Science assessments, conference notes, student work rubrics, DIBELS and easyCBM scores, baseline and benchmark Unit assessments, performance tasks. Through an analysis of the most current scores to those of the past, we identify the progress each child has made in comparison to the previous year(s). If ELL students demonstrate growth in the areas of listening, speaking, reading, and writing, then the program is successful. Additionally, I use the Periodic Assessments implemented in the Fall and Spring and compare the scores to ensure progress is being made. This allows us to compare the fall results to those of the spring results, which provides us with the improvements in listening, speaking, reading, and writing our ELLs are enduring.

The RLAT is analyzed to identify the students have and have not made progress. When the state report card is released, we analyze the data to determine if we are meeting Annual Yearly Progress for ELL students. Factors that are consider include but are not limited to: student's home language, length of time in country, gaps in educational services, SIFE status, attendance and socio-economic status. We then make a plan and discuss students' strengths and weaknesses during common preps, grade meetings, and inquiry time.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Parents/Guardians of all newly enrolled students to PS276 are required to complete the Home Language Identification Survey (HLIS) which is translated in various languages. Parent responses to questions on the HLIS about their child's knowledge and use of their home language is the first step in identifying those students who may be eligible to take the Language Assessment Battery-Revised(LAB-R) to determine eligibility for ESL/Bilingual services. A trained Pedagogue meets with the parent/guardian to administer the HLIS and make an initial determination of the child's home language. If the home language survey indicates the student's native language is other than English taken from 1 response to questions 1-4 and 2 responses to questions 5-8, informal oral interviews of parent and child are conducted during registration by Ms. Harris (English only), a certified ESL teacher, a licensed pedagogue, the Assistant Principal, Ms. Ward (English only, Principal, Ms. Fidelia (bilingual Hatian Creole), Theater teacher, Ms. Vinsen (bilingual Spanish) and Occupational Therapist, Ms. Kamal (bilingual Arabic). Interpretation and translation services are provided throughout registration and the entire intake process. Parents are given the opportunity to ask question in their home language as needed.

Parts 1, 2 and 3 must be completed and signed by the parent/guardian completing the form. A licensed teacher Ms. Pierre Louis or Ms. Musto serves as a Haitian Creole translator and Ms. Vinson serves as a Spanish translator for the interviews. If there are no translators available at our school, our school calls Translation/Interpretation services for over-the-phone interpretation. Once it is determined that the child speaks a language other than English in the child's home or the student speaks little or no English, the appropriate OTELE code is indicated on the HLIS and the LAB-R is administered by Ms. K. Harris, a certified ESL teacher, within the first ten days of enrollment. If the students' raw score falls at a beginning, intermediate or advanced level of proficiency they are eligible for state mandated services in accordance with CR-Part 154. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. If needed, Ms. Vinson helps administer the Spanish LAB. A list of handscores are kept on file in the ESL teachers' room.

The ESL teacher plans a program that best fits the ELLs needs so that ELLs are grouped by proficiency levels and grade for tailored learning activities and instructional time in English. Parents are sent a letter of continued entitlement or non entitlement/transition letter.

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.

Once the student is identified as an ELL, the parent/guardian is notified with an entitlement letter. The parent/guardian has the opportunity to attend an ELL parent orientation session which includes Ms. Harris, the ESL teacher, the Parent Coordinator, Ms. Ms. Rose Carter, and a school interpreter, if needed. An Entitlement Letter, brochure, and program selection form are sent to the ELL parents notifying and inviting them to the orientation within the first 10 days of enrollment. The forms are sent home in English and their home language. Orientation is held before, during, and after school to accommodate all parents. The parent coordinator, R. Carter or ESL teacher, K. Harris call the parents that have been invited to remind them about the orientation session. At orientation, the ELL parents are provided with information about the three program choices in English and in their home language. The parents are then given an opportunity to ask questions so that they can make an informed choice. Parents view a video in their native language and/or English which provides information about the different options of choosing between the three educational programs that support ELLs: Transitional Bilingual Education, Dual Language, and Freestanding ESL. When needed, translators on our staff are available to facilitate meaningful communication between parents and staff. At the parent orientation standards, assessments, promotional policy, school expectations and community resources are also discussed. Parents must complete and sign the Program Selection and Survey forms confirming the program selection for their child. Parent forms are analyzed. A placement letter is sent home to the parents in English and their home language informing them of their child's placement into the appropriate program or given an option to transfer should their be insufficient numbers of students to open the parent's preferred program. Identification and placement of ELLs are made within ten days of enrollment. One on one individual sessions are made to accommodate parents that were not able to attend the parent orientation. Phone calls are made to other individual parents. After multiple attempts have been made to collect the program selection form and schedule an orientation with the parent it is coded in ATS as no parent choice, however, the default is bilingual.

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

Student who are listed on the RLER ATS report receive an entitlement letter or non entitlement letter based on the handscoring of the LAB-R within the first ten days. These letters are sent home in English and their home language with the child in their homework folder which is placed in their book bag.

Parent Survey and Program Selection forms are distributed and collected at orientation. If parents do not attend orientation or return the Survey and Selection forms, a phone call is made by the Parent Coordinator, Ms. Carter or the ESL teacher, K. Harris to reschedule or the ESL teacher meets the parent during dismissal to see if they can attend an orientation at that time. If parent does not return the forms after multiple attempts, a letter is sent in the mail. Copies of dated letters, HLIS and parent choice/program selection forms are kept on file in the room of the ESL teacher.

