

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

School Name: THE SHIRLEY TANYHILL SCHOOL
DBN (i.e. 01M001): 21K288
Principal: QADIR B. DIXON
Principal Email: QDIXON@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Qadir B. Dixon	*Principal or Designee	
Felicia Turner	*UFT Chapter Leader or Designee	
Gloria Martinez	*PA/PTA President or Designated Co-President	
Tenakia Edmunds	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	
Eloisa Watson-Byers	Member/ UFT/Social Worker	
LaShanda McMillon	Member/ UFT/Teacher	
Carlos Martinez	Member/ Parent	
Jessie Wilkinson	Member/ Parent	
Minoshka Cruz	Member/ Parent	
Marisol Hernandez	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, all teachers in Grades K-8 will incorporate practices and strategies into daily lesson plans to promote high levels of student engagement and inquiry, as evidenced in SFO's, curriculum maps and lesson plans.

Comprehensive Needs Assessment

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

There is a need to observe teachers using the Danielson Framework for Teaching along with the analysis of lesson plans and learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional learning activities that shift teaching practices and foster an understanding of the Danielson Framework for Teaching; and City-Wide Instructional Expectations for 2014-2015. Our network will continue to provide professional development to assist teachers with aligning rubrics to the Common core Learning Standards in order to assess student learning and to assist them in constructing lesson plans that address every student's needs. Assistant principals will attend AP conferences relating to establishing and maintaining professional learning communities so that they can better assist teachers with creating collaborative teams in support of common core expectations and preparation of lesson plans to promote high levels of student engagement and inquiry.

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

1. Network personnel; lead teachers; collaborative teacher teams; Assistant Principals and all teachers

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

1. Administrators will conduct informal and formal observations to evaluate teachers' lesson plans and learning outcomes to monitor improvement of instructional practices and provide meaningful feedback and next steps.

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

1. All teachers will be observed, both formally and informally, throughout the year from September 2014 through June 2015.

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

1. Activities will be conducted during professional learning time on Mondays and Tuesdays after school.

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).

Continuance of parent workshops on topics that will include but not be limited to common core standards, data interpretation and strategies available to assist their children at home. Teacher outreach to parents during Parent Engagement time.

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	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 3% increase of all students in grades 3-8 achieving at or above proficiency level, as measured by the 2014-15 New York State English Language Arts exam.

Comprehensive Needs Assessment

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

As indicated in our School Quality Snapshot, 11% of students school-wide were proficient in ELA. As the NYS assessments transition to be Common Core aligned, we recognize the importance of aligning our instruction to the new standards to ensure students are college and career ready.

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 continue to receive professional development aligned to the Common Core Learning Standards.
2. Teacher teams will analyze student work from instructional tasks to refine instruction and determine next steps, putting students on the trajectory for college and career readiness.
3. In addition to the *Journeys* Reading series and Scholastic Code X, students will receive additional instruction and targeted support through *Accelerated Reader*, and *Imagine Learning*.

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

1. All teachers and administrators, network staff
2. Collaborative teacher teams and administrators
3. Technology based programs including *Accelerated Reader* and *Imagine Learning*

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

1. Teacher observations and reflections from professional development sessions.
2. Agendas/minutes from Teacher Teams including next steps and de-briefs.
3. Monitoring usage and results in student data from the two programs to monitor effectiveness and student progress.

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

1. September 2014 through June 2015
2. September 2014 through June 2015
3. September 2014 through June 2015

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

1. Activities will be conducted during professional learning time on Mondays and Tuesdays after school as well as during the school day.
2. Activities will be conducted during professional learning time on Mondays and Tuesdays after school.
3. Students and teachers will utilize identified technology programs to supplement literacy instruction.

Strategies to Increase Parental Involvement

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

We will continue to offer parent workshops. Topics will include but not be limited to common core standards, data interpretation, and strategies for helping their children at home.

We encourage parents to take advantage of the night center and other activities the HeartShare Beacon program has to offer in our building, including parent ESL classes.

Meet and Greets for parents to discuss the opportunities and activities that are going on at the school.

Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parent. Our parent coordinator is also instrumental in enrolling our students in the after school programs.

A Facebook page has also been established as an additional way to keep parents informed about school events and projects.

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be a 3% increase of students in grades 3-8 achieving at or above proficiency level, as measured by the 2014-15 New York State math exam.

Comprehensive Needs Assessment

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

As indicated in our School Quality Snapshot, 15% of students school-wide were proficient in Mathematics. As the NYS assessments transition to be Common Core aligned, we recognize the importance of aligning our instruction to the new standards to ensure students are college and career ready

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 continue to receive professional development aligned to the Common Core Learning Standards.
2. Teacher teams will analyze student work from instructional tasks to refine instruction and determine next steps, putting students on the trajectory for college and career readiness.
3. In addition to Go Math, all students will receive additional instruction and targeted support through ST Math

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

1. All teachers and administrators, network staff
2. Collaborative teacher teams and administrators
3. Technology based program: ST Math

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

1. Teacher observations and reflections from professional development sessions.
2. Agendas/minutes from Teacher Teams including next steps and de-briefs
3. Monitoring usage and results in student data from the two programs to monitor effectiveness and student progress

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

1. September 2014 through June 2015
2. September 2014 through June 2015
3. September 2014 through June 2015

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

1. Activities will be conducted during professional learning time on Mondays and Tuesdays after school as well as during the school day.
2. Activities will be conducted during professional learning time on Mondays and Tuesdays after school.
3. Students and teachers will utilize identified technology program to supplement mathematics instruction.

Strategies to Increase Parental Involvement

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

We will continue to offer parent workshops. Topics will include but not be limited to common core standards, data interpretation, and strategies for helping their children at home.

We encourage parents to take advantage of the night center and other activities the HeartShare Beacon program has to offer in our building, including parent ESL classes.

Meet and Greets for parents to discuss the opportunities and activities that are going on at the school.

Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parent. Our parent coordinator is also instrumental in enrolling our students in the after school programs.

