

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**19K290**

**School Name:**

**JUAN MOREL CAMPOS**

**Principal:**

**DR. WILLENA GEORGE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 19K290  
School Type: Public Grades Served: PK-5  
School Address: 135 Schenck Avenue, Brooklyn, NY 11233  
Phone Number: 718-647-1113 Fax: 718-827-5842  
School Contact Person: Miriam Crespo Email Address: Mcrespo10@schools.nyc.gov  
Principal: Dr. Willena George  
UFT Chapter Leader: Ms. Deborah McKiernan  
Parents' Association President: Ms. Christy Loutre  
SLT Chairperson: Ms. Leonore Pietrzak  
Student Representative(s): N/A

**District Information**

District: 19 Superintendent: Ms. Joyce Stallings-Harte  
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207  
Superintendent's Email Address: [jstalli@schools.nyc.gov](mailto:jstalli@schools.nyc.gov)  
Phone Number: 718-240-2700 Fax: 718-240-2751

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Ms. Deborah Maldonado  
Network Number: CEI-PEA 535 Network Leader: Ms. Ellen Padva

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Willena George	*Principal or Designee	
Deborah McKiernan	*UFT Chapter Leader or Designee	
Christy Loutre	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Milagros Alvarez	Parent	
Miriam Crespo	Teacher	
Lizbeth Pasco-Rodriguez	Parent	
Leonore Pietrzak	Teacher	
Kissundai Seepaul	Parent	
Johanna Cole	Teacher	
Scott O'Sullivan	Teacher	
Ana Rivera	Parent	
Sonia Lopez	Parent	
Zulia Arias	Parent	
Christopher Gagliano	Teacher	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Located in the East New York section of Brooklyn, P.S. 290 is surrounded by many single and multi-family dwellings. It is bordered by Schenck Avenue, Fulton Street, Barbey Street and Atlantic Avenue. The school is housed in a small, compact building.

### School Vision

Our collective responsibility is to join hands, heads, and hearts to develop and strengthen our children intellectually, socially and emotionally. Through collaboration we will maximize the implementation and impact of our comprehensive instructional programs so that all teachers and learners become highly competent, critical thinking citizens.

### School Mission

The mission of P.S. 290, the Juan Morel Campos School, in partnership with our staff, administration, parents and community, is to provide every student in every classroom with the foundations and supportive skills needed to become lifelong learners and effective problem solvers in a competitive global society.

Toward that mission, we embrace the following motto:

**Pride** - In ourselves and in our school.

**Achievement** - To strive to do our best.

**Excellence** – In our work and behavior.

The school serves a diverse ethnic population of 595 students from pre-kindergarten through grade five. All classes at P.S. 290 are heterogeneously grouped. In kindergarten there are three monolingual classes and one bilingual class. In first grade there are three monolingual classes, and one bilingual class. In second grade there are four monolingual classes and one bilingual class. In third grade there are four monolingual classes. In fourth grade there are four monolingual classes. In fifth grade there are three monolingual classes. There is a Collaborative Team Teacher Inclusion class on each grade. There is a class containing the cohort of English Language Learners, ELLs, on each grade. We also have a kindergarten/first/second grade bridge special education class and a three/four/five grade bridge special education class which are both self-contained classes serving students in a 12:1:1 model.

There are two free standing English as a Second Language (ESL), programs. Beginning students and intermediate receive 360 minutes of English as a Second Language (ESL), and advanced students receive 180 minutes of ESL instruction and 45 minutes of Native Language Arts (NLA) instruction in each content area daily.

The Special Needs component includes Integrated Cooperative Teaching (ICT), Special Education Teacher Support Services (SETSS), Push-in teachers and the Individualized Education Program (IEP), team. Special services are provided for children in need of speech, hearing, adaptive physical education, physical therapy and occupational therapy.

The following committees have been formed: Individualized Education Program Team, Pupil Personnel Team/Least Restrictive Environment Team (PPT/LRE), Safety Committee, Attendance Committee, Building Response Team

(BRT), Leadership Committee, Attendance Team, Measure of Student Learning (MOSL), Team, Response to Intervention/Assessment Team (RTI), Student Council, Administrative Cabinet Team, School Inquiry Teacher Teams, and a Professional Development (PD)Team .

Always keeping the best interest of our students in mind, aligning the curricula to the Common Core State Standards (CCSS) is done as a collaborative team inclusive of administrators, teachers and parents. Our instructional emphasis is to align with Federal, State and City mandates, and Performance Standards. We provide instruction using scientifically researched based programs as part of our curriculum. Curricula decisions are a result of student performance and need as shown through observations and assessment data. Teacher, parent, and student input are taken into account and ultimately curricula decisions are reached by all stakeholders.