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.

If a students' raw score falls at a beginning, intermediate, or advanced level of proficiency on the LAB-R they are identified as an ELL. The parent may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. The student must be placed within ten days of enrollment. If a parent does not select a program, the student is automatically placed in a bilingual class, if available. If there are insufficient students to create a bilingual class and the parent does not want their child to transfer to a school that has the program, they may opt to place them in an ESL program. Our school presently has an ESL Program and one Haitian Creole bridge Transitional Bilingual class in grade 5. If needed, the parent is consulted by a translator informing them about the options they have for placement of their child. Placement letters are maintained and kept in each child's CUM folder as well as a copy is filed in the ESL room. The ELPC screen in ATS is updated within twenty days of each ELL student's registration date.

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 the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by Ms. K. Harris, a certified ESL teacher to determine English proficiency. To ensure that all ELLs receive the NYSESLAT the ATS report RLER is generated. The RLER indicates the list of student's eligible to take the NYSESLAT. The NYSESLAT data determines whether or not the student continues to qualify for ELL services. The data implicates the instructional decisions for the student. NYSESLAT scores are used for program and classroom planning, differentiating instruction and grouping ELLs to provide enriched language instruction.

Prior to the start of each session of the NYSESLAT, test administrators must provide the following directions to students:

Remove all books, notes, or other aids from their reach or sight during the test.

Read and/or listen to the questions carefully and follow instructions.

Make sure their names are written on all answer sheets being used.

Make sure their names are written on all Listening, Reading, and Writing subtest booklets in the space provided.

The ESL teacher, Ms. K. Harris explains to students that the questions on the NYSESLAT are designed to measure English skills

ranging from beginner to proficient. As a result, some of the more proficient students may find some test questions simple, particularly at the beginning of each subtest. Similarly, some beginning students may find some test questions very challenging, particularly toward the end of each subtest.

The test is broken down into four sessions. The Speaking subtest is administered first, by the ESL teacher, Ms. K. Harris to students individually at a location separate from other students. Scoring is conducted at the time of administration unless student responses are being electronically recorded, a disinterested teacher can score them at a later time. Next, the Listening and the Reading subtests are administered to small groups of students. Lastly, the Writing subtest is administered to small groups. The Writing subtest is scored by a team of teachers.

Students with an IEP and/or 504 Plan will receive accommodations authorized in their document, with two exceptions:

- The Reading subtest may not be read to any student.
- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

As stated on page 14 of the NYSESLAT Administrators Manual.

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. [i](#)
- Out of 45 Parent Selection forms, 30 parents/guardians choose to place their child in the Freestanding ESL program. 12 chose a Transitional Bilingual Program, however, this data ranges through various grades. 3 requested to place their child in a Dual Language Program. At this time we have not opened an additional TBE class because we do not have a sufficient number to do so yet. (15 students in 2 consecutive grades)
- We offer Freestanding ESL program and a 5<sup>th</sup> Grade TBE class, which is in alignment with the choice of a majority of the parents.

PS 276 monitors trends in parent choice through analyzing parent selection forms within the last three years. In August a meeting is held with the principle to discuss the opportunities of opening TBE or Dual language programs for the upcoming year. If the parent choice indicates that there 15 students within a one to two grade span throughout the school year, we will open the appropriate program at the given time.

## 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])?

English Language Learners at PS276 participate in a Freestanding ESL Program which consists of a combination of push-in and pull-out models for English language acquisition focused instruction. The freestanding ESL pull-out program provides instruction in English using ESL methodologies and native language support to enrich comprehension. The ELLs are placed into small groups which are grouped according to grade level and proficiency levels to provide instruction for their individual needs. The groups consist of heterogeneous proficiency levels. Grouping provides the ELLs with enriched language instruction to enable them to acquire the English language proficiency and academic knowledge they need. The students receive language arts and subject matter instruction in English. The Freestanding ESL push-in model consists of co-teaching with the classroom teacher and small group instruction in order to differentiate instruction and provide intensive support as needed.

ESL instruction is provided for specific amounts of time as determined by the LAB-R or NYSESLAT results. The RLER, RLAT, and the RLAB indicate the ELLs who are eligible to take the NYSESLAT, and gives data of the proficiency levels of the ELLs. Beginning and intermediate ELLs receive 360 minutes (8-45 minute periods) of ESL instruction per week, and advanced ELLs receive 180 minutes (4-45 minute periods) of ESL instruction per week and at least 180 minutes of ELA instruction as required under CR-Part 154. The instructional program is consistent with Part 154 guidelines and is committed to raising the standards of English Language Learners in the English as a Second Language Program. In the bilingual class, standards based subject matter instruction is provided in the students' native language with intensive support in ESL by the ESL teacher, who pushes into each class as well as pulling out. The ESL component develops skills in listening, speaking, reading, and writing in English. Content area instruction is provided in the native language and English which teaches subject matter to the ELLs, and a native language component develops skills in listening, speaking, reading and writing in the students home language while encouraging an appreciation of their history and culture.

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)?