A Facebook page has also been established as an additional way to keep parents informed about school events and projects.

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Re-teaching and reinforcement of <i>Journeys</i> reading program for grades K-5 (phonics through grade 2, and literature) which provides students with skills to hear, read and write phonemic sounds; and to blend and decode sounds to form words and sentences and <i>Code X</i> in grades 6-8; and Accelerated Reader and Imagine Learning in grades K-8	Small group, tutoring and/or one-to-one	Service is provided during the school day and after school.
Mathematics	Classroom instruction is differentiated for all grade levels. Re-teaching and reinforcement of <i>Go Math</i> and <i>ST Math</i> is used in Grades K-8 with cyclical concepts.	Small group, tutoring and/or one-to-one	Service is provided during the school day and after school.
Science	Our science teacher provides additional instruction with small groups, incorporating literature and technology in the content area of science. The students in grades 4 and 8 are also preparing for the NYS Science Test.	Small group	Service is provided during the school day.
Social Studies	Social Studies instruction is conducted in the inquiry-based learning workshop model.	Small group	Service is provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our guidance counselor services at-risk students. Our school psychologist provides classroom observations and/or one-to-one counseling for at-risk students Our social worker provides one-to-one and family counseling for at-risk	Small group One-to-one One-to-one	Service is provided during the school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
Strategies that are being implemented during the 2014/2015 school year to ensure that staff is highly qualified include: All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations. Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. Mentors are assigned to support struggling and unqualified teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated conference days. Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing. Integration in the use of Federal, State and/or Local funds to meet the intent and purpose of all programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Our early childhood personnel ensures that students begin their academic career with a strong start and emphasizes the importance of early childhood education. An aligned curriculum of our early childhood program provides a coherent and seamless instructional transition to elementary school wide programs. A coherent and seamless education program for at-risk students is implemented by ensuring the successful transition from early childhood programs to elementary school wide programs.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Ongoing differentiated professional development will continue to be provided to all teachers regarding the use of assessment results to improve instruction. Ongoing professional development will continue to be provided to all teachers in analyzing assessment data to increase teachers' understanding of student performance and strengthen teacher practice.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, PS 288, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S./I.S.288's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. P.S./I.S.288 will support parents and families of Title I students by:

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

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

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

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

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

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

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

P.S./i.S.288, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 21K288

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$363,038.94	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$138,480.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,364,194.00	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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K288 School Name: The Shirley Tanyhill School

Cluster: _____ Network: CFN211

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.

In order to determine translation and oral interpretation needs, our school staff uses home language indicators in ATS, parent surveys and informal interviews. Initial contact with parents of newly enrolled targeted ESL students also occurs via the Parent Orientation meeting within ten days after the student's enrollment. Additionally, the meeting is held periodically thereafter. Our parent coordinator is available to meet with ELL parents and supply materials and resources in their home languages whenever needed. Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Parents of ELLs are encouraged to participate in the school's Parent Teachers Association.

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

The major findings of our school's written translation and oral interpretation needs are the following:

- More than 80% of all interpretations and translations are performed from English to Spanish and from Spanish to English, thus, making the Spanish language a high-demand language in our school community;
- For the first time in many years our school needed assistance in translations and interpretations from Chinese to English and vice versa, thus, making the Chinese language a new top language in our school community;
- All parent memos and phone master languages are sent home in our five top students' home languages: Spanish, Arabic, Urdu, Chinese, Russian;
- All interpretations in Spanish, Arabic and Russian languages are provided simultaneously during parent-teacher conferences, informal initial interviews, and other PS/IS 288 school parent events;

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 written translations are provided by our school members that speak one of our ELLs' native languages (Ms. Villalba, Spanish; Ms. Famina, Russian; Mr. Said, Arabic) or PTA bilingual members. If a translation is needed in the language that is not available, our school uses DOE translation services or requests translation services in one of nearby community centers.
Written translation services include but not limited to translating memos, notices home, and/or announcements.

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 interpretation services will be provided during parent meetings, parent-teacher conferences, etc. They will be provided by in-house school staff.

Oral interpretation services include but are not limited to:

- phone master messages in our ELL's native languages;
- simultaneous interpretations during parent-teacher conferences, initial informal interviews, and other school parent events (e.g. a Parent Unity Banquet, a Sports Day event);
- interpretation services during a registration process;

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>.

Primary home languages of our ELLs and parental language needs are determined within the first ten days after the student's enrollment. The Bill of Parent Rights is available in PS/IS288 in all top ten languages (English, Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu) and provided to parents of ELLs by the school parent coordinator. Signs are prominently posted at all exits in the nine required languages informing parents that translation and interpretation services are available. The safety plan includes procedures that allow parents to have communication access to administration and school staff. The school provides memos and documents to parents of ELLs translated with a help of the school staff, the DOE Translation and Interpretation Unit, and/or volunteer translators/interpreters from nearby community centers/outside vendors.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: The Shirley Tanyhill School	DBN: 21k288
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 23
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: PS/IS 288 will provide a targeted after-school program for ELLs in grades K-1 in ELA with ESL support. This program will begin on November 17, 2014 and will end on May 27, 2015 and will operate every Wednesday and Thursday from 2:30 p.m. - 4:00 p.m. An on-site supervisor will not be required for this program because there will be other programs running in the building during the ESL after school program with a supervisor present.

Due to the large number of ELLs in kindergarten and Grade 1, who are newcomers needing additional language support in order to achieve, an after school program was designed to address their needs. The NUSITELL results for kindergarten indicate 1 Beginner; 4 Intermediate; and 4 Advanced students. The NYSESLAT results for Grade 1 indicate 1 Beginner; 10 Intermediate; and 2 Advanced students. There is also a newcomer in 2nd grade in the Beginner group.

A Saturday parent component will be added to extend the week-day after school program. Parents will attend with their children who are already attending the after school program. Visual art will be incorporated into the program through ELA activities including read alouds, responses to literature and other arts activities. The Saturday parent component will begin on January 10, 2015 and end on May 9, 2015.

