

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

School Name: JOSEPH B. CAVALLARO
DBN (i.e. 01M001): 21K281
Principal: MARIA BENDER
Principal Email: MBENDER4@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maria Bender	*Principal or Designee	
Theresa Cardazone	*UFT Chapter Leader or Designee	
Adrienne Watkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Blasé Cannavale	Member/ Teacher	
Hadiya Boyd	Member/ SLT Chairperson/Teacher	
Antony Solino	Member/ Teacher	
Tara Shine	Member/ Parent	
Thomas Shine	Member/ Parent	
Lilian Astuto	Member/ Parent	
Ethel Fattarusso	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Goal #1: To effectively enable teachers to access, interpret and use data to inform lessons, improve and modify curriculum, to differentiate lessons and revise in order for teachers to understand student need areas. To this end, teachers will administer quarterly benchmarks in each content area to surface gaps and to address specific needs of students.

Objective: By June 2015, 78 out of 78 teachers will gain proficiency in the access, use and interpretation of data as measured by quarterly exams.

Comprehensive Needs Assessment

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

In order to move students toward meeting higher standards as required by the 2014-15 Citywide Instructional Expectations the following will be implemented:

1. Continued support to teachers with the implementation of the measures of student learning;
2. A need for teachers to assess, and adjust their lessons, units and classroom assessments to address the gap between what the standards require and what their students know and are able to do;
3. Implementing classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process;
4. School Survey Results showed that 72% of teachers felt that they were not receiving professional development that was tailored to their developmental needs. Therefore a professional development needs assessment survey was given to teachers in the beginning of the year. Results of this assessment survey by teachers showed that using data to drive instruction was one of the top five areas teachers requested additional professional development;
5. School Survey Results from 2013-14 indicated that only 52% of teachers were analyzing and discussing student data with school staff and thus required additional training on the use of student assessment data to improve teaching and learning

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. Teachers will create portfolios for students in each content area as evidence of rigorous, differentiated tasks, student work, pre/post assessments and to demonstrate achievement and progress over time through a variety of modalities.
2. Teacher teams will collect and analyze student data to collectively plan lessons/units based on areas of need.
3. Teachers will set agendas for teacher team meetings and take turns presenting and sharing student work.
4. Teachers will implement a variety of assessments such as diagnostic questions, exit slips, checklists and rubrics.
5. Department Teams will create uniform quarterly exams in the content areas.
6. Professional Development Workshops will be conducted, on an as needed basis, on data driven instruction and the utilization of schoolnet to differentiate instruction by the Data specialists on Mondays during collaboration time.
7. Teachers started the year by creating common baseline assessments in the content areas and then analyzing the results to look for trends, strengths and weaknesses across classes and grade levels.
8. Our ELLS and SWDs use Achieve 3000, where students go online two-three times a week. This online program rigorously prepares our students for the state assessments with close/text evidence questions, higher order thinking and open-ended response questions combined with authentic text passages. This is the second year of implementation and we have seen an increase of 50 to 200 points in students' Lexile levels. We receive Performance Reports and are able to easily track student growth.
9. Data is used to identify subgroups and the needs of the subgroups within the classes to align differentiated resources on curriculum maps. Data reports from the DDC portal, item skills analysis of state exams and quarterlies, identify student subgroups as well as students who fall into multiple subgroups for use in planning.
10. Teachers will receive PD from outside resources and Network 533 staff members on data driven instruction.
11. TIF personnel will turnkey strategies on the analysis of student data and its' impact on instruction.
12. For progress monitoring, we distribute progress reports from Skedula, our online grading system, every quarter to parents/guardians.

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

- 1. Target Population: All teachers/teacher teams
Responsible Staff Members: Principal, Assistant Principals, CFN 533 Instructional Coaches, Data Specialists

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

- 1. Teacher Department Teams will examine student work from performance based assessments aligned to the CCLS each marking period.
- 2. The school wide database, Skedula, will indicate progress demonstrated each marking period based on assessments, classwork, homework, projects, and standardized data.
- 3. All subjects will administer and report grades for benchmark exams and quarterly exams each marking period.
- 4. A school-wide student assessment database, Schoolnet, will warehouse benchmark exam data, pre and post assessments, baseline assessments, and quarterlies, for easy access and manipulation by teachers and administrators.
- 5. School Leaders (Principal/ Assistant Principals) will monitor :
 - a. All report cards and progress reports using Skedula;
 - b. Teachers' implementation of the measures of student learning
 - c. Teacher effectiveness, including student work and teacher practice aligned to the citywide instructional expectations, to make evaluation and support decisions to Danielson's Framework for Teaching and the new teacher evaluation and development system.
 - d. School-wide practices based on goals that are tracked for progress in order to make evidence based adjustments to teaching and learning.

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

- 1. September 2014 throughout June 2015.

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

- 1. Common planning time has been programmed into teachers' schedules. ELA and Math teams have identical programs by grade and by cluster.
- 2. Teacher teams were created and have provided them with multiple meeting times each week ,in central locations, to promote collaboration and the sharing of best practices (Collaborative Monday afternoons, ELA/Math Teachers have common planning time). We continue to assess the effectiveness of these team meetings by reviewing teacher-created agendas, participating in the teacher team meetings, and holding one-on-one conversations with teachers.
- 3. Teacher teams examine curriculum maps during collaboration times and team meetings. It is emphasized that the curriculum maps are living documents and teachers are directed to continually update them to support multiple entry points for our diverse learners. Common tasks and assessments are developed during team meetings and the results analyzed.
- 4. Teachers utilize multiple sources of assessment to track student progress. This includes using observations of students during independent, small group and whole group activities to capture evidence of student 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).

- 1. Teachers post assignments and tasks on Skedula to keep parents informed of their child's progress.
- 2. Parents will continue to be trained on how to use ARIS Parent Link.
- 3. Parents will be trained on how to use Pupil Path from Skedula, our grade-keeping program, in order to support communication of student progress.
- 4. The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries.
- 5. Grading policies are shared with parents via homework planner, skedula and school website, is281.com
- 6. As a school-wide program school, I.S. 281 parents are involved in the decision making process through active participation in the School Leadership Team, PTA and School Safety Meetings.
- 7. Progress reports for students once per marking period are distributed to inform parents of student progress.
- 8. Designated, scheduled extended parent teacher conferences are held three times per year for students with a Meet and Greet Parent Orientation Evening In September.
- 9. Tuesday afternoons are dedicated for teachers to make personal contact with families through email, phone calls and letters home to keep parents informed of their child's progress.

Budget and Resource Alignment

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

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

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from September 2014- June 2017 as indicated below:
Professional instructional materials to support curriculum development during the regular school day.

Goal and Action Plan #2

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

Annual Goal #2

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

Goal # 2: To engage meaningfully in the work of improving teacher practice through observations, teacher reflections and development as part of the new MOTP.

Objective: By June 2015, all teachers will engage in collaborative conversations about effective teacher practice, with an increased focus on instruction and development utilizing the new MOTP, MOSL, 2014-15 Instructional Expectations and the school's Instructional Focus.

Comprehensive Needs Assessment

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

In order to meet a shift in classroom practice as required by the 2014-15 Citywide Instructional Expectations and to address QR 1.2, teachers in all grades and content areas, will plan and teach lessons and units that integrate the literacy and math Common Core Instructional shifts where appropriate.

Instructional Strategies/Activities

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

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

1. Citywide Instructional Expectations for the 2014-15 School year are distributed to all teachers in the beginning of the school year.
2. Teachers will utilize the "Resources for Teacher Teams" webpage on the DOE website to complete activities that focus on applying Literacy and Math Shifts.
3. Teachers will utilize ARIS LEARN to view modules on Literacy & Math Shifts.
4. Teachers will utilize Peer Instructional Coaches and Demonstration Teachers as resources to assist in the integration of CCLS shifts into their content area.
5. Teachers will visit the following websites: achievethecore.org, engageny.org and DOE website to view modules on the CCLS shifts.
6. Student portfolios will include evidence of the integration of literacy/math shifts into content area lessons.
7. Standards based writing rubrics will be used in all content areas.