**Curriculum Overview**

*Curriculum Mapping and Unit Planning are ongoing throughout the year and adjusted as often as necessary. We maintain an interdisciplinary approach and infuse the arts and technology throughout the curriculum.*

<b>Content</b>	<b>Programs/ Resources</b>	<b>Assessment Tools/Frequency</b>	<b>Method of Feedback</b>
English Language arts (ELA) 120-Minute Block	Words for the Wise, Guided Reading, Ready Gen, Close Reading, Foundations, Literature Circles	Running Records (3x/yr)-Baseline Measure of Student Learning (MOSL) Beginning of Year (BOY) Practice ELA/Middle of Year (MOY)/End of Year (EOY) Standardized Test for the Assessment of Reading (STAR) – Renaissance (Ongoing- progress monitoring) Perf. Tasks (ReadyGen Units – grade specific) Teacher Made Assessments (periodically) State ELA (1x/yr) New York State English as a Second Language Acquisition Test NYSESLAT (1x/yr) Rubrics (Ongoing) Bulletin Boards (bi-monthly) Student Conferencing (Ongoing) Observing/Monitoring Students (Instruction/Ind. Work) Portfolios/Checklists (grade specific timeline) ReadyGen Baseline Assessment (BOY) ReadyGen Unit Tests (grade specific)	Data Spread Sheets Teacher Data Meetings Observation Feedback (formal & informal) Walkthrough feedback Teacher Teams/Lesson Study Feedback (teacher, peer, self)
Math – 70-90 Minute Block	Operate That Number, Exemplar, Envision, Skill-Related Games	Topic Assessments/Grade specific performance tasks Teacher Made Assessments (periodically) Coach Designed Assessments (3x/yr BOY/MOY/EOY) State Math (1x/yr) Rubrics (Ongoing) Bulletin Boards (bi-monthly) Student Conferencing Observing/Monitoring Students (Instruction/Ind. Work) Portfolios/Checklists (grade specific timeline)	Data Spread Sheets Teacher Data Meetings Observation Feedback (formal & informal) Walkthrough feedback Teacher Teams/Lesson Study Feedback (teacher, peer, self)
Science	Harcourt, Full Option Science system (FOSS) Kits	Teacher Made Assessments (periodically) Coach BOY/MOY/EOY Assessments (3x/yr) Baseline MOSL (BOY) State Gr. 4 ESPET Rubrics (Ongoing)	Data Spread Sheets Observation Feedback (formal & informal) Teacher Teams/Lesson Study Feedback (teacher, peer, self)

		Bulletin Boards (bi-monthly) Student Conferencing Observing/Monitoring Students (Instruction/Ind. Work) Portfolios/Checklists (grade specific timeline)	
Social Studies	Houghton Mifflin, Trade books	Teacher Made Assessments (periodically) Coach BOY/MOY/EOY Assessments (3x/yr) Rubrics (Ongoing) Bulletin Boards (bi-monthly) Student Conferencing Observing/Monitoring Students (Instruction/Ind. Work) Portfolios/Checklists (grade specific timeline)	Data Spread Sheets Observation Feedback (formal & informal) Teacher Teams/Lesson Study Feedback (teacher, peer, self)

P.S 290 offers additional services that include, but are not limited to the following: After School Intervention and Enrichment, Basketball, Academic Intervention Services, Science Technology Engineering and Math (STEM), Fair, Parent Workshops, Fitness Programs for adults and children, Response To Intervention, Parent ESL classes, Nutrition classes, Parent Book Club, and Business in the City Program, Off-site swimming, Dance Program (Ballet Tech), Debate Program, and Talent Extravaganzas.

P.S. 290 has partnerships with the following organizations: Ballet Tech, Good Shepherd Services, NYC School Volunteers Program, Brooklyn Public Library, Arts Connection, Brooklyn College, Manhattan Community College, Cornell University, and New York Psychotherapy.

We strive to promote and create independent learners and problem solvers. Our student-led implementation is across all classrooms and has positively impacted our school in a variety of ways. Our foci, Evidence in Argument, was a springboard for debate tactics and techniques. A way to develop presentation skills, oratory skills, and debate techniques, was to encourage student-led learning. This practice, along with our school foci directly aligns to the Danielson Framework being that, for most domains, in order to be highly effective, students need to take the initiative and/or take ownership of their learning.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strength:** In order to meet the challenges and rigor of the Common Core State Standards (CCSS), we have designed a comprehensive literacy program. Our literacy program addresses the six shifts required by CCSS by providing a research based approach to teaching the five components of reading instruction.

**Need:** Analysis of data from running records (MOSL) for general education students, ELL students, and special needs students indicates the following: Results reveal that 62% of our students in grades K-5 are performing on or above grade level. The results of the running records assessments show a need for targeted focus on literacy and rigorous instruction.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of general education students and special needs students will meet or exceed promotion criterion in running records (MOSL).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Full implementation of Foundations for K-1 and ReadyGen for K-5. Teacher will differentiate instruction based on student needs and data during the 120 literacy block. In grade specific teacher teams, teachers will work with flexible targeted population in areas of high need.	Teachers	Weekly, September, 2014 – June, 2015	Principal, Assistant Principals, Coaches, Teachers
Ongoing differentiated professional development will be provided to staff, focusing on topics and strategies targeted for our subgroups such as, but not limited to the following: using data to drive instruction and set goals, aligning curriculum to Common Core	Teachers	September, 2014 – June, 2015	Principal, Assistant Principals, Coaches, Teachers

Standards, use of rubrics, academic rigor in performance tasks, Depth of Knowledge, and parental involvement.			
Parental Involvement activities focusing on English Language Arts, ELA, will be conducted. Specifically, ESL parent classes are provided five days per week, ELA workshops are given, focusing on how parents can best support their children in literacy. Parents are invited to participate in school-wide literacy events such as Books and Breakfast, etc. After school programs will be provided to targeted students to provide additional test preparation strategies and skills.	Parents	September, 2014 – June, 2015	Administrators, Teachers, PTA, Parent Coordinator
Grade-wide collaborative unit planning will focus on improving student outcomes and will strengthen relationships and trust between teachers.	Teachers	Weekly, September, 2014 – June, 2015	Administrators, Coaches, Grade/Cluster Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time twice a week for all teachers. Professional Development every Monday for all teachers.
ESL program from the Office of Adult and Continuing Education - coordinates with the instructional strategies/activities to achieve this goal by providing parents and students with the opportunity to learn English as a second language.
After School- coordinates with the instructional strategies/activities to achieve this goal by providing additional time beyond the school day to target skill deficiencies in English language arts.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We are committed to maintaining a supportive learning environment where students are respectful, engaged at all times, and accountable for their learning and actions.