The after-school co-team will focus on teaching and reinforcing key elements in ELA, including phonics and comprehension skills with the help of the ESL teacher. The program is being developed by an early childhood special education teacher (Ms. Petrosino) and our ESL teacher (Ms. Famina) who incorporate various components of teaching ELA through the prism of ESL. Our ESL teacher provides a meaningful language input through a variety of ESL instruction using TPR, visuals (diagrams, charts, pictures), realia, hands-on activities, and NLA support. Very often ELLs are grouped heterogeneously and, thus, have opportunities to work with their peers serving in the role of peer tutors.

The software program, Smarty Ants, will be purchased with Title III funds, and includes access to free iPad app/login and home license for the student. The program also includes free access to the website with a series of training modules, interactive resources, guided practice worksheets, traditional reproducibles, whole and small group instructional strategies for two teachers.

ESL and the ELA teacher will work effectively with a group of twenty-three English Language Learners to

Part B: Direct Instruction Supplemental Program Information

enhance their literacy skills and improve their academic performance and assessment scores. Both teachers will work together to co-plan and design instruction in ESL and ELA. Co-planning plays a very important role as there are two teachers teaching at the same time. The teachers employ two models of teaching: parallel teaching and co-teaching. During parallel teaching, a group of kids are divided into two smaller groups to receive instruction in ELA. One group is taught by an ELA teacher who delivers co-planned instructions to the students for half of each after-school session. At the same time, the other group is working independently with the SmartyAnts software facilitated by the ESL teacher for the other half of an after-school session. Teachers then switch both groups of students for the remaining half of the session.

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: Our ESL teacher participated in professional development workshops provided by the DOE last year and one this school year in order to successfully design, co-plan and co-teach with other teachers. One of these sessions was the Network 211 ELL PD on October 17, 2014. During this professional development she was taught how to gather, organize, analyze and use ELL-related data in order to accelerate achievement for ELLs on NYSESLAT and NYS ELA Exam.

Our ESL teacher is planning to attend Brain Research: Keeping ELLs in Mind professional development series on November 24, December 11, 2014, and January 23, and June 8, 2015. She will study more efficient ESL practices and strategies in order to deliver curriculum content in such a way that it will be effective for students struggling to learn a new language and will have a deeper understanding of the cognitive, cultural, and emotional aspects of learning.

Our ESL teacher will also be a part of Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension on November 13, 2014. This professional development is dedicated to reading comprehension and building efficient classroom structures that foster collaboration, so that students would derive deeper understanding of the text. She will learn about cooperative learning, explicit reading comprehension strategy instruction, and the CSR approach that gives teachers a way to increase students' comprehension through a concrete four-step method.

Our ESL teacher will then provide a turn-key on-site professional development to the other teachers on November 28, 2014 and during monthly staff faculty meetings.

Part D: Parental Engagement Activities

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: Parental involvement is very important at PS/IS 288. We have planned five parent meetings on January 7, February 11, March 11, April 8, and May 6, 2015. These one-hour meetings have and will take place in the school. The topics that have and will be addressed during these meetings include: Goals and Highlights of an ESL After-School program (Lambert, Famina, Petrosino); Meeting Needs of English Language Learners at Home and in School (Famina); Stages of Language Acquisition: BICS and CALP (Famina); State Testing (the school’s expectations and parents’ expectations) (Famina); Different Ways of Achieving the Same Goal (Famina, Petrosino). During each of the meetings the providers have also been discussing with parents, main issues and/or topics of interest to them as well as challenges and problems they face. Interpreters of Spanish and Arabic languages have and will be available on-site during each meeting.

As stated above, a Saturday Parent component will be added to extend the week-day after school program.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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. 	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 288
School Name The Shirley Tanyhill School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. J-L Kinard	Assistant Principal Ms. D. Lambert
Coach Mr. D. Morton	Coach Mr. J. Whitaker
ESL Teacher Ms. H. Famina	Guidance Counselor Mr. S. Turpin
Teacher/Subject Area Mr. W. Hitchcock/Science	Parent Ms. P. Mack
Teacher/Subject Area Ms. K. Aiese/Arts	Parent Coordinator Mr. R. Monroe
Related Service Provider Ms. T. Francois	Other Ms. R. Alpert
Network Leader(Only if working with the LAP team) Ms. J. McKean	Other Ms. J. Trani

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	458	Total number of ELLs	41	ELLs as share of total student population (%)	8.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	2	2	2	1	2						15
SELECT ONE														0
Total	2	2	2	2	2	2	1	2	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	36	0	1	5	0	5	0	0	0	41

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	36	0	1	5	0	5	0	0	0	41
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														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	9	8	3	1	4	1	1							27
Chinese	1	2	1											4
Russian			1											1
Bengali														0
Urdu			1	1	1	1								4
Arabic		2	1			1		1						5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	12	7	2	5	3	1	1	0	0	0	0	0	41

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)	3	0	1	0	2	2		1						9
Intermediate(I)	1	6	1	1	2									11
Advanced (A)	6	6	5	1	1	1	1							21
Total	10	12	7	2	5	3	1	1	0	0	0	0	0	41

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	4				4
4	1	1			2
5	1				1
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The ESL program administrator periodically evaluates the ESL program using a database (LAB-R, NYSESLAT, Math, ELA, and Science scores; report card grades; "Go Math" and "Journeys" series preassessment and chapter assessments tests scores (K-5), balanced literacy and readers and writers workshops data (6-8), and language proficiency levels) to determine if students are making progress

and improving their English language skills as well as meeting or approaching academic standards. This data helps to see if our school's instructional plan is in effect or it should include any corrections in it. For instance, 2013 Math and ELA State test scores data showed that most ELLs (seven ELLs in ELA and six ELLs in Math) in grades 3-8 didn't reach the proficiency standards. It made administrators to add extra help in ELA and Math to all ELLs in grades 3-8 through 37.5 minute morning tutoring instructions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As seen in the tables above, the data patterns across proficiency levels on NYSESLAT reveal that only five ESL students in grades K-8 moved one or two levels up in comparison with the last 2012 NYSESLAT. It also shows that three ESL students in grades K-3 attained English Language Proficiency and tested out during the administration of the 2013 NYSESLAT. Recent LAB-R data indicates that out of 23 students (in grades K, 4 and 5) that were tested this year, six students scored at a Beginning level, five students scored at an Advanced level, and fourteen students were identified as English proficient.
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 [AMAQO tool](#))