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

1. Target Population: All teachers/teacher teams
3. Responsible Staff Members: Principal, Assistant Principals, CFN 533 ELA/Math Coaches,

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

1. School Leaders (Principal/Assistant Principals) will monitor:
 - a. Curricula to ensure that it is aligned to standards in all content areas;
 - b. Teacher effectiveness, including student work and teacher practice, are aligned to the citywide instructional expectations, to make evaluation and support decisions aligned to Danielson's Framework for Teaching;
 - c. Integration of the Literacy and Math Shifts into content areas as evidenced in lesson planning and observable in instruction.
 - d. Student Portfolios will be created for every student in the four content areas to document student progress and integration of the shifts
2. Teachers will conference with students to set goals in areas of weakness.
3. Teachers will log their professional development hours, especially those that address the CCLS shifts.
4. Teachers will prepare bulletin board displays of student work that show teacher collaboration and a connection among content areas and real world experiences.

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

1. September 2014 through June 2015

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

1. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Direct and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.
2. Tax Levy, Title I and ARRA monies will support personnel services and per session activities of the various teacher teams involved in researching and creating instructional materials necessary to integrate CCLS literacy and math shifts as per Citywide Instructional Expectations.

Strategies to Increase Parental Involvement

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

1. Utilize Pupilpath and school website to keep parents informed about CCLS.
2. Hold annual Title I Parent Curriculum Conference.
3. Parent Coordinator will host educational family events throughout the school year.
4. Asst. Principals will conduct Parent Orientations in the beginning of the year to share information with parents about the school's educational programs and other initiatives of the Chancellor and/or DOE.
5. Grade level and assessment expectations are distributed to parents in the beginning of the year.

Budget and Resource Alignment

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

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

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as FSF (Tax Levy), Title I Funds, Title III Funds, and human resources to be flexible in nature to better meet the needs of individual students.

Goal and Action Plan #3

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

Annual Goal #3

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

Goal #3: To provide teachers with frequent feedback and access to professional development in order to improve teacher effectiveness, thereby preparing our students to be successful in the world beyond school.

Objective: By June 2015, we will provide 71 out of 71 classroom teachers with timely and relevant feedback regarding classroom instruction and 78 out of 78 teachers with 80 minutes of school based professional activities per week.

Comprehensive Needs Assessment

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

1. NYC School Survey Results from the 2013-14 School Year Indicate:
 - 55% of teachers felt that they were not provided with content support in their subject area;
 - 52% of teachers felt that their professional development experience was sustained and coherently focused, rather than short term and unrelated;
 - 48% of teachers felt that they were not provided with teacher leadership opportunities;
 - 67% of teachers felt that professional development experiences did not help them to meaningfully use technology in the classroom;
 - 44% of teachers felt that they were not given regular and helpful feedback about their teaching;
 - 68% of teachers felt that the principal doesn't know what's going on in their classroom;
 - 68% of teachers felt that the principal did not participate in instructional planning with teachers;
 - 52% of teachers did not feel supported by the principal;
 - 36% of teachers felt that school leaders do not publicly recognize them for their accomplishments.
2. Qualitative analysis shows after meeting individually with staff during their IPC Meetings with the Principal, teachers require additional understanding of the Framework for Teaching, and require additional support with the Observational Rubrics especially those in Domain 3 (Components 3b, 3c, 3d).
3. Qualitative evaluation of teacher observations from the 2013-14 school year shows that a plan targeting the individual professional development needs of the staff is required to support the improvement of teaching and learning in alignment with the Danielson Framework and 2014-15 Citywide Instructional Expectations.
4. The CCLS and associated instructional shifts focus on argumentative writing, writing from sources and text based answers. Review of the results of the performance tasks from last year and pre-assessments this year, has revealed that teachers require additional training in this area so that our ESL and Special Education student populations meet grade level standards in argumentative writing across content areas.

Instructional Strategies/Activities

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

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

1. Professional Activities for the 2014-15 school year will be held on Mondays from 2:10-3:30, as well as Election Day (November) and Chancellor's Day (June) from 8:00 a.m. to 3:00 p.m.; A Professional Activities Calendar will be electronically sent to all staff members at the start of each month.
2. Department, Grade and Faculty Meetings will be held on an as needed basis on Monday;
3. Teachers are provided with a menu of ARIS LEARN modules (#126,127,130,136,141,143,544,598, 609, 680 or 690) to view during Collaborative Mondays or during preparatory periods;
4. In September, the administration sent data reports (ELA/Math State Test results, ELA/Math item skills analysis reports, Science and Social Studies MOSL reports, ELL NYSESLAT results, IEP caseload reports) identifying all student performance. After identifying subgroups, differentiated instruction strategies will be incorporated into teacher practice to support students;
5. Utilizing the results from quarterly exams, teachers will analyze data trends related to the progress of students to further drive next steps in addressing students' needs.

6. Teachers will participate in team inquiry meetings by subject/grade level to reflect on progress of lowest third and other subgroups (Black/Hispanic);
7. Utilize Peer Instructional Coaches and Demonstration Teachers to set up a structure of distributive leadership;
8. Utilize school funds to provide teachers with online resources such as MindPlay, Achieve 3000 , IXL, Boardworks, Dimension U, BrainPop and Discovery to supplement instruction.
9. Teacher teams will work collaboratively on Monday afternoons on curricula in order to create lessons, exams and performance tasks that are differentiated and rigorous ;
10. Teachers will receive assistance in planning lessons aligned with Danielson's Framework to facilitate genuine classroom discussions, promote rigor and generate assignments and assessment of student work and progress.
11. CFN 533 staff will assist teachers in creating and mapping out Pacing Calendars, working with students with disabilities and developing strategies for ESL students in their classroom.
12. The Principal and Assistant Principals will conduct 71 classroom observations, allowing each teacher to be observed by all administrators. Teachers will be provided with formative feedback and professional development to support improved practice in identified competencies. Teachers will receive meaningful and timely feedback on observations to stress areas where they are ineffective, developing, effective or highly effective based on Danielson's Framework for Teaching. Emphasis is placed on the importance of setting clear expectations, questioning and discussion techniques, student engagement, demanding academic rigor in the classroom and formative/summative assessment.
13. The administration will use a GoogleDoc Calendar to coordinate teacher visitations and track teacher improvement/progress via recommendations/next steps.

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

1. Principals, Assistant Principals, Peer Instructional Coaches, Demonstration Teachers, CFN 533 ELA /Math Coaches, Talent Coach, Teacher Effectiveness Ambassador

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

1. Utilization of Schoolnet to warehouse benchmark, pre/post assessments data, quarterly exams for easy access and manipulation by teachers.
2. Utilization of Skedula (school wide database) to indicate progress demonstrated in each marking period based upon teacher assessment data, benchmark exams, quarterlies, and standardized test data.
3. Teacher teams will examine student work from performance based assessments aligned to the Common Core Standards each marking period.
4. Teacher developed professional goals, during their initial IPC meetings with the Principal, focused on components of the Danielson Framework used in the observation process.
5. Principal and Assistant Principals will analyze previous observations to drive the school's professional development plan.
6. Weekly instructional cabinet meetings are scheduled every Wednesday in order to determine if the instructional focus is moving forward.
7. Weekly UFT consultation meetings will be held each Wednesday with the Principal to review and evaluate needs of staff and students.
8. School-wide focus on competencies 3b, 3c, 3d
9. School-wide focus on QR 1.2
10. Utilize CFN 533 staff and a talent coach and teacher effectiveness ambassador to provide teachers with professional development on targeted competencies in Danielson's Framework for Teaching.
11. School leaders will monitor:
 - a. Data from teachers every quarter to ensure students are receiving the services necessary to address their needs
 - b. Student portfolios to ensure student progress
 - c. Quarterly Assessments
 - d. Quarterly Reports Cards and Progress Reports for evidence of student learning