Strengths: The students, parents, and teachers feel safe and comfortable with each other and in turn contribute to one another’s academic and social needs, raising everyone’s motivation and overall feeling of community.

Needs: We continue to refine our student-led experiences and peer mediation process as a means to enhance the effectiveness of the students’ ability to be accountable for their learning and actions. Data from the Measure of Teacher Performance (MOTP) showed that only 50% of our classrooms have strong student-led experiences.

### Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June, 2015, student led-learning will be evident in 80% of all classrooms as measured via classroom observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Peer Tutoring Program, Respect For All lessons, peer mediation, student council, and a full time Student Against Violence in Education (SAVE) room teacher will be used as research based programs, professional development, and or systems and structures needed to impact change.	Students	Monthly, September, 2014-June, 2015	Teachers, Guidance Counselor
Some strategies used to address the ELL and special needs students with disabilities and all other high-need student sub groups will be implemented through utilizing the Peer Tutoring Program, Guidance Counselor, Academic Intervention Service team, and the School Based Support Team (SBST) Family Worker.	Students	Monthly, September, 2014-June, 2015	Administration, Teachers, Guidance Counselor

In an effort to increase family involvement, the school's Parent Coordinator, Parent Teacher Association (PTA), and Family Assistant will be used to heighten communication between the schools and families via newsletters, teacher-led and student-led parent meetings, etc.	Parents, Students	Monthly, September, 2014-June, 2015	PTA, Parent Coordinator, Family Assistant
Teachers and students will also play a big role in creating an element of trust within the capacity framework through student-led learning. Specifically, teachers will allow students to take the initiative and become more responsible and accountable for their learning by leading parts of lessons and activities during the school day, and after school.	Students, All Staff	Monthly, September, 2014-June, 2015	Administration, Teachers, Students

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Peer tutoring materials, Peer mediation training manuals, Peer Mediation Conflict Resolution In Schools Network SAVE room person/Dean personnel professional development Funding for full-time SAVE room teacher.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Common Core Curriculum is designed as a collaborative experience inclusive of administrators, teachers and parents. Our instructional emphasis is to align with Federal, State and City mandates, and Performance Standards. We provide instruction using scientifically researched based academic programs as part of our curriculum. Curricula decisions are a result of student performance and needs as shown through observations and assessment data. Teacher, parent, and student input are taken into account and ultimately curricula decisions are reached by all stakeholders.

**Strengths:** In order to promote higher order thinking skills we’ve conducted ongoing collaborative professional development on topics such as designing lessons that are at a higher Depth of Knowledge level, Hess’ Cognitive Rigor Matrix and the alignment to Depth of Knowledge (DOK), creating thought-provoking, critical thinking questions utilizing Bloom’s Taxonomy as a reference, and discussion techniques. We also continue to encourage and utilize accountable talk stems.

**Needs:** We continue to work on refining academic tasks and designing lessons with differentiated instruction, Universal Design for Learning (UDL), targeting learning styles, ESL/intervention strategies, and tailoring instruction to multiple intelligences in order to provide all students with access to the CCLS. Data from the Quality Review held in November, 2014 shows that in the area of 1.2, Pedagogy, we received a rating of Proficient. Feedback suggests that we continue to elevate the use of teaching strategies.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, at least 80% of classroom teachers will participate in lesson study by visiting each other’s classroom, observing instruction and student participation in order to provide collegial feedback to improve teacher practice.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

Teachers participate monthly in inquiry team meetings to plan, schedule, and provide feedback for lesson studies. This practice creates the forum for teachers to collaborate and develop a shared understanding of what high-quality instruction looks like (Elmore, 2009).	Teachers	Monthly, September, 2014 – June, 2015	Principal, Assistant Principals
School Coaches will work directly with teachers to address professional development needs, specifically for subgroups (e.g., overage, Students in Temporary Housing(STH), ELLs) as informed by lesson studies. Also, teachers will focus on the needs of students with disabilities and ELLS during lesson studies in order to improve teacher practices.	Teachers	As Needed, September, 2014 – June, 2015	Coaches
As informed by lesson studies, teachers learn and develop best practices and will be able to share strategies with parents. Tuesdays, during parent engagement time, teachers take time to increase parental content awareness, and to arm parents with the necessary skills to help their children.	Parents	Weekly, September, 2014 – June, 2015	Administration, Coaches, Teachers
Learning opportunities for both parents and teachers will develop competence for all parties involved. These engagement opportunities (e.g. Books & Breakfast, Morning Math, etc.) will be provided in order to build upon trust, and mutual respect.	Teachers, Parents, Students	As Scheduled, September, 2014 – June, 2015	Principal, Assistant Principal, Coaches

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Work day schedule to allow 80 minutes of professional development on Mondays at least two times per month. Creative scheduling to accommodate inter-visitations. Funding for Coaches.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

To promote a culture for learning for all stakeholders, we reflected on previous years’ proceedings and continued those practices that were found to positively impact our school culture. All administrators in our school are supervisors as well as instructional leaders and communicate high expectations on an ongoing basis either via parent meetings, professional development workshops, memos, observation feedback, walkthroughs, etc.