As it can be noticed from the NYSESLAT modalities scores, Reading and Writing modalities became the weakest areas for our ESL students last school year. As a result, it has affected instructional decisions and made all teachers working with ELLs modify their instructions in order to target these weak areas. It was decided to leave the instructional ESL plan the same for all ESL groups and subgroups, except devoting about 30%-40% of the instructional time to improve ELLs' most needed skills. All teachers working with ELLs will use mini-lessons and teach writing, grammar, and reading strategies and constantly monitor students' comprehension and progress.

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?

Another important fact drawn from the NYSESLAT data analysis is that the number of ESL students in grades K-8 who became proficient on the 2010 and 2011 NYSESLAT increased dramatically in comparison with 2007-2008 and 2008-2009 school years but dropped in 2012-2013. The data shows that only three students in grades K-2 became proficient last school year. None of ESL students in grades 3-8 was able to test out on NYSESLAT 2013. Thus, this group automatically became our target group.

Eight ELLs took the State ELA exam in grades 3-8.

Also, eight ELLs in grades 3-8 took the New York State Mathematics test. The LAP team found that the ESL students did not perform on the State and City tests as well as their mainstream counterparts. Only two students scored at level 3 and 4 in Math and one student scored at Level 2 in ELA.

The team will address this problem by utilizing the following methods and strategies:

- Implementation of targeted intervention programs for ELLs in grades 3-8 in ELA and Math.
- Providing more ESL professional development and support in the area of Second Language Acquisition for regular education teachers, cluster teachers and coaches.
- Focusing on teaching and reinforcing test skills and test-taking strategies.

All instructions are modified by teachers through formal and informal observations, analysis of assessments, students' progress, and the ELL Periodic Assessments. The ELL Periodic Assessments provide our ESL, classroom, and cluster teachers with detailed information about their students' progress, strengths and weaknesses and their English language development. They also help educators to plan their teaching instructions and focus on students' most needed areas.

Our school leadership team meets with teachers of ELLs on a regular basis to monitor student learning and address their needs as well. They evaluate the results of ELL periodic assessments, identify students' strengths and weaknesses in English language development and plan individual and group instruction.

The main criteria to evaluate our ESL program include the following:

- Observations of ESL classes and cluster classes providing ESL support and their analysis
- Effectiveness of ESL program (achievement of short-term and long-term goals)
- NYSESLAT and other Standardized tests (ELA, Math, Science) scores
- ECLAS-2, EPAL and DRA scores
- ESL students' progress measured through the results of ELL periodic assessments, analysis of the students' ESL and class work portfolios.

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle

in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

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

Our pedagogues constantly provide early intervention services to struggling English Language Learners in grades K-5 within the Response to Intervention (RtI) framework. Our main goal is to support our ELLs through intervention as early as possible so that most students can acquire adequate literacy skills. Our Tier 1 students get identified through HLIS, LAB-R, NYSESLAT, State tests, Periodic assessments, and chapter assessment test scores. Tier 2 ELLs are provided with support through small-group instructions (3-6 students) in their classrooms, other subjects (e.g. Science), pull-out ESL sessions, and morning tutoring. Instructions for Tier 2 students are focused on the following language development: phonological awareness, alphabetic knowledge, fluency, conversational and academic vocabulary, and comprehension. ELLs' progress is monitored regularly in order to see if students benefit from the intervention, make academic progress and meet goals. ELLs are assessed through "Journeys" series preassessment and chapter assessments (K-5), balanced literacy and readers and writers workshops data (6-8), monthly running records, and NYSESLAT. Progress monitoring data is used to make educational decisions about changes in goals, instruction, setting, and services.

In the process of progress monitoring, some Tier 3 English Language Learners are found to reflect a learning disability. Therefore, they are referred to Special Education classes and are provided with extra support. If limited English proficiency is in place, then the school staff develop a new intervention plan based for a student based on his/her needs.

All Tier 3 students are offered an ESL After-School program.

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

Instructional decisions in our school reflect specific strategies designed to meet the needs of ELLs.

Classroom and cluster teachers differentiate and modify their instructions for ELLs based on Second Language Acquisition process, identifying the student's SLA stage and other factors. Teachers use running records, tests scores, classroom portfolios, ELA tests and NYSESLAT data in order to identify the student's SLA stage. Recognizing the student's level of language acquisition is very helpful as it helps to plan and organize meaningful instructions and make input comprehensible. Teachers get an additional help during ESL workshops that take place a few times per year and are provided by an ESL teacher.

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?

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

Part IV: ELL Identification Process

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

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

According to the Department of Education mandated requirements, every newly admitted student goes through the LEP Identification Process. The team responsible for this process includes a fully certified and licensed ESL teacher, Ms. Famina, an ESL administrator, Ms. Lambert, a parent coordinator, Mr. Monroe, and one or two school members that speak one of our ELLs' native languages (Ms. Villalbae, Spanish; Ms. Famina, Russian; Mr. Saed, Arabic) and can assist during an oral interview.

The first step of the LEP Identification Process is the administration of the Home Language Identification Survey which includes an informal oral interview in English and/or in the student's native language, and a formal initial assessment.

An informal oral interview is given to each student whose Home Language Survey and other background information indicate that he/she may be an English Language Learner. The interview is conducted in English and/or student's/parents' native language, asking the questions on the HLIS form to help identify student's understanding and ability to speak the English language.

As a result, if it's discovered that the student speaks a language other than English and/or speaks little or no English at all, the ESL teacher moves to the second step of the LEP Identification Process and administers the Language Assessment Battery-Revised (LAB-R) within the first 10 days of the student's entrance.