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

1. September 2014-June 2015

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

6. Common planning time has been programmed.
7. Grade level /Departmental Teams meet once a week on Monday afternoons to collaborate on curriculum and assessments.
8. Use of TIF funding to supplement Peer Instructional Coaches and Demonstration Teachers salaries and professional development.
9. Use of Instructional Expectations Per Session Funds to support implementation of Instructional Expectations and school Instructional Focus.
10. TL NYSTL Textbooks funds will be utilized to purchase curriculum materials.
11. TL NYSTL Software money will be utilized to purchase online programs to supplement curriculum in all content areas.
12. Use of TL Fair Student Funding to ensure the continuation of Teacher mentoring program
13. TL and Title I monies will support personnel services for those responsible for overseeing and conducting professional development workshops, providing substitute needed to be covered in each grade unit, and demonstrating other strategies for modeling best practices,

Strategies to Increase Parental Involvement

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

1. Quarterly Exams grades in the four content areas will be posted in a separate column on students' report cards each quarter.
2. Parent phone calls/progress reports for students once per marking period to inform them of student progress.
3. Designated, scheduled extended parent-teacher conferences 2x per year for students in lowest third.
4. As per the new UFT Contract, parents will have opportunities to meet with their child's teachers four times a year instead of only two.
5. As per the new UFT Contract, Tuesday afternoons will be devoted to Parent Outreach Activities.
6. Grading policies shared with parents via homework planner, Skedula, and school website/is.281.com and teacher web-pages.
7. As a school-wide program school, I.S. 281 parents are involved in the decision making process through active participation in the School Leadership Team, PTA and School safety meetings, Title I PAC meetings.

Budget and Resource Alignment

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

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

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2013 through June 2013 as indicated below:

1. TL Fair Student Funding, Contract for Excellence, and Title I SWP will be used to pay for the Teachers' Salaries and professional development.
2. Children's First will be used to pay for Network support
3. 1% Parent Involvement money will be used to purchase a One Call Now phone /email messaging system.
4. TL NYSTL Software money will be utilized to purchase Skedula
5. ARRA RTTT Citywide Instructional Expectations money will be used to pay teachers' per session to work on the Instructional Expectations Team and per diem to pay for substitute teachers so teachers can attend Professional Development workshops during the school day.
6. Boardworks , Discovery Learning, IXL, MindPlay, are interactive programs used to enhance and supplement lessons.

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.
N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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.
N/A

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.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
6.
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
1.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
1.
<ul style="list-style-type: none"> • 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
List any additional fund sources your school is using to support the instructional goal below.										

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these tutoring classes. Students of all performance levels can be identified for remediation services.</p> <p>The following are a plethora of resources and materials that are used:</p> <ul style="list-style-type: none"> • NYS CCLS, • ReadyNY • NYS Workout, • NYS Countdown Coach, • Past ELA state exams, • Rubrics, • Benchmark exams, • Diagnostic exams, • Essay writing, • Reading fictional selections, nonfiction text, newspapers, historical fiction novels • Quarterly Exams • Performance Tasks • Achieve 3000 web based program designed to increase literacy skills, • Wilson’s Just Words decoding/reading, encoding/spelling and reading comprehension program • Web Based Programs- BrainPop, MindPlay, IXL for ELA 	<p>Small group, whole class, and one-to-one instruction</p>	<p>Tutoring during Lunch Periods, Saturday ELA Test Prep Academy</p>

<p>Mathematics</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based on data analysis and needs assessments, teachers recommend students for these small group classes. Students of all performance levels can be identified for an AIS or tutoring class.</p> <p>The following are a plethora of resources and materials that are used during AIS programs:</p> <ul style="list-style-type: none"> • NYS CCLS Ready books, • Past Math state exams, • Rubrics, • Pre/post assessments, • AMSCO prep books, • NYS Coach books, • NYS Workout books, • IXL web based program designed to increase math skills • Boardworks online resources • Schoolnet • Quarterly Exams 	<p>Small group, whole class, and one-to-one instruction</p>	<p>Lunchtime tutoring, Saturday Math Test Prep Academy</p>
<p>Science</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes during lunchtime tutoring.</p> <p>The following are a plethora of resources and materials that are used during AIS programs:</p> <ul style="list-style-type: none"> • Baseline assessments, • rubrics, • predictive exams, • diagnostic exams, • Quarterly Exams • Regents; • Review books, 	<p>Science- small group, whole class, and one-to-one instruction</p>	<p>Science-Lunch time tutoring</p>

	<ul style="list-style-type: none"> • mini labs, • Boardworks, and • Utilizing the internet . 		
Social Studies	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness.</p> <p>Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes. The following are a plethora of resources and materials that are used during AIS Programs;</p> <ul style="list-style-type: none"> • Schoolnet, rubrics, • Baseline Assessments, • predictive exams, • diagnostic exams, • essay writing, • reading fictional selections, • nonfiction text, • newspapers, • primary source documents, • historical speeches, • historical fiction novels and • utilizing the internet 	Social Studies- small group, whole class and one-to-one instruction	Social Studies- Lunchtime tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance- Individual and group counseling in areas such as: goal setting, bullying, drug-prevention, coping skills, family issues, study skills, interpersonal concerns, self-esteem issues, anger management, classroom behavior, attendance improvement, high school applications, Utilizing Steve Covey's "7 Habits of Highly Effective Teens".</p> <p>School Psychologist- initiate resources provided for suspicion of children with learning delays; suggest techniques and methods implemented for children who are exhibiting "at risk" academic delays; recommend strategies to address academic difficulties; suggest modified instructional strategies for children "at</p>	<p>Guidance- one to one, small and large groups according to activity.</p> <p>School Psychologist- one to one</p> <p>Social Worker- one-to-one</p>	<p>Guidance- during and after school</p> <p>School Psychologist- during the school day</p> <p>Social Worker- during the school day</p>

	<p>risk”</p> <p>Social Worker- provides parent education including parent rights about special education, the special education process, and special education services. Conducts social history interviews with parents for initial referrals.</p> <p>School Nurse- teach, administer and monitor medication, as well as provide counseling support for students with chronic conditions; management of insulin dependent diabetic with continual insulin therapy</p>	<p>School Nurse- one-to-one</p>	<p>School Nurse- during the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
During the Recruitment and Hiring Process we ensure that all teachers are fully licensed and teaching in their subject area: <ol style="list-style-type: none"> 1. Our network H.R. person does background checks for appropriate license and certification for vacancies 2. Careful attention is given to matching teacher qualifications with the needs of the school 3. Attend hiring fairs through the NYC DOE 4. Post vacancies on the Open Market System 5. View Potential Candidates on New Teacher Finder 6. Hold First Level and Second Level group interview with teachers and administrators on the interviewing panel 7. Conduct demonstration lessons wherein candidates teach a lesson in person

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).
Ensuring that 100% of our teachers are highly qualified by: <ol style="list-style-type: none"> 1. Providing Tuition Reimbursement incentives when appropriate and permitted 2. Assigning all new staff to our school with Teacher Mentors 3. Providing instructional support through individualized teacher training and professional learning communities. 4. New Teacher Workshops, New Teacher Handbook is provided to each new teacher 5. As a TIF school, we provide support for teachers with our PICS and Demo Teachers 6. Weekly Mondays embedded teacher collaboration sessions 7. Sending faculty to workshops conducted by the DOE on C. Danielson and workshops conducted by Pearson on Math Core Curriculum (Connected Math) and by Scholastic on ELA Core Curriculum (Codex)

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

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

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.).
N/A

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.
<ol style="list-style-type: none"> 1. A MOSL Committee which consisted of administration, UFT Chairperson and teachers met several times to discuss Measures of Student Learning Options. During a faculty conference, teachers were made aware of the options. As a result, the school opted for a growth model instead of goal model to measure progress determined by baseline and benchmark assessment given in each subject area. 2. IXL and Achieve 3000 assessment data provides teachers with progress on subgroups such as ESL and Special Education. 3. Assessments from Codex, ELA Core Curriculum, are implemented and formatted on the DDC webpage in DataCation.