**Strengths:** The professional growth of teachers are addressed via ongoing differentiated professional development and inter-visitations as a result of needs derived from sources such as observations, data, and/or professional requests.

**Needs:** To continue building capacity and sharing expertise, workshops are not only provided by administration and coaches, but from fellow colleagues. Through these forums, teachers may gain information on how to better effectively deliver the instructional and social-emotional support to students in a multitude of ways. Data from the Quality Review held in November, 2014 shows that in the area of 1.2, Pedagogy, we received a rating of Proficient. Feedback suggests that we continue to elevate the use of teaching strategies.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, administration will build capacity as measured by an increase of 10% of teachers conducting and/or facilitating professional development workshops for fellow colleagues in order to share best practices, promote professional growth, and improve student outcomes.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teachers’ programs will include 40 minutes of common planning time weekly and common preps. To leverage teachers as leaders	All teachers	Weekly, September	Principal, Assistant Principals

(Bambrick-Santoyo, 2012), Grade Leaders and Cluster Teacher Leaders will serve as facilitators. In grade teams, teachers will identify professional development needs obtained from data and inter-visitations.		2014-June 2015	
Network specialists and achievement coaches will work directly with our school's Administration and Coaches to provide content specific professional development regarding subgroups as informed by data. Administration and/or Coaches will meet monthly with Grade Leaders and the Cluster Teacher Leader to collaboratively decide on grade-wide needs and cross grade needs. Strategies to address the needs of students with disabilities and ELLs will be embedded in all professional development.	Administration, Coaches, Teachers	Monthly, September 2014-June 2015	Network Instructional Support Specialists, Administration, Coaches
Parents will be encouraged to continuously participate in school-wide decision making by participating in the School Leadership Team meetings as an official member, or volunteer. The School Leadership Team will collaborate monthly to design the school's comprehensive educational program.	Parents	Monthly, September 2014-June 2015	Leadership Team Members – Administration, Teachers, Parents)
The school's Professional Development Team will meet monthly to collectively differentiate and plan the professional development. This builds relationships, respect, and all parties value each other's input.	Teachers, Administration	Monthly, September 2014-June 2015	Administration, Coaches, and Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Master schedule programming to allow common planning time for all teachers.</li> <li>• Network staff to provide professional development</li> <li>• Funding for Coaches</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Here at PS 290, ongoing efforts are employed to increase parental involvement by working with the PTA and our parent coordinator.

**Strengths:** We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their children. We understand that there is a direct correlation between parental involvement and student success.

**Needs:** Since 2012, we saw that there was a need to increase the participation rate of parents on the Learning Environment Survey in order to gain an accurate picture of parents’ perspectives, and needs. Specifically, the participation rate for the 2013-2014 school year shows that 48% of our parents participated in the survey, which is below the city average of 54%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of our parents will participate in school events as measured by increased attendance on sign-in sheets for workshops/meetings/events/activities, which represents an increase of 5% from last year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  37. Strategies to increase parent involvement and engagement  38. Activities that address the Capacity Framework element of Trust			
Ongoing meetings will be held by the P.T.A., the Parent Coordinator, Administrators, Coaches, The School Leadership Team, Teachers, and Outside Organizations. Topics for these meetings that address this goal are the following: ELA instruction and methodologies, ELA test	Parents, Community Members	Monthly, September, 2014 – June, 2015	Administration, Parent Coordinator, Coaches

formats and expectations, Math and other content areas, Common Core Standards, Books and Breakfast, First Aid, Parent Partnership Program, and ESL classes offered five days per week (mornings and evenings).			
A daily outreach automated system will contact parents via phone to help monitor attendance and to provide announcements to all students. This system also allows us to send specific messages to parents of subgroups (e.g., overage/under-credited, SIFE, STH). For example, if we we're having a special meeting for parents of overage students, we can send out reminder messages to just those parents.	Parents	Monthly, September, 2014 – June, 2015	Administration
Additional strategies and activities will be announced and or detailed in the monthly parent calendars and newsletters. The school also distributes a parent handbook that is translated in all the dominant languages.	Parents, Students	Monthly, September, 2014 – June, 2015	Principal, Parent Coordinator, Teachers
Parent-teacher conferences will be held periodically throughout the year to maintain a partnership and to discuss updates on their child's progress. Every Tuesday from 2:20PM – 3:00PM teachers will focus on outreach and/or other ways to promote parent involvement and build trust.	Parent	Weekly, September, 2014 – June, 2015	Administration, Coaches, Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Parent Involvement funding  
 Funding for a Parent Coordinator  
 Partnerships with outside organizations  
 Books and other instructional material

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

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**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State ELA Data, MOSL Running Records, Performance Tasks, Unit Tests, Practice ELA Test	Push-in/Pull-out Literacy Intervention Program, during the daily 120-minute literacy block. AIS Program during the daily 120-minute literacy block (Pull out model) – focusing on testing skill deficiencies. Response To Intervention (RTI) Program – Pull-out/Push-in model for Tier 2 and Tier 3 students. After school will offer additional targeted instruction to students in literacy beginning in September, 2014 to June, 2015.	Small group and one-to-one	During the school day, before or after school.
<b>Mathematics</b>	State Math Data, Performance Tasks, Unit Tests, Practice Math Test	AIS services will be provided daily for targeted students via an online program, Dreambox. After-school and Spring Academy will offer additional targeted instruction to students in mathematics beginning in December, 2014 to April 2015.	Small group and one-to-one	During the school day, before or after school.