As per CR-Part 154, native language arts instructional minutes are delivered for 60-90 minutes per day for beginning ELLs, 45-60 minutes per day for intermediate ELLs, and 45 minutes per day for advanced ELLs. Beginner and Intermediate ELLs receive 360 minutes of ESL services per week and advanced ELLs receive 180 minutes of ESL services per week.

The ELL teacher collaborates with the classroom teachers who are involved in the education of ELLs. Articulation between the ELL teacher and the ELLs classroom teacher is ongoing. They articulate student progress, ESL methodology, ESL materials, testing concerns, and units of study that are being taught. They articulate about ELLs requiring instruction that focuses on academic English and instruction that is differentiated to meet their academic backgrounds and linguistic needs. Instruction for general and special education ELLs integrate the major skill areas of listening, speaking, reading and writing. Instruction for ELLs is aligned with the Common Core State Standards, performance indicators and Citywide Comprehensive core curriculum and Mathematics. GO Math and ReadyGen (ELA curriculum) are used in grades K-5.

GO Math is a mathematics program developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

ReadyGen is aligned to Common Core Standards and works within the Balanced Literacy model. This curriculum incorporates the areas of listening, speaking, reading, and writing into each lesson, in addition to an emphasis on academic vocabulary and reading complex texts.

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

In both push-in and pull-out models visuals, realia, manipulatives, charts and graphs and vocabulary charts are provided for comprehensible input. ESL strategies such as Total Physical Response activities, cooperative learning, learning experience, Quality Teaching and hands on activities support ELLs to develop skills and assist them to achieve the same standards expected of all students in ELA and other content areas. Rigorous instruction in standards based academic instruction is ongoing. Creative planning is used to teach study units to prepare ELLs to think critically, solve problems, demonstrate a deep understanding of text, use the computer and communicate in English. Literacy is stressed by adapting ESL techniques for read aloud, shared reading, guided reading, independent reading, modeled and independent writing. Integrating literature that reflects students' various cultures provide a positive and enjoyable experience for ELLs and enhances the development of their speaking, listening, reading and writing skills. Instructional time for reading and writing address oral and literacy development in the language arts skills of listening, speaking, reading, writing, viewing and presenting.

Language is an important focus for teaching. Learning academic language is effective when the focus is on integrating language and content area. Thematic related readings in the content areas social studies, science, music, art and multicultural literature provide meaningful vocabulary, relevant language and experiences, and grammatical conventions. ELLs are exposed to relevant and familiar vocabulary which is essential for language acquisition. To ensure literacy, ELLs need a strong and growing vocabulary base that requires knowledge of words, word parts and word relationships. Language is made comprehensible through teaching content area concepts using concrete items, photos, pictures, realia, graph organizers, charts, and vocabulary charts. To elicit ELLs prior knowledge experiences and knowledge will foster both concept and language development. ELLs participate in multiple assessment activities that provide the ESL teacher with formative data and information on the students' mastery skills and English language development. Multiple informal assessment activities are used to differentiate instruction to meet the ELLs needs.

P.S. 276 implements ReadyGen ELA program which is aligned to the Common Core Literacy Standards. The teachers in the mainstream classrooms along with the bilingual teacher use these materials. They meet on the same grade level and collaborate in order to teach a sequenced curriculum. The curriculum is cumulative, the knowledge and skills the students' learn each year become the students' foundation for learning in the school years to follow. The content within these programs are modified during common prep periods to make the material comprehensible for ELLs. ELLs build a foundation for understanding rich content. Teachers use strategies/methodologies and adapt them to support and meet the needs of the ELLs through scaffolding ReadyGen materials.

Instruction is differentiated for all ELL subgroups. A range of instructional strategies and different learning modalities are provided for ELLs. Each ELLs attitude, interests, experiences, skills, knowledge and learning styles are profiled. Assessment activities are used to help the ESL teacher make instructional decisions. The ESL teacher uses data from the LAB-R, NYSESLAT, and the ELL Periodic Assessment to drive instruction. The assessment strategies help the ESL teacher find out what the ELL students know and can do. Each assessment activity has a specific objective linked purpose. The ESL teacher conducts multiple forms of evaluation (anecdotal records, observations, checklists, rubrics, test scores) to assess the progress of her ELLs and to plan instruction. Besides the use of dictionaries, glossaries and materials in the home language, the ESL teacher buddies students of the same language and are grouped for certain activities so that they can assist each other and respond in the home language. School personnel provide support students during the school day and are utilized to provide clarification for ELLs who might be struggling with content and concepts in the content areas.

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

When our assessment team meets in October, we order assessments in the students native languages as needed. Our assessment coordinator ensures that these assessments are accurately ordered. The TBE class is assessed formally and informally in their native language throughout the year. ELLs are evaluated in their native language throughout the year. Classroom teachers allow students to respond to questions in their native language-both in class discussions and on formal tests. Classroom libraries contain literature in students' native languages. Students can give answers orally and the information is translated back into English and they can also write their answers in their native language and it will be translated. Also, native language exams are given for New York State Math and Science tests when it is helpful to the student. Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency.