4. Teacher Teams/Department Teams revise the created Unit Tasks, assessments, pre/post tests for each CCLS unit in their content area during Collaboration time on Mondays afterschool.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

**PARENT INVOLVEMENT POLICY
2014-2015 SCHOOL YEAR**

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- purchasing an online program (PupilPath.com) to keep parents informed of their child's daily academic progress and performance as well as school calendar and events;
- purchasing One Call Now, a school phone messaging system that sends out phone messages at least once a week regarding important dates and/or events students and parents should be aware of keeping all parents informed regarding their child's education.
- School-wide Student of the Month program highlight students' accomplishments and honors will be held at each monthly PTA meeting.

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

I.S.281 SCHOOL-PARENT COMPACT 2014-2015

Our school, Joseph B. Cavallaro I.S. 281, 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 of Joseph B. Cavallaro I.S. 281, 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. The School-Parent Compact is in effect during the school year 2014-2015.

I. School Responsibilities

Joseph B. Cavallaro I.S. 281 will:

1. 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;

2. Support home-school relationships and improve communication by:

- conducting parent-teacher conferences twice a year during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities 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;
- providing parents with access to an online program (PupilPath.com) to keep them informed of their child's daily academic progress and performance, as well as, school calendar of events;
- informing parents using the One Call Now messaging system that sends out phone messages regarding important dates and/or events students and parents should be aware of keeping all parents informed regarding their child's education.

3. 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, Parent Engagement Tuesday Afternoons;

4. 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 with 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:

We, as parents, will support our children's learning in the following ways:

- 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 promptly 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;

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	\$835,996.59	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		X	See action plan
Title III, Part A	Federal	\$23,728.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,855,454.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 281
School Name Joseph B. Cavallaro		

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 Maria Bender	Assistant Principal Maria Delfini
Coach n/a	Coach n/a
ESL Teacher Helen Yip/ESL Coordinator/Tchr	Guidance Counselor Danielle Thompson
Teacher/Subject Area Valerie Hurd/ESL/ELA Tchr	Parent Josephine Shayef
Teacher/Subject Area Melissa Nuzio/ESL/ELA Tchr	Parent Coordinator Christine DiMatteo
Related Service Provider Nicole Nies/SETSS Tchr	Other Kevin Adelson
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1190	Total number of ELLs	172	ELLs as share of total student population (%)	14.45%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained							2	3	2					7
Push-In							2	3	2					7
Total	0	0	0	0	0	0	4	6	4	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	172	Newcomers (ELLs receiving service 0-3 years)	95	ELL Students with Disabilities	27
SIFE	5	ELLs receiving service 4-6 years	51	Long-Term (completed 6+ years)	26

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	95	3	2	51		12	26	2	13	172

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	95	3	2	51	0	12	26	2	13	172
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	9	13					44
Chinese							13	19	17					49
Russian							6	7	16					29
Bengali														0
Urdu							2	4	9					15
Arabic							2	9	5					16
Haitian														0
French														0
Korean	0							1						1
Punjabi														0
Polish														0
Albanian							1		1					2
Other							5	3	8					16
TOTAL	0	0	0	0	0	0	51	52	69	0	0	0	0	172

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)	h						12	21	20					53
Intermediate(I)							14	8	30					52
Advanced (A)							31	17	19					67
Total	0	0	0	0	0	0	57	46	69	0	0	0	0	172

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	29	4	0	0	33
7	24	5	0	0	29
8	46	8	0	0	54
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									0
4									0
5									0
6	40		16		1		1		58
7	15		20		3		2		40
8	46		13		3		2		64
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	19		20		9		0		48

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - The assessment tools used to assess the early literacy skills of our ELLs includes an analysis of the reading and writing sections of the LABR and NYSESLAT and an ELA Item Analysis, if available. We also look at previous years' NYSESLAT scores to determine year to year progress. Additionally, teachers can formally assess students literacy skills on a dialy basis through classroom observations. The

data shows that due to an influx of new sixth and seventh grade students at the end of last year, our number of beginner students in the seventh and eighth grade has increased from last year. However, their ELA performance has improved slightly since last year. The majority of our students scored a Level 1 last year. This past year, we saw an increase of students performing at a Level 2 in our ELL population. We will continue to target our Level 1 ELL students and low performing students on the NYSESLAT for academic intervention. Those students will be invited to afterschool/Extended Day and Saturday ESL Literacy Programs. Additionally, those students who will be taking the ELA for the first time will be identified and invited to attend these programs.

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

2 & 3. Across proficiency levels and grades, the data reveals that our students are more proficient in their listening and speaking skills than in their reading and writing skills. Our children are heterogeneously grouped and as a result they are encouraged to speak English to their peers. In all grades, the majority of our students have advanced listening and speaking skills. In reading and writing skills, the majority of our students, equally fall into the intermediate and advanced categories with few at the proficient level. Because of this data, ESL teachers, content teachers, and AIS teachers focus on reading and writing skills. This further assists in selecting professional development workshops that targets this particular area of need.

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?

4. For state testing in Math, Science and Social Studies, ELL students are always given a test in English and in their native language when available. Additionally, native language glossaries and word to word dictionaries are also provided. Our students are encouraged to answer in whatever language in which they feel most comfortable. Even though both tests were provided, all our ELL students chose to answer in English this past year. This year we do not plan on using the ELL periodic assessment, however, we do plan on using them in the future.

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](#).)

We do not instruct grades K-5 at Cavallaro.

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

Paste response to question here:

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We currently do not have a dual language program.

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

We evaluate the success of our program for ELLs throughout the year, making adjustments when necessary. For those ELLs taking the NYS ELA, we evaluate their success by seeing if that subgroup made AYP in ELA, AMO or Safe Harbor Target. ELL teachers meet with content area teachers to help target instruction and differentiate. ELL teachers meet often to share successful lessons with each other and collaborate with common content teachers. Formal and informal assessments are given throughout the year to gauge student achievement. We set high standards for our ELL students and expect them to be proficient within three years. Our subgroup data confirms our success in that area. Many of our ELL students who are not proficient in three years are our Special Education population. We addressed this deficiency by hiring an additional ESL teacher to work specifically with that population in small groups. Periodic Assessments and end of year state tests are also reviewed for trends within the ESL population.