If a student scores at or above a state designated level of proficiency on the LAB-R, he or she is placed in a general education program. If a student scores below that level, he or she is identified as an ELL and placed in an appropriate ESL program which is a Pull-Out ESL program in PS/IS 288. Students whose native language is Spanish and who score below proficiency on the LAB-R are administered a Spanish LAB to determine their language dominance.

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.

As soon as a student is identified as an ELL, his/her parents or guardians are notified in writing through Parent Entitlement Letters, and are invited to attend a Parent Orientation Session which is conducted by the ESL teacher, the Parent Coordinator (Mr. Monroe), together with other designated staff members within a few days after LAB-R administration. Parents who cannot attend the session can set up an appointment to meet and discuss the program.

During this session parents watch an Orientation Video for Parents of English Language Learners in their native and/or English languages, get familiar with all three ESL program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available in different schools around the city and the ones that are present in the school. Additionally, every parent is informed of the state standards, various assessments, tests, and school expectations that govern the ESL programs. At the end of the session each parent has an opportunity to ask questions about the programs and is provided with detailed answers.

Parental outreach is provided a few times a year. Our parent coordinator and ESL teacher follow up with phone calls, organize after-school sessions, send letters home before parent-teacher conferences in order to remind parents to visit the ESL teacher and discuss their child's progress with her.

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

Parents are asked to complete Parent Surveys and Program Selection forms making their choices during the Parent Orientation session. Additionally, our ESL teacher, Ms. Famina, and parent coordinator, Mr. Monroe, send Program Selection forms home to the parents who couldn't attend the orientation session. If the parents have not returned the forms, Ms. Famina and Mr. Monroe make phone calls to remind parents to send the forms in. If parents have questions regarding the program choice, they can schedule an appointment at their convenience during school hours, so that they could meet with our school staff, return the forms, and get answers to all their questions. If a Program Selection form is not returned within 10 school days, the default program for ELLs is Transitional Bilingual education as per CR Part 154.

The RLAT and RNMR reports in the Automate the Schools (ATS) system let our staff know the latest LAB-R and last three years of NYSESLAT data. Thus, in the beginning of a school year, our ESL teacher, MS. Famina, writes and sends Entitlement, Continued Entitlement, Non Entitlement, and Placement Letters home. The Continued Entitlement letters are sent to the parents to inform them of their child's entitlement for continued service. Ms. Famina and Mr. Monroe make sure that all Continued Entitlement letters are collected by sending reminders to parents and/or making follow-up phone calls. Entitlement and Continued Entitlement letters are maintained for our records and securely stored in the assistant principal's office.

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

If a student scores below proficiency on the LAB-R, our ESL teacher immediately notifies parents by sending them Entitlement Letters, Parent Surveys, Program Selection Forms, and Placement Letters home via backpack mail. Placement letters inform parents about their child's placement in one of the programs based on parents' choicen coupled with program availability. Continued Entitlement letters are sent home within the first few days of school to those students who did not pass the NYSESLAT. All copies of the Placement and Continued Entitlement letters are placed in the ELL binder and securely stored in the assistant principal's office. All the letters are sent home in the parent's native language.

Because the only program available in PS/IS 288 is an ESL Push-in/Pull-out program, an ESL teacher, Parent Coordinator and all designated staff members have a consultation with a parent (conducted in his/her own native language) and he/she is provided with information about nearby schools that might support the same ESL and/or Transitional Bilingual Education programs in which the parent is interested. All Program Selection forms are returned at the end of the orientation session (or during a set-up appointment), kept on file and revisited a few times during a school year. If a parent chooses to select a bilingual program as their first choice and if the number of ELLs in the school grow to support a bilingual class in the same native language (in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades), then the student will be placed in a bilingual class at PS/IS 288. In cases of changing or adding another ESL program in the school all parents are notified immediately. Within the last few years, only a few parents requested a Transitional Bilingual and Dual Language program. This year one of the LAP team's

main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes.

The ELL Parent Choice Update (ELPC screen in ATS) is completed for all first-time admits in K-8 grades in PS/IS 288 who have been identified as ELLs via LAB-R hand scores. It is completed within 20 business days of the student's enrollment.

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.

The annual evaluation of ELLs in PS/IS 288 takes place every spring through the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). All four subtests (Speaking, Listening, Reading, Writing) are administered to all ELLs in grades K-8 in spring. The 2013 NYSESLAT has been reconfigured and consisted of five grade bands in PS/IS 288 (K, 1-2, 3-4, 5-6, 7-8).

Before administering the NYSESLAT, our ESL teacher, Ms. Famina, runs RNMR, RLAT and RLAB reports in ATS to ensure the eligibility of every ELL in PS/IS 288.

The Speaking subtest is administered individually to every ELL in PS/IS 288 and scored by Ms. Alpert (a Computer Science teacher) and Ms. Creazzo (a SETTS teacher). In order to administer and score a NYSESLAT Speaking subtest, Ms. Alpert and Ms. Creazzo receive an on-site NYSESLAT professional development from our ESL teacher, Ms. Famina.

The Listening and Reading subtests are group administered by the ESL teacher and proctors, Ms. Alpert and Ms. Creazzo.

The Writing subtest is administered by Ms. Famina as well but scored by the teacher scoring committee, Ms. Alpert and Ms. Creazzo.

NYSESLAT results are used to determine ELLs' English proficiency and whether or not students must continue ESL services. According to NYSESLAT results, ESL students who score at a Beginning or Intermediate level receive 360 minutes of ESL instructions per week. Students who score at an Advanced level receive a total of 180 minutes of ESL instruction per week. All students that score at a Proficient level stop getting ESL services and continue their general education program.

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. 

If a parent chooses to select a bilingual program as their first choice and if the number of ELLs in the school grow to support a bilingual class in the same native language (in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades), then the student will be placed in a bilingual class at PS/IS 288. In cases of changing or adding another ESL program in the school all parents are notified immediately. Within the last 5 years, only three parents requested a Transitional Bilingual and Dual Language program. All the rest of the parents have chosen a Freestanding ESL program.