At our common prep meetings on Fridays we use time as needed to discuss and analyze assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year in several ways. First by analyzing their classwork. Does their classwork indicate that students can listen and read directions accurately? Has the student been able to complete the task at hand according to its focus? All units have Language Standards as well as Speaking and Listening Standards incorporated into them. Rubrics are created that are linked to the CCLS. Students are assessed in speaking and listening as well as reading and writing continually throughout the school year. Within push-in classes, we review the students' classroom portfolios regularly and maintain portfolios of student work for those students who are provided pull-out services. The ESL Teacher confers with classroom teacher on books the ELLs are reading and writing assignments in class to ensure they are understanding the text and the assignments which follow. Additionally, all teachers make sure ELLs are provided with scaffolding, cognates, and glossaries to aid language acquisition throughout the year. Lastly, in working together with the classroom teacher, the ESL Teacher informs teachers of ESL methodologies. Administrators ensure, through observations, that they are being used during classroom instruction. As for push-in classes, the ESL Teacher models methodologies and strategies through co-teaching so the classroom teacher can gain an understanding of ways to aid language acquisition within the four modalities throughout the year. Teachers allow ELLs to utilize their testing modifications for all major assessments in class throughout the year. By doing this, they are comfortable with the testing conditions well ahead of any high stakes test. In addition, former ELLs are also given testing accommodations for up to two years after they score proficient on the yearly NYSESLAT assessment.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

There are various ways in which we differentiated instruction for our ELLs on a daily basis.

Students with interrupted formal education (SIFE). According to CR Part 154, SIFE is defined as students who: come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and, may be preliteracy in their first language. or in the scenario which a student returns to his native country and attends school with no English language instruction, then comes back to school in the US, attention must be given to address the learning gaps in his/her instruction. Our instructional plan for the situation where we have SIFE students is made in conjunction with the parents, ESL staff, the administration, and the classroom teacher(s). When placing the student in a lower grade is not an option, instruction will be accommodated by providing an extra period of ESL daily, as needed, in addition to the mandated unit as per CR-Part 154 regulations, providing academic intervention services through the extended day program for small group instruction based on assessed needs and attending our ESL Title III after-school program.

Newcomers are students who have recently immigrated and have very limited English language skills. They are at the Pre-Production stage of Second Language Acquisition. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and basic English language skills. At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English. The ESL teacher has available bilingual picture and word to word dictionaries as well as academic vocabulary glossaries available in the subject areas.

These students are taken on a tour of the school to familiarize them with the building and key staff. The guidance counselor and social worker also work with the students and family to ease their transition. For ELLs receiving service 4 to 6 years the plan is to design activities that are more complex, abstract, and independent. The ELLs note relationships: comparison and contrast, cause and effect, problem and solution. The ELLs are challenged to think across cultures, and time periods. Other activities include poems, a biographical sketch of their self or another literary character, and narrative, informative writing. Data indicates that these ELLs need improvement in their reading and writing skills. Reading and writing skills are being addressed. For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine where their weaknesses and strengths are. Tiered activities are used. Visual, auditory and kinesthetic options are provided. Students are expected to make text to self, text to text and text to world connections. Reading and writing practice skills are addressed. ELLs having special needs are provided with auditory, visual and kinesthetic options. The IEP goals are read and addressed through instruction. Data is taken from the city and state tests to drive instruction. Tiered activities are used. Reading and writing skills are addressed. Former ELLs are monitored and offered transitional services when needed.

for two additional years after testing proficient. These students are also afforded ELL accommodations on City/State Assessments when needed.

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?

A number of instructional strategies and grade level materials are used with the ELL-SWDs. Instructions are given in smaller increments so the students are able to keep up with the class. Reading Triumphs is the reading intervention program that uses a mix of fiction and nonfiction reading to acquire basic reading skills. The program offers intensive instruction to accelerate learning of the skills. ELL-SWDs use guided reading books, visuals, flash cards and picture cards for vocabulary development. When working in math the student is provided with appropriate manipulatives for the specific topic. Visual methods and tactile materials are utilized too. Teachers modify the curriculum to the ELL-SWDs level. Providers of the ELL-SWDs collaborate with one another to not interfere with the student's classroom ELA instruction. The ESL focuses on the same skills as the classroom teachers. For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine where their weaknesses and strengths are. Tiered activities are used. Visual, auditory and kinesthetic options are provided. Students are expected to make text to self, text to text and text to world connections. Reading and writing practice skills are addressed.

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?

ELLs having special needs are provided with auditory, visual and kinesthetic options. The IEP goals are read and met through daily instruction. Data is taken from the city and state tests to drive instruction. Tiered activities are used. Reading and writing skills are addressed.

PS 276 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. A number of instructional strategies and grade level materials are used with the ELL-SWDs. Instructions are given in smaller increments so the students are able to keep up with the class. Reading Triumphs is the reading intervention program that uses a mix of fiction and nonfiction reading to acquire basic reading skills. The program offers intensive instruction to accelerate learning of the skills. ELL-SWDs use guided reading books, visuals, flash cards and picture cards for vocabulary development. When working in math the student is provided with appropriate manipulatives for the specific topic. Visual methods and tactile materials are utilized too. Teachers modify the curriculum to the ELL-SWDs level. Providers of the ELL-SWDs collaborate with one another to not interfere with the student's classroom ELA instruction. Our special needs ELLs receive ESL instruction from our licensed ESL teacher in addition to support services as per their IEP. We have placed our ELLs with special needs in special education self-contained classes and in Integrated Co-Teaching classrooms as per their IEP.