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](#).)
1-6. At IS 281, when parents first enroll their child in our school, the pupil personnel secretary informs the ESL coordinator, Ms. Yip, an ESL certified teacher, to provide the following assessments; HLIS, along with an informal interview of the students in the native language if necessary. Within ten school days, the ESL coordinator collects the HLIS and determines if a language other than English is spoken in the home. The original HLIS is placed in the student's cumulative record card and a copy is placed in a folder by the ESL Coordinator who stores it in her file cabinet in room 308. Within registering, the ESL Coordinator administers the LAB-R to the students to establish their English proficiency level. Students that score below proficiency on the LAB-R become eligible for the State mandated services for ELLs. Spanish speaking ELLs who score below proficiency level on the LAB-R are also administered the Spanish LAB-R by a Spanish speaking pedagogue. It is also part of the ESL coordinator's responsibility to show the incoming parent a DVD informing them of the program in order of preference. If the parent's home language is not available on the DVD then the ESL Coordinator, Ms. Yip will contact the Language Interpretation Unit of the DOE or have identified staff members available to translate and clarify any questions the parent may have. If students are already identified as ESL, then we use their NYSESLAT levels, NYS ELA and NYS Math test scores, along with an item skills analysis report and from the components of the NYSESLA, in order to set goals for these students. Parents are advised that if they do not return the parent choice letter, the default choice is Transitional Bilingual Program, as per CR Part 154. Those parents that have chosen bilingual or dual language are informed that Cavallaro currently does not have a bilingual or a dual language section, however students will be placed on a waiting list until fifteen students across two consecutive grades allow us to open up a new section. If the parent's first option is not a Freestanding ESL program, we offer them the option. They have chosen to stay with the free standing ESL program, which upon reviewing parent surveys and program selection forms for the past three years, has been the trend at IS 281 in program selection. Currently, there are not enough parents requesting a bilingual or dual language program to warrant this school create a new program. If a parent wants to make a program change, they must meet with an administrator and the ESL Coordinator, Ms. Yip to discuss the implications of the change and options. A translator is provided for the parent if needed and administrators provide data to help make the best academic decision for the student.

The parent choice letters are kept in a file by the ESL Coordinator, Ms. Yip in room 339 and periodically reviewed to see if the school is meeting the requests of the parents. An Excel file document is kept by the ESL Coordinator, Ms. Yip identifying parent choices. Every September during the school wide orientation evening, ELL teachers are available to discuss standards, assessments expectations and requirements of our ELL program. Five parents workshops are also held during the course of the school year. In addition, our Parent Coordinator and other staff members are actively used to help translate for our non-English speaking parents. Letters that go home to a parents of ELL students are distributed in most home languages.

Each year in the spring, each ELL is administered the NYSESLAT to determine language proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ESL Coordinator, Ms. Yip, provides the Testing Coordinator, Ms. Delfini, with a list of all entitled ESL students. RLER and RLAB reports are produced from ATS to ensure compliance and test security sheets are kept on file ensure all four parts were administered to each student. Each year the student scores below proficiency on the NYSESLAT as determined from an RLAT and /or RNMR, the ESL Coordinator, Ms. Yip, provides parents with a continued entitlement letter in their home language that indicates continuation of services. A copy is kept in room 308 in a folder by the ESL Coordinator, Ms. Yip.

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.
see above
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are given to parents after the students is administered the LAB-R or NYSESLAT. Copies of the letters are kept on file with the ESL Coordinator, Ms. Yip. The remittance of letters has not been an issue. Students return the letters promptly.

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.
see answer to #1 above
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.
When the assessment window for the NYSESLAT is open, ESL teachers begin the testing process as follows:
The Listening portion is administered to the ESL students by their ESL teacher which consists of a recording and CD player. The Reading portion is administered to ESL students by their ESL teacher on another day. The Writing portion is administered to ESL students by their ESL teacher on the designated testing day. The Speaking portion is administered on an individual basis by an ESL teacher who is not their classroom teacher . ESL Teachers then must then score the exam but are not permitted to score their own classes.
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. 
Students whose parents request a bilingual or dual language program are sent to the website ELLProgramTransfers@schools.nyc.gov. A record of those students whose parents requested bilingual programs is kept with the ESL Coordinator, Ms. Yip. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
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)?

1 & 2.

I.S.281 is committed to the vision of helping ALL students attain the highest standards as established by the city and state. Staff, parents, and students will effectively communicate, collaborate, and support our high academic and behavior standards. The ELL program in place at I.S. 281 has been planned, designed and fine tuned to reflect our shared commitment to allow students, especially ELLs, to become active learners who think critically, set goals and accept challenges, display respect for self, others, and the environment, and demonstrate qualities of responsible, productive citizens.

At I.S. 281, ELL instruction follows the pull-out program. We use departmentalization, and co-teaching along with the pull out model. The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced and proficient students are provided with at least 180 minutes of ESL instruction a week. During the pull-out sessions, ELLs, who spend the majority of their day in all English content instruction, are brought together from various classes for English-acquisition focused instruction. Our ESL program is staffed by three ELL certified teachers who provide instruction in Language Arts and ESL. Our three teachers are also QTEL trained ELL teachers who provide instruction to six groups (2 on each grade level) of ELL students. All of our 172 students receive two or more periods of ELL Language Arts each day. Students are heterogeneously grouped in the appropriate grade level in all content area classes. Classes are in English only, as we do not have a bilingual or dual language program. Additionally, an ESL teacher pushes into four self contained special education classes four to eight periods a week each to support their IEP mandates. All of our ELL classrooms are equipped with SmartBoard technology.

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.

3. Our teachers provide instruction to regular sized groups and reduced groups of ELL students. It is conducted in English only using intensive ELL methodologies. Native language is supported with bilingual classroom libraries in our ESL and AIS classrooms. Our ELL teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for the 6th, 7th, and 8th Grade ELA assessment test. Our Math, Language Arts, Science and Social Studies teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for NYS assessment tests. Content area teachers focus on vocabulary to expedite content knowledge. We implement the New York State ESL Standards in students' academic language development program and regular content area classes. These standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. The ELL teachers provide supplementary instruction to reinforce those skills learned in these classes. Sufficient lessons in reading and writing skills are ongoing during the year. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Additionally, ELL students are encouraged to attend during mandated extended time for assistance in math and language arts. Native Language Arts is supported in all classrooms using peer translation, bilingual dictionaries and glossaries, Google Translator and teacher translation when available.

The academic program for our ELL students is based on periods-per-week in subject area classes. Each period is approximately 45 minutes in length. ELL students receive the following instructional periods:

ESL – 8 periods

ELA – 8 to 10 periods

MATH – 8 to 10 periods

SCI – 4 to 5 periods

SS – 4 to 5 periods

ELL students have access to the various aspects of the Comprehensive Approach to Literacy and Comprehensive Approach to Balanced Mathematics Curricula. Sufficient lessons in reading and writing skills are ongoing throughout the school year. All ELL students go to Science/Social Studies/Math as a homogenous group with teachers trained to work with the ELL population. Instruction uses content area taught with a whole language approach fostering speaking, reading, writing and listening to strengthen language development and learn the content subject area. In Social Studies and Science, the teachers utilize the Access History and Science books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Students also take part in the Extended Day Program which provides them enrichment in English and Mathematics for 50 minutes twice a week after school. The NYSESLAT is given in the spring to determine the eligibility of continued entitlement to ELL services for students in grades 6-8. The test is aligned with New York State English as a Second Language Standards and determines entitlement of services and analysis of students' English language proficiency. ATS reports are used to help target student instruction effectively. We use this data to drive our instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. An RLER is run on ATS to determine an ESL child's home language. The Test Coordinator and ESL Coordinator, Ms. Yip ensure that all ESL students receive a copy of the NYS Math Test and NYS Science Test in English and their home language when available. In addition, glossaries and word to word dictionaries are provided to ESL students in their home language to ensure that all ELLs are appropriately evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Cavallaro ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the academic year through data analysis, on-going assessments, informal assessments, teacher made material through collaboration. Our school is a technology rich learning environment that allows ELLs to have access to language based websites, i.e., Brainpopesl.com, Achieve3000.com, stornynory.com, eslcafe.com, esl-lab.com. During instruction time, ELL students have the accessibility to interact with the Smart Board and classroom laptops to further their language acquisition skills. Students can research project based content through technology.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our ELL teachers articulate on an ongoing basis with classroom teachers, sharing strategies and projected school work. The ELL teacher assists students in becoming proficient in four language skills: listening, speaking, reading and writing. The overall goal of ELL instruction is the acquisition of linguistic and communicative competence. We differentiate instruction for our ELL subgroups. Students continue to receive all testing modifications. They receive extended time during testing. During NYS ELA exams, they receive a third reading of the listening selection. We offer afterschool and extended day programs for SIFE. We offer a Saturday School and a summer program that caters to their needs. ELLs are grouped homogeneously and are given ELA instruction along with test preparation. ELLs receiving services 4 to 6 years are offered a more rigorous supplemental Saturday and summer program that targets their weaknesses. For long term ELLs (completed six years), the instruction is more intensive, but tailored to their needs. They are also reviewed by our PPT Committee to determine if additional services are warranted.