<b>Science</b>	Science State Data, Teacher Made Assessments, Beginning, Middle, and End of Year Assessments	To reduce student to teacher ratio, teacher push-in model, pull-out, as well as a smaller class size model in literacy using science content will be implemented during the daily literacy block.	Small group and one-to-one	During the school day, before or after school.
<b>Social Studies</b>	Teacher Made Assessments, Beginning, Middle, and End of Year Assessments	To reduce student to teacher ratio, teacher push-in model, pull-out, as well as a smaller class size model in literacy using social studies content will be implemented during the daily literacy block.	Small group and one-to-one	During the school day, before or after school.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anecdotal, AIS Team Recommendations, Formative and Summative Assessment Results, IEPs, Incident Reports,	The guidance counselor (GC) will assess students support service needs of our students, target services to meet the needs of individual or groups of students and their families. In addition, they coordinate and plan preventative services and intervention programs and refer students and families as needed. The GC will provide substance and violence prevention program involving students, parent, staff members and the community, and provide age appropriate information and materials that focus on the promotion of “anti-drug” norms, and a drug-free school zone.	One-to-one, Small group & whole group	During the school day - daily

The GC, Psychologist, Nurse, Special Needs Teachers, and Social Worker will collaborate with the school's SAT to tailor personnel services to meet the needs of our educational community.

The GC, Psychologist, Nurse, and Social Worker will collaborate in developing Individualized Education Plans with a focus on promoting parental involvement, creating student intervention plans and integrating school and community services.

The GC will provide parent workshop and conduct parent meetings with a focus on strengthening the home-school relationship and increasing parent and community involvement

The school psychologist will assess students support service needs of our students, target services to meet the needs of individual or groups of students and their families as needed.

Additional At-Risk Services  
 Open Airways Asthma Curriculum - Emotional, Health and Physical Components, Delivered by DOH School Nurse

		Referrals to Supportive Agencies Hygiene Classes AIDS Awareness Week and Curriculum lessons/Sex/Health Education Classes		
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## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>Principals in collaboration with Department of Education Liaisons work with the Division of Human Resources to identify qualified literacy teachers through major recruitment fairs and through relationships with Colleges and Universities. The pupil personnel secretary works closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. To attract highly qualified candidates to teach at PS 290, we invite them to visit the school and meet with current staff and administrators. Current staff share insights about the school and 'advertise' the positive aspects of working at and continuing to grow professionally at our school. Candidates are informed that provisions are made for a great deal of differentiated professional development. The prominence of clear expectations regarding teacher and student performance, as well as opportunities to actively contribute to their own professional growth and evaluation via the Teacher Performance Review process are other strategies which help us to attract highly qualified teachers. Principals in collaboration with Department of Education Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment fairs and through relationships with Colleges and Universities.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>To maintain high quality teachers at PS 290, teachers are supported as they enhance their content knowledge and pedagogical skills. They fine tune their instructional skills and strengthen their professional practice through ongoing professional development via faculty conferences, study groups, Network offerings, professional development days, with the assistance of administrators, coaches, a mentor, and fellow colleagues. Mentors are assigned to support new and struggling teachers. P.S. 290 continues to target and assess pedagogical needs, and plan differentiated high quality professional development accordingly. All professional development is evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. As highly qualified teachers participate in our professional community, we build capacity and improve in our expertise. Intentional reflection on the impact of instruction are the cornerstones of our efforts to ensure that all students receive instruction by highly qualified teachers.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

In order to assist preschool students with the transition to an elementary school program, we meet with the supervisor of the feeder daycare and make arrangements for the parents to come to a special kindergarten orientation which focuses on curriculum, intervention services, routines of the school and visit the classrooms. In addition, parents have an opportunity to pose questions to the assistant principal and parent coordinator.

**4b. 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.

Decision-making is a collaborative effort that includes all stakeholders. Specifically, the MOSL team, consisting of half administrative staff, and half classroom teachers, decided the MOSL 20% local measure for the Advance evaluation system. Teachers also participate in teacher-made assessments throughout the year. Grade specific teacher data teams meet two times per month. These are grade specific, data driven teams (Cluster Teachers work with the grades they service).

These teams work in 4-6 week cycles focusing on one goal per cycle. Each team works with flexible small targeted populations in areas of high need. By using the data from assessments, the team plans Common Core Standard driven instruction. These teams' successful practices may be implemented grade-wide or school-wide.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$514,304	X	10, 13, 16, 18, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$15,376	X	11, 13
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,818,441	X	10, 13, 16, 18, 20

**<sup>1</sup>Explanation/Background:**

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).