When meeting for an Annual or Triennial Review of an ELL-SWD, the ESL/Bilingual Teachers are an integral part of the team. They help the team to understand the child's linguistic needs and acquisition stage in order to ensure the child is appropriately placed. Additional services are considered in addition to ELL services in order to ensure that the program recommendations can be met within the school day, without compromising mandated services.

**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:	Haitian Creole		
Social Studies:			

### 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

Math:				
Science:				

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

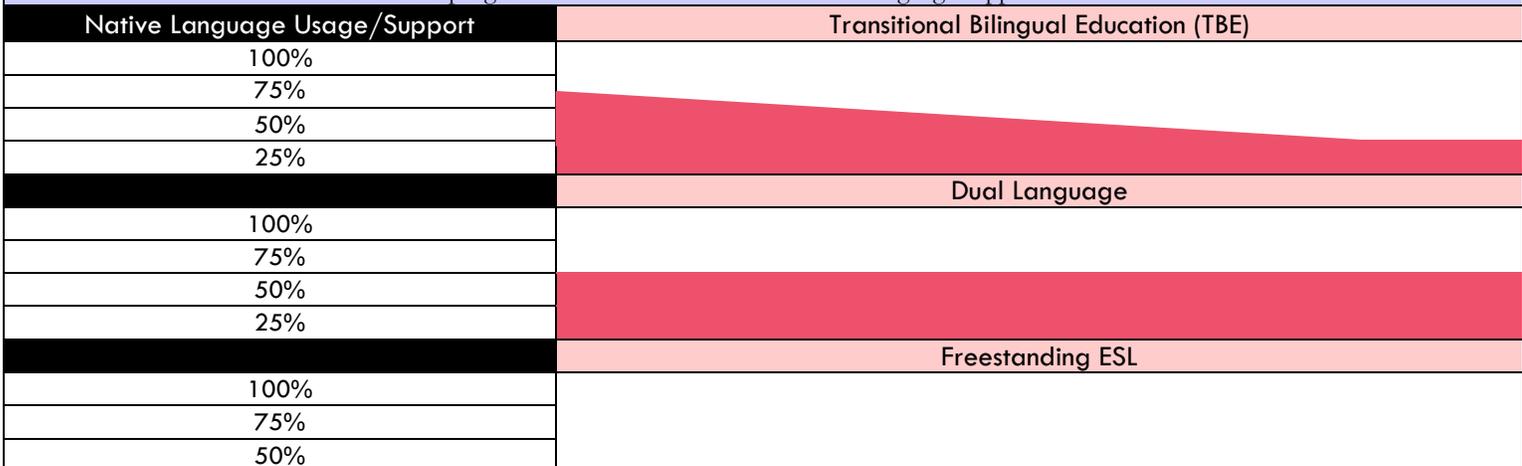
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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

## B. Programming and Scheduling Information--Continued

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

PS 276 provides ongoing educational support and appropriate interventions in English to English Language Learners to achieve and maintain a satisfactory level of academic performance. The following interventions are available to ELLs. Academic Intervention Services (AIS) provides English instruction in listening, reading, writing and math for ELLs in grades 1-5. Extended day is offered to ELLs in grades 2-5 concentrating on reading and math skills. Counseling is provided based on individual needs. Resource Room is provided as indicated on the IEP. All ELLs in targeted intervention programs are provided with glossaries, dictionaries in the native language. School personnel provide translation support for ELLs, as needed. In the intervention programs the ELLs with the same language are grouped in order to assist each other in their native language. The Title III Afterschool program provides supplemental small group instruction in ESL and the content areas of ELA, science and math for ELLs in grades 2,3,4, and 5. PS 276 continues to have a Title III Math and Literacy Afterschool Institute which supplements instruction for ELLs. The program is designed to develop and increase English proficiency skills and reading skills among ELLs and increase their achievement in math.

The afterschool literacy program provides small group instruction in English language skills and vocabulary using Words Their Way for English Language Learners. Words Their Way is a foundational program that helps students develop those foundational skills targeted in the Common Core State Standards (CCSS). Specifically, Words Their Way supports the CCSS's Reading Foundational Skills and Language Standards in Grades K-5. The depth and breadth of word knowledge developed through the Words Their Way approach to word study also supports the Common Core's emphasis on students' reading more complex literary and informational texts.

During our afterschool program, ELLs will also be using READING A-Z and RAZ-KIDS. All materials on these programs are correlated to the Common Core State Standards. They focus on reading comprehension that promotes development of higher-order thinking skills. Instructional and assessment tools for phonics, phonological awareness, vocabulary, and fluency.

The Raz-Kids animated leveled books and interactive quizzes is also aligned to the Common Core Standards and provides educators choices. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support. They read freely in the bookroom. Or, teachers easily limit students to appropriate reading levels and specific books and track student reading progress. Students can practice reading to improve reading comprehension and reading fluency anywhere with Internet access.

The Math afterschool program targets those who scored at the lowest levels on the math state tests and those ELLs that need basic skills. This particular afterschool program implements GO Math Reteach. This extension of GO Math that is used in the classroom provides ELLs with a reinforcement of basic skills and concepts, test taking techniques, review of math operational skills, fractions, problem solving, graphs and step by step reasoning skills.