Our supplemental programs for ELL students included three periods of AIS instruction a week. Teachers provide supplementary instruction during enrichment periods to reinforce those skills learned in the Language Arts classes. All students are encouraged to attend our Extended Day program which meets two days a week for fifty minutes and provides homework help and individualized instruction to help ELLs develop academic language in content areas. It is mandatory that all long term ELLs attend this program. An ELL Academy is held on Saturday mornings that continues to provide small group instruction to ELLs on improving reading comprehension skills and writing skills. Students who are SIFE, Special Education ELLs, or long term ELLs are encouraged to attend these valuable sessions.

We incorporate our special needs children into our ESL program, based on NYSESLAT level and not always by grade level. We utilize our special needs instructional staff for supplemental services to our special needs population, (ICT, SETSS, and self contained). Our

guidance department is very supportive and sensitive to the needs of our ELL students. They are actively involved in providing services for those students who are struggling socially or emotionally. In addition, teachers and administrators work collaboratively to assist our students both academically and socially to help ease the transition into American society.

Our ELL students make up an important part of our after-school NIA program, where they receive academic and emotional support services, as well as, important socialization skills in an inclusive setting. This year the NIA is continuing with a program which targets 30 ELLs who participate in a literacy/homework help afterschool program which meets from October to June for approximately three hours on Mondays-Thursdays. The program also includes life skills, counseling and recreation. On Saturdays and before/after school hours, ELL students are also encouraged to participate in our CHAMPS program in basketball, flag football, and soccer.

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?

Teachers of ELL-SWDs use visual stimuli, graphic organizers, front-loaded vocabulary and tiered vocabulary, and activate student's prior knowledge. They also use prereading strategies, ask clarifying questions, have hands on activities and use their SmartBoards interactively to better provide access to academic content and accelerate English language development. Students are constantly assessed to check for comprehension of content. Social Studies and Science Teachers also use the Prime Social Studies and Science Series which offer multiple levels of differentiation of content. Additionally, Access American History and Access Science are used to support instruction in classrooms of ELL-SWDs.

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?

Before the beginning of the school year, the CIT reviews all IEPs and cumulative records of SWDs. Administration meets with the CIT to determine least restrictive options. Since we are a Phase I school, programming is then arranged to accommodate the SWDs, in particular, ELL-SWDs. PPT meetings are held where the ESL Coordinator and other support personnel are consulted to determine the progress of ELL-SWDs. In addition, student performance is reviewed quarterly to determine whether placement needs to be adjusted. We also provide additional instructional support in the form of Extended Day and Saturday ELL Academy.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

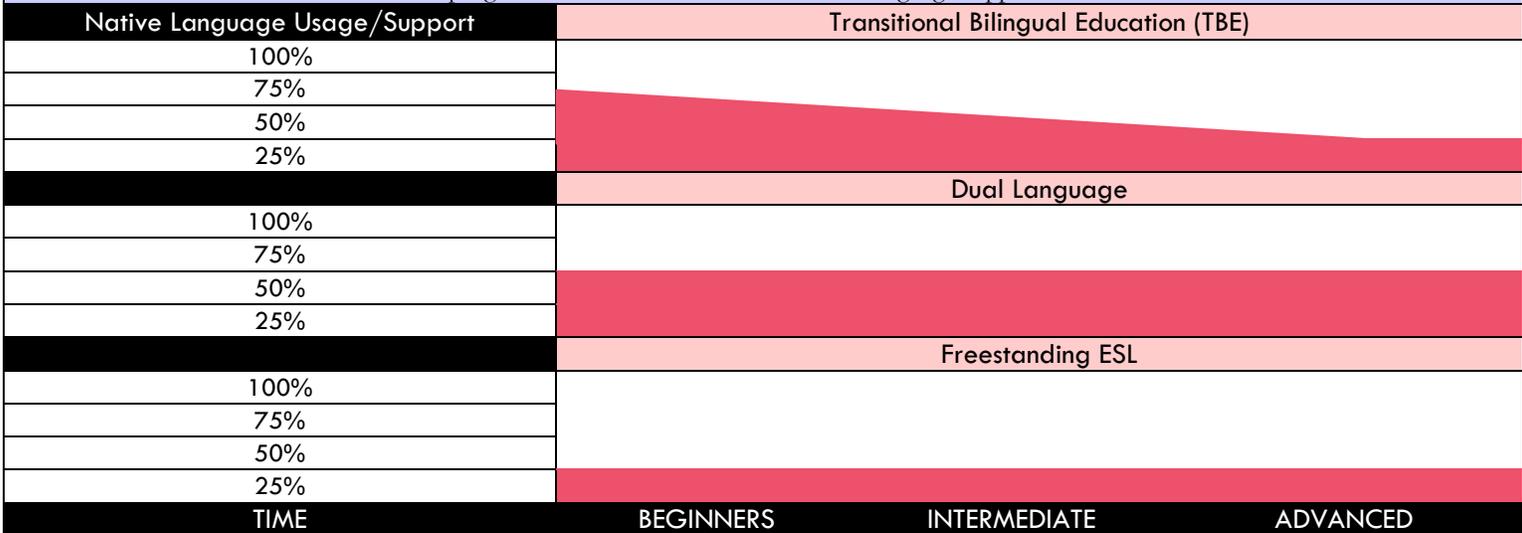
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
8. In our ELL self-contained classes, teachers use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. We offer an extended day program, after school programs, and an AIS program (three times a week) for all our ELL students. Our ELLs attend 21st Century Clubs once a week, Title III on Saturdays, and the Neighborhood Improvement Association Afterschool Program (Mondays-Fridays from 3-5).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently at Cavallaro, a total language immersion program has been put into effect. All ELLs are grouped by NYSESLAT modalities through teacher's collaboration and curriculum writing that aligns to the Common Core. Based on what we have seen, a full immersion program exposes children to cultures they may not regularly encounter on a day-to-day basis, and it develops in them an ability to make friends and connections with a variety of classmates. And, of course, full immersion shows students how to think globally. Our language immersion program has developed initial literacy and a complete understanding in the English language. Many cognitive processes that underlie the ability to read the English language, such as understanding the relationship between the spoken language and the written word, transfer from one language to another, therefore will also strengthen their native language.
11. What new programs or improvements will be considered for the upcoming school year?
- A new program that will be implemented in the upcoming school year Achieve3000. This program was introduced during the 2012-2013 academic year. This program is web based and provides supplemental curriculum for students who are below grade reading levels. This program will be implemented during ELA/ESL periods, designated Achieve3000 periods and is tailored to a student's individual needs.
- A program that will be improving upon in the upcoming school year is the Urban Arts Partnership Model Program for ELL Literacy Development and Arts Instruction. The program applies UAP's rigorous methodology for quality arts instruction and best practices in language acquisition to improve listening, reading, writing and speaking in English for ELL students. Through a research-based curricula that includes components like visual dictionaries, storyboarding and storytelling, this interdisciplinary program is designed to strengthen academic performance in both the arts and ELA core subjects. Partnering teachers will benefit from learning new instructional strategies to effectively engage their ELL students through the arts, in addition to partnership opportunities across the curricula to leverage resources and bring together the school's teaching community.
12. What programs/services for ELLs will be discontinued and why?
- Currently there are no programs or services that will be discontinued for ELLs this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are offered extra support services during extended day, 21st Century clubs once a week. They also participate in our Neighborhood Improvement Association program after-school, and a Saturday 21st Century Academic Program which offers remediation in ELA and Math, and a Title III Saturday Program which also targets ELA and Math skills. A physical fitness program that runs Mondays-Thursday before school and a CHAMPS afterschool and Saturday Sports Program is also available to our ELL students. Students are provided with letters translated in their home language about these programs along with applications in their home language. All of our activities at our school are fully inclusive.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers create technology-rich lesson plans that are differentiated to meet their individual student needs. Each student receives their own laptop and are members of an online Moodle Classroom that allows them to participate in various content-based activities. Students also post information to forums, create WikiSpaces and other websites. Students use applications such as Microsoft Office when they draft and revise writing pieces, use graphic organizers to gather information and powerpoint presentations and windows media player to present finished projects.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support for our ESL program is supported through ESL classroom libraries, bilingual dictionaries and glossaries,