4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **P.S. 290 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 the school. P.S. 290, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 290 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 the school community;

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

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

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

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

### **P.S. 290 School-Parent Compact (SPC)**

P.S. 290 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>290</b>
School Name <b>Juan Morel Campos</b>		

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

Principal <b>Dr. Willena George</b>	Assistant Principal <b>Ms. Newell Islar/Ms. Skop</b>
Coach <b>Ms. Reina Haas</b>	Coach <b>Ms. Miriam Crespo</b>
ESL Teacher <b>Ms. Behrens &amp; Mr. Blum - ESL</b>	Guidance Counselor <b>Ms. Lydia Roman</b>
Teacher/Subject Area <b>Ms. Martinez &amp; Mr. Rivera-bil.</b>	Parent <b>Christy Loutre</b>
Teacher/Subject Area <b>Ms. Hernandez - bil.</b>	Parent Coordinator <b>Ms. Leonor Roldan</b>
Related Service Provider <b>Ms. Baron</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ellen Padva</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>568</b>	Total number of ELLs	<b>113</b>	ELLs as share of total student population (%)	<b>19.89%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in	2	13	9	4	4	6								38
Pull-out	10	0	0	14	9	0								33
<b>Total</b>	<b>13</b>	<b>14</b>	<b>10</b>	<b>18</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>74</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	16
SIFE	2	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	

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	51	1	3							51
Dual Language										0
ESL	41	1	9	21		5				62

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>92</b>	<b>2</b>	<b>12</b>	<b>21</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>113</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	17	14											51
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>20</b>	<b>17</b>	<b>14</b>	<b>0</b>	<b>51</b>									

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	10	14	13	8								56
Chinese	1				2	1								4
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>62</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	1	2	2	1	0								19
Intermediate(I)	6	8	3	3	3	0								23
Advanced (A)	8	14	19	10	11	9								71
Total	<b>27</b>	<b>23</b>	<b>24</b>	<b>15</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>113</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	6			18
4	9	5			14
5	7	5			12
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	9		4				18
4	5		7		1	1			14
5	6		6						12
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		8		4		14
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.

1. Some of the assessment tools our school uses to assess the early literacy skills of our ELLs are as follows:

IDEL = DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a series of short tests given to children in kindergarten through third grade to screen and monitor their progress in learning the necessary skills to become successful readers. ALL DIBELS measures are timed with most taking only one minute. DIBELS activities are administered individually, measure progress, and provides insight in Initial Sounds, Phoneme Segmentation, Nonsense Words, and Oral Reading Fluency. Implications from this data are used in tailoring early literacy skills instruction.

#### Fountas and Pinnell

As part of the Periodic Assessment Program, our students are assessed using the Fountas and Pinnell Benchmark Assessment System. Fountas and Pinnell, Running Records, are used to test students' reading fluency and comprehension. These assessments are done one-on-one and at least two times per year.

#### LAB-R

The Language Assessment Battery-Revised (LAB-R), is a test that provides insight into students' English proficiency level. Those children that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

The LAB-R has five levels: K-1, 2-3, 4-5, 6-8, and 9-12.

Level I includes subtests of Listening/Speaking, and Reading. At the remaining levels, the test includes Listening, Reading, Writing, and Speaking. Our school only administers up to level III as we only house up to grade five students. The LAB-R is both a group and individually administered test, depending on the subtest and level. Speaking is individually administered for all levels and all subtests in Levels I, II, and III are administered individually. Subtests for all levels are derived from NYS and ESL learning standards.

The Reading subtest asks students to answer questions about stories printed in their test books. The Writing subtest asks students to write and perform writing exercises in response to questions and stimuli in their test books. The Listening subtest asks students to select the correct response to a picture and/or dictated word or statement. The Speaking subtest asks students to respond to a dictated word or statement which sometimes refers to a picture.

The number of items varies by level. Implications from this data are used in tailoring early literacy skills instruction.

#### NYSESLAT

The NYSESLAT assessments reflect the New York State Learning Standards for English as a Second Language.

The language modalities assessed at each grade level, include:

- Listening
- Reading
- Speaking
- Writing

#### Listening

For grades K-4, the students answer questions based on pictures and photographs. Students are also asked to choose pictorial answers in response to brief oral questions as well as short stories. This is delivered by pedagogues for grades K-1 and presented in a prerecorded tape for grades 2-4. The short stories, poems, and rhymes are said twice. For grades 5-12, the Listening assessments present four types of listening activities on a prerecorded tape.

The short and extended conversations are stated twice.

- In the first, students look at photographs while they listen to four statements, only one of which accurately describes what the photograph shows. The statements are said only once.
- In the second, students listen for details in brief, everyday conversation.
- In the third, students answer questions based on what is said or implied in conversations about everyday topics.
- In the fourth, students respond to questions based on conversations about general and academic subjects.

#### Reading

The teacher reads a script to guide students through the K-1 reading assessment. Tasks range from identification of letters and sounds to choosing answers to questions about stories of a few sentences. Each reading assessment (Grades 2-12) contains reading passages with multiple-choice questions.

- The passages offer a range of content that includes everyday topics and language; examples of social communication; literature texts for children; texts based on maps, charts, schedules, and calendars; and other academic subject matter.
- The multiple-choice questions assess cognitive and analytical proficiencies stressed in the standards. The questions focus on main

ideas, facts, inferences, vocabulary, sequences of events, interpretation of non-fiction and literary texts, and social communication.