This year one of the LAP team's main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes.

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])?

There are 41 ESL students (grades K-8) in PS/IS 288.

All ESL students are grouped either heterogeneously or homogeneously in order in to meet all ELLs' needs. There are four ESL groups in this school (grades K, 1-2, 3-5, 6-7). Each group contains between seven and twelve students.

As there are 41 ELLs in the school in grades K-8 and all of them come from different classes, the only ESL program presently available at PS/IS 288 is a "pull-out" model. A full-time licensed ESL teacher pulls out ELLs from their classes for two periods two to four days a week to provide ESL instruction to the students.

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)?

According to the language proficiency determined by the LAB-R and/or NYSESLAT, every ELL scoring at the Beginning and Intermediate levels in these groups receive 360 minutes of ESL instruction per week which is equal to eight periods per week. All ELLs that scored at the Advanced group receive 180 minutes of ESL instruction per week which is equal to four periods per week. According to Part 154 of the Commissioner's Regulations (CR Part 154), all Advanced ELLs receive 180 minutes (4 periods) of ELA instruction per week.

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

English Language Learners take content-area ESL classes in Math, Science and Social Studies at PS/IS 288. Content-area instruction is delivered in English with teachers using the following strategies to increase ELLs' access to the instructional program:

scaffolded instructions

differentiated instructions

native language support (bilingual dictionaries and glossaries)

use of visuals, graphic organizers, realia, hands-on activities

TPR

use of computer-based technologies (SMART boards, computers, laptops)

heterogeneous groups/partner work (struggling ELLs working with more proficient peers)

Our Science teacher uses Scientific Hand-On Inquiry CCS-based curriculum with all the grades he services. Classroom teachers teach Social Studies in the classrooms using Communities In Our World curriculum (grades K-1), "New York" by MacMillan (grades 2-3), Northern Hemisphere: United States, Latin America and Canada (the grade 5 social studies core curriculum), World Geography Culture curriculum (grades 6-8). All curriculums, materials and methodologies are alligned with Common Core State Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
n/a
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition (Speaking, Listening, Reading, Writing) through homework and various in classroom tests, quizzes, assessments, and NYSESLAT that is administered every spring. All students' written assignments are placed in folders for perusing by students, their teachers, administrative staff and parents.
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).

Instructional plans for ELLs' subgroups are the following:

SIFE ELLs:

- Co-teaching of ESL and classroom teachers
- Flexible curriculum
- Smaller-group instruction
- Intensive development of BICS and CALP
- Differentiated instruction
- Modeling and repetition
- Scaffolding
- Promoting motivation and engagement for effective learning
- Sheltered content instruction
- Content-based ESL instruction
- Creating cooperative learning groups (with bilingual peer helpers if needed)
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers,

multimedia

- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Using age appropriate and culturally appropriate materials during lessons
- Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences etc.)

* Teaching students various test-taking skills and focusing on test terminology

** Using all these strategies during cluster periods questions 1-7 here

ELLs that have been in US schools fewer than 3 years (newcomers):

- Lowering students' "affective filter"
- Activating students' prior knowledge
- Providing small-group instruction
- Differentiated instruction
- Constant modeling and repetition
- Creating cooperative learning groups with bilingual peer helpers
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
- Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
- Developing BICS and simplified CALP
- Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
- Incorporating choral reading and Read-Alouds into every lesson
- Using bilingual picture dictionaries
- Incorporating more reading and writing with every lesson
- Performing various formal and informal assessments (Running Records, teacher-student conferences)

* Teaching students simple test-taking skills and focusing on test terminology

** Using all these strategies during cluster periods

ELLs receiving service for 4 to 6 years:

- Small group instruction
- Differentiated instruction
- Grouping students homogeneously and heterogeneously
- Constant modeling and scaffolding
- Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form

- Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio
- Asking inferential and higher order thinking questions
- Introducing and developing figurative language

- Focusing on developing students' CALP and BICS
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Teaching note-taking
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.)
- * Teaching students various test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

Long-Term ELLs (6 years and longer):

- Small group instruction
- Differentiated instruction
- Modeling
- Using every opportunity to transfer students' literacy skills from L1 to L2
- Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language support to access content
- Scaffolding (especially in ELLs' weak areas such as writing)
- Working with a variety of texts in order to provoke discussions or model some writing styles
- Guided Writing employing various contents and structures
- Teaching skills to help ELLs pass the standardized tests and various assessments
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences)
- * Teaching students various test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

ELLs identified as having special needs:

- Co-teaching of ESL and Special Ed classroom teachers
- Small group instruction
- Employing teaching based on different learning styles
- Differentiated instruction
- Scaffolding
- Constant modeling and repetition
- Activating the students' prior knowledge
- BICS and CALP development
- Providing modified ESL instructions and specialized teaching strategies to account for the student's disability (organizing one-on-one ESL sessions, motivating and encouraging students, providing more practice, etc.)
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences)
- * Teaching students various test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

Former ELLs are provided with constant English language support through an after-school ESL program and morning tutoring sessions which include small group instructions, further CALP development, differentiation, teaching various skills to help pass the Common Core standardized tests.

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?

Our main goal of special education services for ELL-SWDs is to provide the necessary instructional strategies and support they need in order to accelerate English language development, help them achieve progress in school and develop their social skills. The following instructional strategies have been developed and implemented for ELL-SWDs in PS/IS 288:

- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level

content standards by using a range of instructional strategies based on the varied strengths and needs of students.

- Teachers provide instruction of academic language that is direct, explicit, and systematic (guided instructions in developing the four literacy skills, vocabulary, grammar, sentence structure, syntax etc.)
- Teachers differentiate instructions for diverse ELL-SWDs using different approaches and methodology (instructions based on learning styles, small group instruction);
- Teachers effectively and purposefully integrate grade-level materials (e.g. "Journeys", a Common Core Reading program with an ESL component in grades K-6), current technology into ELLs' daily lesson plans accelerating student learning through using technology like interactive smart-boards, computers, laptops, e-readers, documentation cameras, digital microscopes, listening centers, and various software programs;

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?