translated materials, peer translators and grouping, and through teachers when available. Cooperative Learning allows students to be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This will allow students to communicate in their language while helping them to learn social language, and then transition into academic language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Resources and services utilized in the ESL program are on grade level and modified by the ESL and content area teachers to meet the needs of each of our ESL subgroups.
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.
In September, newly enrolled ELL students are greeted by the Parent Coordinator, Christine DeMatteo and the ESL Coordinator, Ms. Hurd and provide emotional and academic support.
18. What language electives are offered to ELLs?
Proficient students in good academic standing are offered Spanish as a foreign language elective.
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)?

Currently we do not offer Dual Language Programs.

C. Professional Development and Support for School Staff

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

1-4

The Professional Development component emphasizes making content comprehensible for ELLs. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building the capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ELLs. Administrators will work with teachers in classrooms to practice proven instructional strategies, in order to differentiate instruction to meet a range of student needs and to help teachers learn from one another. If funding permits, coaches will work with teachers during the school year. They will supply them with the tools they need to deliver first-rate instruction to students while implementing the components of the uniform curriculum in Language Arts and Mathematics. The Data Specialist works closely with ESL staff and content teachers of ELLs to analyze data to measure their progress. Study groups and book talks will be offered in the 2013-14 school year using resources for Differentiating ELL Instruction and Incorporating the Common Core Standards. The following resources to be utilized are: Dina Zike's books on Notebook Foldables for Content Acquisition and Research. School wide Inquiry Team will continue to focus on ELLs in our lowest third in ELA and Math. Teachers will meet Thursday afternoons for a common preparatory period to discuss and plan differentiation for ELLs. Faculty and Grade Conferences will focus on Best Practices for ELLs and Lunch and Learns will use ELA and NYSESLAT Data to make informed decisions for ELLs. In addition, teachers will begin to implement UDL lesson planning.

English Language Learners who are now 8th graders and who wish to study English for six weeks during the summer before entering high school can participate in the New York City College of Technology/CUNY High School TRANSITIONS Program. The program is designed for students who are at the intermediate or advanced level of English language proficiency. Students will be provided with intensive English language study; computer instruction for word processing, Internet research, and interactive e-mail communication projects; reading two novels and writing journals and essays; field trips in the NYC area related to the curriculum.

The Professional Development time-line is fluid, with workshops being given in accordance with the mandate of the DOE throughout the school year. It is ongoing throughout the year for ESL teachers and content teachers of our ELLs. QTEL strategies will be demonstrated during professional development. In addition, all new teachers are required to receive 7 ½ hours of instruction by one of our ELL teachers during the school year. Records of their completed hours are kept in their personnel file and monitored by the principal. ELL teachers will provide workshops during selected staff development days as assigned by the DOE during the year. Teachers will be encouraged to attend professional development available from the Office of ELLs. They will be attending meetings and workshops offered by our CFN#107 and Office of English Language Learners. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice at I.S. 281.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. & 2. Our ELL teachers articulate on an ongoing basis with classroom teachers and parents, sharing strategies and projected school work. Notices going home are translated in the different languages. Parent involvement for our ELLs at I.S. 281 includes the following:
 - Parent Teacher Conferences
 - Parent Outreach Committee
 - Holiday Social organized by the Parent Coordinator, Katherine Fariello
 - Workshops by Parent Coordinator, Christine DeMatteo and ESL Coordinator, Ms. Hurd
 - NIA afterschool program conducts a Family Fun Event(November), Holiday Social (December), mid year performances and a culminating events in June are held for parents.
 - Specialized H.S. Test Preparatory Program is also provided in the spring for the 7th grade and a second one in the fall for the 8th grade, 2 hours a day, 2 days a week for 4 weeks. The main objective is to increase parental involvement, and strengthen the relationship between home and school. We encourage our teachers to plan trips to promote cultural literacy and invite parents to these cultural excursions.
 3. We evaluate the needs of parents on an as needed basis.
 4. The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Joseph B. Cavallaro I.S. 281

School DBN: 21K281

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Bender	Principal		1/1/01
Maria Delfini	Assistant Principal		1/1/01
Christine DeMatteo	Parent Coordinator		1/1/01
Valerie Hurd	ESL Teacher		1/1/01
Josephine Shayeff	Parent		1/1/01
Helen Yip/ESL Teacher	Teacher/Subject Area		1/1/01
Melissa Nuzio/ESL Teacher	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Danielle Thompson	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K281 School Name: Joseph B. Cavallaro I.S. 281

Cluster: 1 Network: 107

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

Part A: Needs Assessment Findings

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

After reviewing the LAP and based on our Home Language Surveys our major findings indicate that 17.71% of our school population are English Language Learners and therefore are in need of written, as well as, oral interpretation. Translators are available when we determine whether the parent requires language assistance to communicate effectively. At I.S. 281, many of our translation services are provided by our staff or by adult interpreter provided by parents. Much of our staff is bilingual in such languages as Spanish, Urdu, Arabic, Russian and Chinese. We have identified these languages as our most widely spoken languages. In addition, members of our staff also speak Italian, French, Spanish, Russian, Chinese, Arabic and Polish. We have created a master list identifying all in house translators in all languages of our diverse community. This document is reviewed and updated periodically. We also utilize the Department of Education's Translation and Interpretation Unit to access important letters in multiple languages so that parents are aware of their choices. We feel that most of our in house translation and interpretation needs are being met by our staff and other members of our school community.

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

Based on each child's home language survey, we ascertain the dominant language of the parent. Through the Home Language Survey, the trend indicates that Limited English speaking parents consist of the following major languages: Chinese, Russian, Spanish and Arabic. Findings are reported to the school staff and parents through Faculty Meetings, Departmental Meetings, SIT Meetings, School Leadership Team Meetings, Executive Board and PTA Meetings, and Pupil Personnel Meetings. Written services are required for testing and letters home. Oral translation is useful for Parent -Teacher Conferences and meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will translate all notices home that pertain to students' academic and social needs. If the letter is not able to be translated, the school will try to notify the child of the need for translation. In the case that this does not work, the school will place a call to the parent to relay the information in the notice verbally through the use of a translator. Written translation services are provided in house. Per session is provided to several teachers who provide translation services in Chinese, Spanish, Arabic, Urdu and Russian. In the case that a language is not able to be translated, then translation will be provided by the DOE Translation and Interpretation Unit.

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.

Oral translation services are currently provided by staff volunteers. When in house translation is not possible, we resort to non-staff translators or the DOE Translation and Interpretation Unit. Teachers provide oral interpretation during school (when additional time for translation is necessary) and for after-school activities. Per session is also provided to the teachers after and before school, when oral translation is required.

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>.