### Speaking

Students will demonstrate their command of spoken English for everyday and academic purposes.

- In grades K-4, some descriptive tasks are based on picture stimuli.
- In grades 5-12, students are asked to perform a variety of cognitive tasks, such as: narrating a brief story based on a picture sequence, making predictions based on given stimuli, explaining a situation based on personal experience, giving directions to describe a process, expressing an opinion and/or persuading an audience, and interpreting visual material such as a graph, chart, or diagram.

### Writing

The K-1 writing assessment is designed to measure how well a student writes letters, words, and simple sentences in English. The assessment presents three kinds of tasks:

- writing single dictated words
- writing short dictated sentences
- writing a short description of a picture printed in the student's test book.

Each writing assessment (Grades 2-5) presents three exercises: prewriting, writing an essay or story; and editing. The students perform and are evaluated on different parts of "The Writing Process" as indicated in the New York State Learning Standards for English as a Second Language.

Upon analyzing the four modalities being tested (listening, speaking, reading, and writing), it was found that the speaking score was the highest. Listening was higher than reading and writing, but the writing score was marginally the lowest of all the modalities.

The data from the NYSESLAT provides insight and implications for the school's LAP and instruction. We must continue emphasizing the writing component using critical-thinking graphic organizers. This will continue to be fully implemented and integrated within the Writer's workshop to support students' growth in writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns indicate that students who enter in Kindergarten, as demonstrated by the LAB-R, are stronger in speaking and listening skills. The NYSESLAT indicates that speaking and listening skills are stronger than reading and writing skills across the grades. For grades K-2, writing is initially stronger than reading, but the reading scores show improvement as the grades get higher. The levels of proficiency improve through the years, from beginning – to intermediate – to advanced, with more advanced students in the upper grades, 4th and 5th. Students become stronger readers, however, their writing takes longer to develop.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns across NYSESLAT modalities will affect instructional decisions by weaving the skills students lack into various lessons across all content areas throughout the year. Additionally, a tighter focus will be maintained on these skills during explicit NYSESLAT preparation. Our school uses AMAOs to check and set goals, identify the objectives students' have met, determine skill deficiencies, capitalize on strengths, use as implications for instruction, tailor instruction to meet students' needs, data discussions, identify grade-wide and school-wide trends. The data reveals a needs for more vocabulary, grammar and comprehension development.
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?

a. Most students in the TBE program are at the beginner level of English proficiency when they enter the program in Kindergarten. In first grade, most students are at the intermediate level. By second grade, the majority of ELLs in this program have progressed to the advanced level (with the exception of newcomers, holdovers, SIFEs, and ELLs with disabilities). As for the ESL program, the majority of students are at the intermediate or advanced level of English proficiency when they enter Kindergarten. As they progress through the grades, most of them move to the advanced or proficient level. For ELLs in grades 3, 4, & 5, students are administered a practice math

exam in both their native language and in English. Both tests are then scored in order to determine which language the student is more proficient in. For students that have had schooling in their native language, we find that they fair better on tests given in their native language. Similarly, students that are dominant in English fair better on the English exam. For students that are not literate in their native language or in English, we find that the results are the same.

b. All teachers that interact with ELLs received a copy of all scores from all assessments as soon as they are available from the city or state. These teachers include any intervention staff. School leaders, ESL and Bilingual teachers, and classroom teachers meet to decide and plan an instructional program that best meets the needs of our ELLs. These instructional programs include classroom instruction, extended day, after school, push-in/pull out intervention, one-to-one tutoring, and other intervention services. School leaders also create after school programs to address areas of deficiency within the ELL population. As data becomes available, (i.e. interim assessment, practice exams, etc.) they are distributed to the administrative staff and ELL personnel and then the instruction is adjusted accordingly.

c. The data reveals a needs for more vocabulary, grammar and comprehension development. Bilingual classes conduct Native Language Arts each day for 45 minutes per day where they focus on the above skill deficiencies in order to transfer those skills into English. For the ESL program, teachers use cognates and make grammar points in their native language explicit in order to facilitate understanding of English vocabulary and grammar.

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](#).)

This team focuses on literacy and is comprised of teachers, administration, coaches, and a mentor. This team will use a screening assessment (such as running records) to determine which students in grades K-5 may be “at risk” for not meeting grade-level standards. These students are grouped into Tiers 1, 2, or 3. Students whose assessment scores fall below a certain score or benchmark are identified as needing additional academic interventions, Tiers 2 and 3, are provided additional services beyond the initial 90 minutes of the literacy block. These students are progress monitored using other assessments (e.g. DIBELS, etc.) to track progress.

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

A child's second language development is considered in instructional decisions in many ways. When a child is a newcomer to the school, illiterate in his/her native language, and enrolled in a bilingual or ESL program, we aim to make them first literate in their native language to ease in the transfer of skills into English. Common language mistakes of ELLs are also considered and addressed in lesson planning with aims to mitigate them. Lessons are designed to embed academic goals through visuals, realia, student prior knowledge, and activities that cater to the multiple intelligences.

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?

N/A

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

Our school evaluates the success of our programs for ELLs by analyzing hard and soft data. Examples of these data include, but are not limited to: NYSESLAT at the end of the school year, LAB-R within the first 10 days of entrance, ELA once a year, Fountas & Pinnell, practice exams, DIBELS, ReadyGen Assessments, daily evaluations through classroom monitoring, ongoing informal assessment, unit tests, mid-year tests, portfolios, and writing samples. We evaluate the programs by reviewing our AYP data.