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

Our current program is effective based on the data from the Spring 2013 NYSESLAT; NYS test scores, and the NYC Progress Report. Of the 30 who took the NYSESLAT in 2013, 10 who progressed one level of proficiency and 14 whom remain at the same level, however, increased points in some of the areas of listening, speaking, reading, and writing modalities. These assessments are frequently reviewed to ensure the needs of our ELL population is being met through instructional supports.

The new ReadyGen ELA Curriculum includes a high lexile level for all texts, therefore, the ELL component is used to scaffold material and break it down so that ELLs are provided with comprehensible input.

Teachers continue to use small group instruction to build language development, vocabulary, and expand verbal skills.

Our schoolwide instructional focus is centered around Student to Student Discussion provides ELLs the opportunity to hear native speakers of English as well as practice their own English articulation and pronunciation based around academic language.

ELLs are grouped by class which enables these specific teachers to receive professional development during our common planning period in order to strengthen skills and learn new methodologies in teaching ESL students.

These Professional Development opportunities and common planning periods aid modifications and scaffolding instruction for ELLs in the classrooms.

RRBERN comes to PS 276 1x per week during ELL common prep to provide push-in support for teachers to guide and model instructional strategies. Lastly, we provide parental support through once a month afterschool parental meetings in parents native

language.

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

If the numbers increase to a sufficient classroom size, we will open another transitional bilingual classroom to accommodate those parents/guardians who have requested it. We hoped to open a Kindergarten TBE class for the 2013-2014 school year, but were unable to do so as a result of insufficient interest. Title III after school programs will also continue in both areas of literacy and math.

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

Programs will continue as is unless we do not have the numbers. Unfortunately our 5<sup>th</sup> grade TBE class will be graduating this year therefore we may need to discontinue our TBE program, until a sufficient number of parents are interested in the program.

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

The ELLs are entitled to AIS and extended day services.

ELLs are invited to be part of any extracurricular programs that are available in the school. These include afterschool homework help, sports and chorus. The ELLs are entitled to participate in the Title III Afterschool program in addition to any other Saturday Academies or Afterschool programs that are offered by the school.

Instructional materials are aligned to the Common Core state standards. ReadyGEN and GoMath consists of using research based materials with high interest curriculum based on nonfiction leveled readers, independent reading sets in the areas of social studies, science and math. Many ELLs are visual learners, others are auditory learners and still others are kinesthetic learners. Phonics and Alphabet workbook activities are accompanied by CDs and are used to integrate music with learning. Computer assisted learning is used to promote individual instruction. The ELLs use the computer as a reference tool for research and to gain educational skills.

Other instructional materials that are used to support the needs of the ELL students are: Phonics for the Real World (Knowledge through Phonics) by Rosen Publishing Groups, Factivity Series (Physical Science readers) by Dominie Press, Inc., Best Practices in Reading, Just Right Reading strategies for content area reading, Listening skills, Connecting Vocabulary, Comprehensive Reading Assessment, Nonfiction comprehension learning center, folktales by Hampton Brown, and Just the Right Word workbooks. Science readers by National Geographic and Reading Express by Perfection Learning, and Practice Counts. Programs on the computer are used to support the ELLs. Starfalls is used to learn the alphabet letters and sounds, and beginning reading. Soar to Success is a skill based program on the computer which differentiates instruction in Mathematics. The Bilingual classes have leveled libraries in English and the native language.

Words their Way by Pearson, Learning A-Z, RAZ-Kids, and Go Math Reteach are used during the ESL After School program.

Words their Way is a word study for phonics, vocabulary, and spelling Instructional program. Learning A-Z and Raz Kids is a program aligned to the Common Core that offers the ability to build reading comprehension through phonics and comprehension strategies at each child's reading level.

Smart boards, computers and the components of the balanced literacy model are used in English and native language instruction.

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

Bilingual translation dictionaries, glossaries, textbooks in various languages are available for the ELLs in the ESL and TBE programs. Computers are used to reinforce listening, speaking, reading, and writing skills. Teachers implement the use of projectors and SMARTboards during class lessons to provide ELLs with visuals and interactive activities. Programs on the computer are used to support the ELLs. Starfalls is used to learn the alphabet letters and sounds, and beginning reading. Soar to Success Math is a skill based program on the computer which differentiates instruction. The Bilingual classes have leveled libraries in English and the native language. Smart boards, computers and the balanced literacy model is used in English and native language instruction. Other Instructional materials include a wide range of print, visuals, realia, manipulatives and resources designed for increasing English language proficiency.

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

ELLs can take state and citywide content area exams in their home language. Some teachers and paraprofessionals and students are fluent in the ELLs' native languages. The ESL teacher and classroom teachers use multicultural literature and decorate the classrooms with posters and objects that reflect students' diversity of language and culture. When available, ELLs have the opportunity to take city and state content area tests in their native language. The Transitional Bilingual Class includes subject matter in the students' native language as well as instruction in English. The ELLs in the bilingual class use the workbook, Guide To Learning Haitian Creole. Lessons include dialogue, vocabulary, grammar, phonics, and reading comprehension exercises.

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

Both GoMath and ReadyGen Curriculum are developed by grade level and implemented in this manner during the school day. We implement the Words Their Way to guide our literacy afterschool program. Students are grouped by proficiency levels in

order to meet the needs of the children.