In order to support the NCLB requirement that school's communicate whenever feasible with non-English speaking parents in their home language, I.S. 281 has implemented and will continue to fulfill Section VII of the Chancellor's Regulations A-663 by meeting the following goals: Shared parent accountability through written translation and oral interpretation at meetings (PTA, Parent/Teacher Conferences) and various school activities, as well as, a school website which has a translation key. The school will assess within the first 30 days of student enrollment the primary language and translation needs of the parents. This will be accomplished by the methods describe above. Parents will be notified that translation and interpretation services are available to them upon request. Upon entering the main office, parents are provided with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document in the covered languages are mde available to parents should they require it. Posted in the main office in a conspicuous location we have a sign in each of the covered languages indicating the availability of interpretaion services. Included in our school's safety plan are procedures for ensuring that parents in need of language access services are not prevented from reachiing the school's administrative offices solely due to language barriers.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
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 as well as reduced class-size, and/or push-in services.
 - 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.

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 September 30, 2014.

Part A: School Information	
Name of School: 281	DBN: 21K281
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Saturday Preparatory Academy at I.S.281 will run fifteen-four hour Saturday sessions beginning January 10, 2015 and ending May 16, 2015 servicing 60 ESL students. Two ESL certified teachers, and 2 content area teachers will use ESL methodologies and instructional strategies. These teachers have also been trained in Margarita Calderon's Rigor Program. Since there are no other Saturday Programs a supervisor will also be available to provide support. The program targets ELLs, in Grade 6 & 7, who scored in Performance Level 1 on the NYS ELA exam. Teachers will provide small group instruction to ESL students on improving reading comprehension skills, writing skills and phonics skills. The students will practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. To this aim, a variety of materials, as listed in the budget summary, will be used to assist the students in language acquisition, the development of reading comprehension strategies and writing skills.

Each Saturday students will be in attendance from 8:30 a.m. until 12:30 p.m. There will be two classes that will be comprised as follows: Group A will include only Beginners & Intermediates while Group B will include the Advanced students. Instruction will take place in the form of a co-teaching model with two teachers in each of the rooms. The ESL teacher will take the lead during Rigor time The content area teacher will take the lead during Prime time. During the Writing Matters time, both teachers will be co-teaching. During Achieve time, teachers will work with two groups of students who require small group instruction while the rest are on the computer. The schedule breakdown will take place for each session:

8:30-9:30 Rigor

9:30-10:30- Prime Social Studies/Science (content area teacher will take lead)

10:30- 11:30 - Writing Matters

11:30-12:30- Achieve 3000

Reading materials that will be used at no cost to Title III will include Prime Science and Social Studies Leveled Texts and Differentiated Texts from Benchmark Education. Identical texts are written at on-grade reading level and two grades below. Students are present information in a variety of formats, including hands on activities. The reading materials also assists students in mastering core Science and Social Studies standards. This material will be used in small group settings for students who have not met the standards determined by their performance levels on the state exams and those who scored at the Beginner level and Intermediate level on the reading and writing portion of the NYSESLAT.

Writing Matters is a program that engages middle students in the writing process through a series of units, addressing specific genres. Original content and interactive technology are seamlessly integrated, helping students develop their writing skills as they generate ideas and topics, organize, compose, revise

Part B: Direct Instruction Supplemental Program Information

and publish their work online- from school or from home. Instruction will be provided in English and be individualized to allow teachers to model reading and writing strategies and provide 1:1 attention in the decoding and comprehension strategies needed to meet state standards. The ESL teacher and Special Education teacher are rotating groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. We hope to service this population with the hopes of moving those students who take the NYS exams one proficiency level and those who are taking the NYSESLAT to move from Beginner to Intermediates and Intermediates to Advanced on the Reading and Writing portion of the exam.

Achieve 3000 is a web-based, differentiated instruction solution designed to reach a school's entire population including English Language Learners. It uses non-fiction content and real-time Lexile assessment. It steadily increases students' ability to read, comprehend, apply and communicate information derived from complex text-prerequisites for success in school and beyond graduation. It uses Lexiles to differentiate instruction together with a proven approach to improving fluency, comprehension, vocabulary, writing and critical thinking. It also provides lessons for teachers to work with students during small group instruction providing them with extension activities. This is our third year with Achieve 3000 and we have seen gains in Lexile levels in our English Language Learners. It is of no cost to the Title III program and utilizing it on Saturday to culminate the day's instruction would benefit our students.

A comprehensive review and analysis of students achievement from the 2014 NYSESLAT and the 2014 NYS ELA Exams provided the following ELL data:

Grades (6-8) -2014 NYS ELA (ELLs subgroup)	Level 1	Level 2	Level 3	Level 4
	70.7	28.0	1.3	0

Overall Grade 7 2014 NYSESLAT Proficiency Results:

Beginner -	18
Intermediate -	17
Advanced -	30
Proficient -	3
Total-	68 students

Overall Grade 6 2014 NYSESLAT Proficiency Results:

Beginner -	25
Intermediate -	1
Advanced -	21
Total-	47 students

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The Professional Development Component will be provided by a consultant from Achieve 3000 who will provide a comprehensive professional development program for Achieve 3000 teachers, incorporating on-site coaching and modeling of lessons. The Achieve 3000 Consultant will serve as a coach and will cover Level Set assessments and instructional planning, focusing on the skills and practices teachers need to achieve desired student outcomes.

Professional development will include 2 on site visits by the Consultant. Visit one will focus on a Successful Launch of Achieve 3000 and will include demonstration lessons and meetings with the Achieve 3000 teacher. The second on site visit will focus on utilizing reports to examine data and modeling of lessons.

Professional Development will also be held on Mondays during Collaborative time from 2:30-3:30 and facilitated by the Assistant Principal supervising ESL. Achieve 3000 teachers will begin on Oct 20th with the following topics available in the Learning Paths section of Achieve3000.com:

1. Lexiles and Level Set/Mid Year/ End of Year Assessments-12/15/14
2. Simple Rigor Through the 5- Step Literacy Routine-1/5/15
3. Building Vocabulary-1/12/15
4. Citing Evidence-1/26/15
5. Effective Curriculum Mapping with Achieve 3000- 2/2/15

Teachers will also be responsible for signing up for the following webinars on Achieve 3000. com:

1. Accessing Complex Texts -(1 hr.)-2/9/15
2. Vocabulary and Acct. Talk Practices (55 min.)-2/23/15
3. Integrating Stretch Texts- Planning Resources and Lessons-3/2/15
4. It's All About the Indicators of Rigor (50 min.)-3/9/15
5. Evidence of Learning Synthesis (1 hr. 7 min.)-3/23/15
6. Teachers Balancing Test Prep in an Instructional Framework Using Achieve 3000 (1 hr.)-3/30/15

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: The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about after-school programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided for parents in their native language. As per the new UFT contract, Tuesdays has also been devoted to parent engagement activities from 2:20-3:25. Parent involvement for our ELLs includes the following:

1. Parent Teacher Conference Workshops on Pupil Path- 11/20/14
2. Workshops by Parent Coordinator and ESL Coordinator, Ms. Yip- 12/16/14
3. Understanding the NYSESLAT Parent Report by ESL Coordinator- 1/6/15
4. How to Set Up a Free Parent Account on Achieve 3000/ Learning How to Use the Home Edition- 1/13/15
5. Making Sure Children Reach 40 Activity Goal-1/27/15
6. Learning the 5 Step Literacy Routine in Achieve 3000-2/3/15
7. How to Track Your Child's Progress.-2/10/15

Additional workshops facilitated by Parent Coordinator and a representative from The Partnership with Children, a community based organization that provides counseling and supportive services to middle school students together with their families and teachers, will include the following:

A Series of Modules devoted to Identifying Students in Crisis (Tuesdays in 2015-TBD)

-NIA afterschool program conducts Family Fun Event (TBD), mid year performances and an end of the year Carnival (June)

Part E: Budget

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

Allocation Amount: \$23728

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