ELL-SWDs continue receiving ESL services in the least restrictive environment in PS/IS 288.

The following curricular, instructional and scheduling flexibility is used to help ELL-SWDs achieve an academic progress:

- Teachers promote collaborative working relationships between special education, cluster and ESL teachers to benefit all students throughout a year;
- There is a team of educators that plan a curriculum for ELL-SWDs collaboratively and effectively by grade level, content and specialized areas;
- There is an implementation of co-teaching model for instruction where two teachers work together to design, evaluate, prepare instructional materials and deliver lessons so as to increase student achievement;
- Teachers improve instructions through constant professional development training;
- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students.

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

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

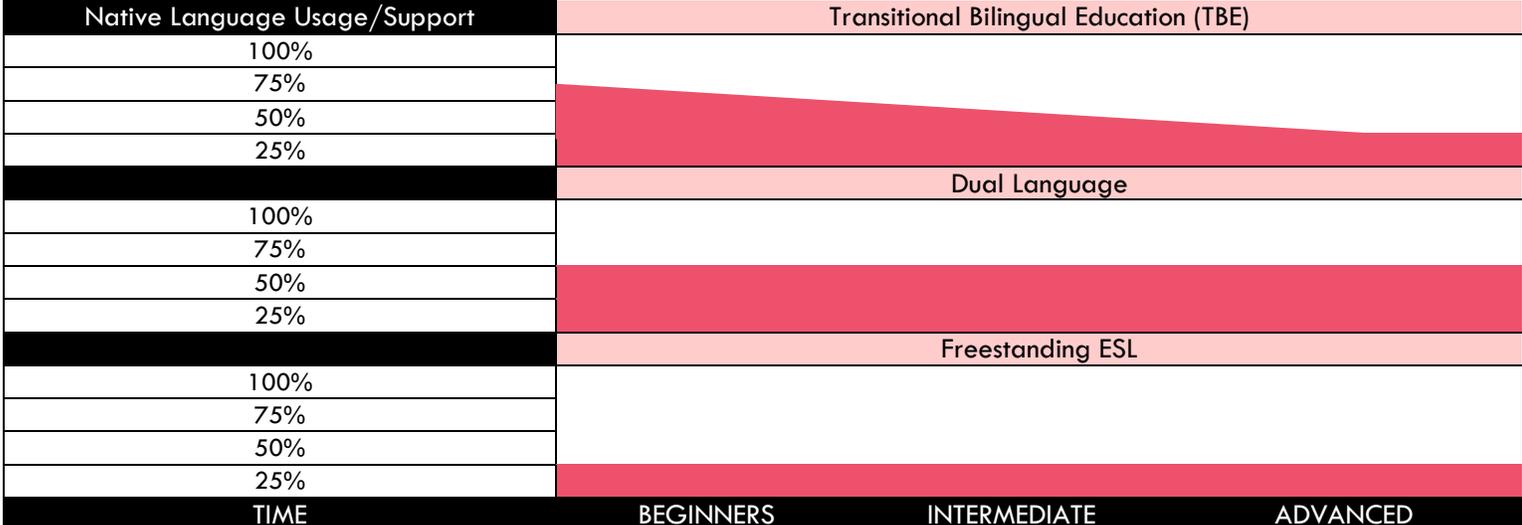
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
- PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy, math, science and social studies skills and improve their academic performance and test scores.
- The Math Coach and literacy specialists who received ESL Professional Development turn-key to the classroom and cluster teachers. Our math coordinator reinforces "Go Math" program (it is designed to meet the goals of the Common Core State Standards in Mathematics) in grades K-5 and Connected Mathematics Project (CMP) in grades 6-8. Our literacy specialists reinforce "Journeys", a Common Core reading program, in grades K-5, and "Code X", a new comprehensive ELA curriculum, in grades 6-8. Our Science teacher uses Scientific Hand-On Inquiry CCS-based curriculum with all the grades he services. Classroom teachers teach Social Studies in their classrooms using Communities In Our World curriculum (grades K-1), "New York" by MacMillan (grades 2-3), Northern Hemisphere: United States, Latin America and Canada (the grade 5 social studies core curriculum), World Geography Culture curriculum (grades 6-8). All curriculums, materials and methodologies are aligned with Common Core State Standards. The Math Coach, literacy specialists, science and classroom teachers provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In order to support age, grade and proficiency levels of our ESL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ESL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.
- The needs of our ESL students currently are being met by the above outlined program. The data shows that this program is effective as for the last few years we had a bigger number of students who scored at the Proficient level on NYSESLAT in comparison with previous years. Also, we had many ELLs that moved from Beginner to Intermediate, as well as from Intermediate to Advanced levels.
11. What new programs or improvements will be considered for the upcoming school year?
- Our students will be able to get additional help in our Math + ESL After School Program which PS/IS 288 is planning to start in January, 2014. The program will be co-taught by Math and ESL teachers and incorporate various components of teaching Math content through the prism of ESL, its strategies, techniques and NLA support.
- Next school year our school plans to open an ESL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.
12. What programs/services for ELLs will be discontinued and why?
- All current programs/services for ELLs will be in place for the 2013-2014 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- There are some other supplemental services that PS/IS 288 offers to ELLs.
- All ELLs that are "at risk" receive SETTS supplemental services a few times per week. Also, we have a "Heartshare" After School Home Tutor Program (to help with homework or reinforce work being done in school), consultation, translation/interpretation services for ELLs and their families which are provided to ELLs before and after school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:
- On Our Way to English Program by Rigby with all of its components (K-5)
 - Leveled ESL library (A-Z levels, grades K-8)
 - Running Records toolkit (K-8 grades)
 - Audio Center with a leveled Audio Library (grades K-8)
 - Multicultural and bilingual library (grades K-8)
 - Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
 - "Contact USA" (1, 2 and 3), "What A World!" Amazing Stories from Around the Globe (1, 2 and 3) and "What A Life!" Stories of Amazing People by Longman (a complete set of workbooks in beginning, high beginning, intermediate and advanced levels; grades 5-8)

- Longman Picture Dictionaries (K-2) and Longman Photo Dictionaries of American English (grades 3-8) sets
- Various grammar, vocabulary, reading and writing books and workbooks (K-8)

Scientific Hand-On Inquiry CCS-based curriculum

Communities In Our World curriculum

"New York" by MacMillan

Northern Hemisphere: United States, Latin America and Canada curriculum

World Geography Culture curriculum

Reading Rods by Learning Resources (in English and Spanish)

- Smart Boards
- computer-based technologies (laptops, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs).