Go Math Reteach is implemented during our math afterschool program and students are grouped by grade level to ensure they are receiving the appropriate Common Core Standards.

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.

PS 276 provides support for newly enrolled ELL students before the beginning of the school year. The ELL teacher, parent coordinator, a school administrator and translators are available to assist newly arrived parents with registration, paperwork involved in the registration process, pupil placement and parental concerns. Support and information is given to the newly arrived students and parents. Parents are encouraged to ask questions about the school. Parents and newly enrolled students are taken on a school tour. The tour showcases our school. The parent coordinator is introduced to the newcomers and parents to give them support with the information they need to know. This helps the newly enrolled students and parents to feel welcomed and get acclimated to the school. A translator is available as needed. Throughout the school year, the Parent Coordinator, ESL Teacher and Administrator support newly enrolled ELLs.

18. What language electives are offered to ELLs?

**No language electives are offered at this time.**

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)?

**Not applicable**

## 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.

Professional development is available for all personnel who work with ELLs. Included are common branch teachers, special education teachers, guidance counselors and assistant principals, secretaries, parent coordinator, paraprofessionals, school psychologist, occupational/physical therapists, and speech therapists. They are provided with professional development in ESL strategies and methodology, approaches, planning, delivery of instruction, assessment and ESL standards and best practices for ELLs in the classroom.

Conferences and meetings allow information to be shared. These include but are not limited to: reorganization meetings, grade conferences, articulation meetings, vertical planning meetings, September and June planning meetings, SIT meetings, and June clerical ½ days teachers share and discuss data, information, and student work that is essential for planning and helping our ELLs move to the next grade level and help the teachers prepare for the upcoming school year.

Turnkey PDs are also provided by the ESL teacher to staff to ensure we are implementing effective research based strategies to our ELLs that are aligned to Common Core Standards. Teachers learn ways they can improve instruction for ELLs. Professional development makes the staff sensitive and aware of the needs of our ELLs. Professional development activities will take place during common preps and faculty conferences. Teachers and staff attend various workshops and conferences throughout the year focused around the common core and strategies to aid achievement for ELLs. These workshops will then be presented to teachers during common prep periods. Thus far the ESL teacher has attended and provided PD to mainstream teachers.

October- Working with ELL students in the classroom, grades K-5. Tips for teachers.

Communicating with newly arrived ELLs, oral language development for beginners. (How to use TPR)

November- Instructional scaffolding techniques, ESL theories and methodology.

December- Differentiated Instruction for ELLs

January Strategies for test taking, interweaving the four language skills.

February- Modeling strategic thinking through a think aloud story and demonstrate thinking strategies.

March- Aligning instruction for ELLs with ESL Standards.

April- NYSESLAT- From standards to assessments.

May- Promotional criteria for ELLs. Use of multiple criteria.

June- Books and resources for ELL students during the summer.

These monthly PDs support teachers in delivering Common Core aligned instruction. They provide teachers strategies to scaffold the standards for ELLs in order to breakdown information to make it comprehensible to them.

The ESL teacher provides the staff with support to assist ELLs as they transition from one school grade to the next. The ESL teacher articulates and conferences with the ELLs new teacher. Information about the child's strengths, weaknesses and goals are discussed. Checklists, anecdotal records, rubrics and data from the LAB-R, ELL Periodic Assessment and NYSESLAT are used to show progress made. The ESL teacher provides guidance and support explaining the routines and differences in middle school as compared to elementary school. Question and answer meetings are organized for the ELLs concerning transition to middle school. The guidance counselor has ongoing meetings with teachers to provide them with instruction to assist the ELLs concerning transition to the middle school and how to complete their applications to middle school. Our school provides Lunch and Learns, half day and full day PD that revolve around the COmmon Core standards and Danielson Framework. Citywide PD and Network PD are also offered to help teachers align their instruction with the CCLS while ensuring our ELLs have equal access to the content.

All staff will attain 7.5 hours of ELL training. Special education teachers will attain ten hours of ELL training. Training will be provided by QTEL, oell training sessions, and citywide conferences. A checklist is kept on file to assure meeting the requirement in accordance with Jose P.

## 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?

Parents of newly enrolled ELLs have the opportunity to attend an ELL parent orientation session which includes the ESL teacher and the Parent Coordinator. Parents view an orientation video in English or in their native language which provides information about programmatic offerings. Parents have the opportunity to ask questions regarding ELL services. Translation/Interpretation services are available by teachers in the school that speak the native language of some of the parents as well as through over-the-phone interpretation services.

ELL parents are informed and encouraged to attend onsite English Language Arts and Math workshops. Translators are available. They are also informed about Parent Teacher Association (PTA) meetings, parent teacher conferences, and special school events via letters, and if necessary be translated in their native language. This helps the parents of ELLs to be actively involved in their child's education.

ELL parents are encouraged to volunteer two hours to help the children in our school. The program is the "Two Hour Power Program". Parents would be involved in school events, office help, lunch help, mom and dad events. The parent coordinator serves as a liaison to ELL parents. The parent coordinator is partnered with community based organizations to provide workshops and services for ELL parents. Millennium, an SBO, helps with the support and assistance in parental involvement. They funded "Dad Take Your Child to School Day". Camba provides help with legal services, immigration, housing and education. The Brooklyn Parent Center provides workshops on Special Education.