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

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

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

In order to support age, grade and proficiency levels of our ESL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ESL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.

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.

All newly enrolled ELL students receive the following instructions and support:

- Students are placed in a Freestanding ESL program and get instructions for 360 minutes per week
- Students are placed in smaller groups
- Students are offered morning tutoring sessions
- Lowering students' "affective filter"
- Activating students' prior knowledge
- Providing small-group instruction
- Differentiated instruction
- Constant modeling and repetition
- Creating cooperative learning groups with bilingual peer helpers
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
- Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
- Developing BICS and simplified CALP
- Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
- Incorporating choral reading and Read-Alouds into every lesson
- Using bilingual picture dictionaries
- Incorporating more reading and writing with every lesson
- Performing various formal and informal assessments (Running Records, teacher-student conferences)

* Teaching students simple test-taking skills and focusing on test terminology

** Using all these strategies during cluster periods

18. What language electives are offered to ELLs?

No language electives are currently offered in PS/IS 288.

19. For schools with dual language programs:

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

(simultaneous)?

n/a

C. Professional Development and Support for School Staff

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

There is a professional development plan for all ELL staff in the school.

Our ESL teacher receives regular ESL professional development provided by the DOE. This year she has already attended the following ESL workshops and seminars:

The Bank Street College of Education, Beyond the Language Series 2013 (Addressing the Core of the Common Core: Supporting Social and Academic Language Development);

CFN 211 ESL PD;

LAP Technical session;

This year she will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional developments. Ms. Famina, Ms. Feinberg (School Psychologist), and Ms. Watson-Byers (Social Worker) will attend "When to Refer ELL Students for Disability Evaluations: What to Do Before Referral", a one-day training that provides information on how to identify and address the academic achievement gaps that may affect ELL students' performance.

Other PD's that are planned for 2013-2014 school year will be targeted to support ELL's on the ELA, Math, Science, and Social Studies Common Core standardized exams, developing and understanding content area instructions, building comprehension in the native language as well as through English.

Ms. Famina (along with classroom teachers) will attend professional development sessions and workshops to gain a better understanding of the literacy, math, social studies, science curriculum and ways to support ELL's in it.

PS/IS 288 provides support for English Language Learners as they transition from elementary to middle school. Mr. Turpin, our school guidance counselor, holds sessions where he informs and explains about possible middle and high school placements, expectations and provides information to understand about middle and schools. Mr. Monroe, the school's parent coordinator, meets with ELLs and their parents. ELLs also have the opportunity to talk with teachers and staff members about the local middle and high schools.

Every year our non-program staff (content-area teachers and classroom teachers) receive additional ESL professional development provided by the DOE and on-site ELL training provided by an ESL teacher for about 7.5 hours per year. This allows our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs.

The following topics will be addressed during ESL staff development in the 2013-2014 academic school year:

Creating Content Based ESL Curriculum to ease the ELLs' transition from elementary to middle and middle to high school;

Effective Strategies and Support for Teaching ELLs;

Closing the Vocabulary Gap for ELLs (a six-step scaffolding process, etc.);

Differentiating Instructions for ELLs (flexible grouping, using diversity, etc.)

Also, all teachers in PS/IS 288 have constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

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?

Parental involvement is very important in PS/IS 288. We have a PTA that provides parents with comprehensive resources and encourages them to get involved and stay involved in the lives and education of their children. The PTA holds meetings every month and discusses main issues our parents are interested in or challenges and problems they face. During these meetings we evaluate the needs of the parents analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where they are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English). Also, as mentioned before, parents of general education and ESL students receive various consultations regarding their children, their academic success and other issues on a daily basis. ESL parents are also provided with translation/interpretation services. PS/IS 288 holds parent-teacher conferences every fall and spring. In addition to report cards, progress reports will periodically be sent home as well. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents. Additionally, every year our school organizes Cultural Events for ESL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport's Day, Halloween Parade etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration and representatives from SES after school programs.

Our school partners with Heartshare Human Services of new York. They organize different activities for ELLs and their parents such as after school programs, adult community center activities (evening basketball sessions, celebrations, trips, etc.).

All these involvement activities help educators and administration to understand, address and analyze the parents' needs and provide better service to them and their children.

E. Additional Information

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

Part VI: LAP Assurances

School Name: The Shirley Tanyhill School

School DBN: 21K288

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. J-L Kinard	Principal		12/12/13
Ms. D. Lambert	Assistant Principal		12/12/13
Mr. R. Monroe	Parent Coordinator		12/12/13
Ms. H. Famina	ESL Teacher		12/12/13
Ms. B. Roe	Parent		12/12/13
Mr. W. Hitchhock/ Science	Teacher/Subject Area		12/12/13
Ms. K. Aiese/Literacy & Art	Teacher/Subject Area		12/12/13
Mr. D. Morton	Coach		12/12/13
Mr. J. Whitaker	Coach		12/12/13
Mr. S. Turpin	Guidance Counselor		12/12/13
Ms. J. McKeon	Network Leader		12/12/13
Mrs. R. Alpert	Other <u>Technology</u>		12/12/13
Mrs. T. Francois	Other <u>Speech</u>		12/12/13
	Other _____		12/12/13
	Other _____		12/12/13