The ESL teacher conducts informal and formal interviews with the ELL parents on an individual basis. Information is gathered about the ELL parents' concerns and questions which are addressed as needed. Workshops are provided about literacy, math, standards, testing and social involvement. These are led by the Parent Coordinator, ESL and other teachers as well as outside organizations. At Parent Teacher conferences the needs of the parents are also discussed.

The parent coordinator plays a crucial role to aiding ELLs and their families. Ms. Rose Carter makes every effort to reach out to parents of ELLs to discuss their concerns and questions with the help of translators. We use data from parent surveys to evaluate the needs of parents of English Language Learners. We use data collected from the Home Language Survey, which we can also access through ATS so we can assess the oral and written language needs of our parents.

Parent involvement activities give parents an opportunity to interact with other parents from the community and the school. Parents can feel comfortable and not threatened because information is presented in English and is translated into their native language when needed. Parents learn valuable information at the meetings as well as have the opportunity to see their children interact with other classmates and school staff.

## 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: PS 276K - Louis Marshall**

**School DBN: 18K276**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yasmine Fidelia	Principal		10/20/13
Leslyn Ward	Assistant Principal		10/20/13
Rose Carter	Parent Coordinator		10/20/13
Kary Harris	ESL Teacher		10/20/13
Latonya Fable	Parent		10/20/13
Guerlene Pierre Louis	Teacher/Subject Area		10/20/13
	Teacher/Subject Area		10/20/13
Maryann Veltre	Coach		
Matilda Keegan	Coach		
Fara Saracino	Guidance Counselor		10/20/13
Jean McKeon	Network Leader		10/20/13
	Other _____		1/1/01

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

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

DBN: 18K276 School Name: Louis Marshall

Cluster: 2 Network: CFN

**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.

Part 3 (Parent Information) on the Home Language Survey (HLIS) indicates to our school community the language of choice that the parent would like to receive written information and the language the parent prefers to communicate orally. Each child has a HLIS form in their cumulative record card. On each child's blue emergency contact card, a language preference is indicated. Upcoming parent meetings, workshops, and school events that are on a telephone relay are if needed, translated into the parents preferred language. We conducted our assessment of written translation based on parental involvement. A number of letters in the native languages were sent out to notify the parents of a Parent Association meeting and fundraising event. For example, we sent 15 Haitian Creole letters and all 15 parents attended the meeting. We realized that our translation services were successful. The ESL teacher and parent coordinator work collaboratively to provide teachers and staff in the school community the parents who need language access support.

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.

Limited English speaking parents are provided with language access support at our school. Our school provided plan written translation services to invite parents to Math and Literacy workshops. Moms and Muffins workshop, and Dads and Donuts workshop. Oral translation is available before, during, and after these workshops to questions and address concerns that our parents may have. A majority of our ELL parental population speaks, Haitian Creole, Arabic, and some Spanish. If we provide test preparation in these three languages, we will target more parents who will be able to help their children at home. The ESL teacher and parent coordinator keep current records on file of the language preference of our parents and is shared with our school community.

Of our 731 parents at PS 276, the following number of parents have requested oral interpretation services in languages other than English;

Haitian Creole=51  
Spanish=10  
French=4  
Arabic=18  
Urdu=1  
Japanese=1

The following number of parents have requested written interpretation services in languages other than English;

Haitian Creole=49  
Spanish=9  
French=3  
Arabic=18  
Urdu=1  
Japanese=1

These findings are shared with our school community through a generated list which is provided to the teachers, PTA, and Parent Coordinator indicating the parents requests for spoken interpretation and written translation. This list is kept on file with the PTA, Parent Coordinator, and in the classrooms. The ESL teacher provides updated information with this staff to ensure the needs of the parents are being met as requested.

## **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.

The school will provide written interpretation services by translating all "going home" notices into Haitian Creole, Arabic, and Spanish. In house certified teachers will provide Haitian Creole, Arabic, and Spanish translations, To ensure timely provision of translated documents, all interpretation will be completed one week prior to the day when notices go home.

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.

We plan to provide oral interpretation services at Parent Association Meetings, fund raising events, Math and Literacy workshops, Moms and Muffins, and Dads and Donuts. In addition, we will use oral interpreters during registration to help non-English speaking parents get to know our school and our programs . Similar to the written translation services, in house staff will attend all parental gatherings to translate into Haitian Creole, Arabic, and Spanish languages to ensure that all our parents are able to participate in the discussions, ask questions, and express concerns. At parent teacher conferences, parents may rely on an adult friend, relative, or companion for language assistance.

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>.

Our school maintains a current record of the language that each parent would like to receive written information and communicate orally taken from the HLIS, Part 3. Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that translation and interpretation services are provided to all parent who require language assistance and that all materials are available in our three major languages (Haitian- Creole, Arabic, and Spanish) for the parents at any time. We will use our in-house certified teachers to provide translations. Our school post signs in the main entrance, main office, guidance office, and parent coordinators office indicating availability of interpretation services. The Bill of Rights is in the main office for parents to read about their rights regarding translation and interpretation services. Parents will be provided translations of the Bill of Rights if needed. The school's safety plan will contain steps for ensuring the parents in need of translation and interpretation services are able to get in touch with the schools administrators. Parents will be able to access services from the Department of Education's Website.