## 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](#).)

The steps for the initial identification of those students who may possibly be ELLs are as follows:

During enrollment, Ms. Behren and Mr. Blum, the two licensed ESL pedagogues, conduct informal oral interviews during the initial screening to determine the child's home language for the Home Language Identification Survey (HLIS). Ms. Behren conducts the interviews in English and Spanish or Mandarin Chinese when necessary. Mr. Blum conducts the interviews in English and Spanish. The HLIS informs the ESL pedagogues of students that need to take the Language Assessment Battery-Revised (LAB-R), a test that determines students' English proficiency level and whether or not they are eligible for ELL state-mandated services. If the child's home language is a language other than English, he or she is given the LAB-R formal initial assessment by one of the two ESL pedagogues within the first 10 school days. If the HLIS indicated that the child's home language is Spanish, he or she is also given the Spanish LAB-R.

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.

Parents of ELLs, as determined by the LAB-R, are sent documents (translated if needed) including a Guide for the Parents of ELLs, a Program Selection form and Parent Survey, and a letter informing them of their child's eligibility for ELL services. They are also given a group orientation in September by Ms. Behren and Mr. Blum so that they can make an informed decision about their child's placement. A make-up orientation is offered to parents that are unable to attend the first orientation. The orientations entail an explanation of the three program choices: Transitional Bilingual Education, Dual Language, and English as a Second Language as relayed by the two licensed ESL pedagogues, a translated video, a translated Parent Brochure from the EPIC ELL Parent Information Case, and a question-and-answer session. Mrs. Roldan, the parent coordinator, is available for Spanish-English translations, as needed. The Translation and Interpretation Unit is employed for all other translations. Parents then complete the Program Selection form and the Parent Survey in their native language; the ESL pedagogues collect them, and place the students according to parents' preferences. If parents request a program not offered at our school (e.g., Dual Language), they are given information about neighboring schools that offer their choice. As newly admitted ELLs are registered at the school, translated entitlement letters, orientations, Program Selection forms, and Parent Survey forms are given to individual newcomer parents within the first ten days. If parents do not attend any orientation, Ms. Behren and Mr. Blum reach out to those parents through phone orientations.

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

Entitlement letters, Parent Survey and Program Selection forms, and Guides for Parents of ELLs are sent home in parents' requested language with the newly enrolled ELLs. If parents do not bring the Parent Survey and Program Selection forms to the orientations, extra copies are distributed to parents during orientations and collected by Ms. Behren and Mr. Blum, the two licensed ESL pedagogues. After the first orientation, these documents along with a notification of a make-up orientation are sent home again with students whose parents did not attend orientation. After the make-up orientation, the ESL pedagogues contact parents to provide phone orientations and to try to obtain all completed forms. If the forms have not been returned within a week, the ESL pedagogues send them home via certified mail. In the rare occasion that forms are not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. All forms are kept in the students' CUM files and an ESL compliance binder with the ESL coordinator.

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.

After students have been identified as ELLs according to the LAB-R, the ESL pedagogues communicate with parents about their child's English proficiency level through translated letters, phone calls, and/or group/individual orientations. As needed, the parent coordinator, ESL pedagogues, school pedagogues, and school aides are available on site for translations. If these resources are not able to provide translation, then the school enlists The Translation and Interpretation Unit for on-site or document translations. Identified ELLs are placed in either the Transitional Bilingual Education Program or the ESL program based on parent preferences in the Program Selection forms. Placement and continued entitlement letters are distributed and sent home. Copies of these placement letters and continued entitlement letters are maintained in an ESL compliance binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to successfully administer the NYSESLAT each year we begin by rigorously maintaining a list of ELLs throughout the year, revising each week, if need be, by cross-referencing with the RLAT, RLER, RYOS, and ROCL. Knowing all ELLs in the school are accounted for is the first step. All student IEP accommodations are strictly adhered to and prepared for before the exam. Students are placed into classrooms according to their grade and/or their IEP needs and the test is administered by an ELL pedagogue. If there is an absence or lateness, the test is readministered as soon as the student returns to school.

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.   
After reviewing the Parent Survey and Program Selection forms, trends indicate that most parents of students with children that speak little to no English opt for TBE. Parents of children with intermediate to advanced proficiency or a home language other than Spanish generally opt for ESL classes. For example, for this school year, there are 20 ELLs in the Kindergarten TBE class; 11 of these ELLs are beginners, 3 are at the intermediate level of English proficiency, and 6 are at the advanced level. As for the ESL class, 2 are advanced, 3 are intermediates, and 1 is a beginner; the beginner's home language is Chinese and therefore does not qualify for the TBE program. In addition, there is 1 beginner ELL whose parents chose the TBE program as their first preference, but due to his IEP, he needed to be placed in an ICT setting with ESL services. Program models offered at our school are generally aligned with parent requests apart from the occasional exception when a parent requests TBE in grades 3 - 5 (in which this program is not currently offered). In these rare occurrences, we offer council to parents about schools in the area that offer these programs. We build alignment between parent choice and program offerings by making every effort to interview parents and explain the programs to them and how they are relevant to their children at their current and future levels of English proficiency, scheduling parent orientations, and ensuring every compliance correspondence is sent out.

## 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])?

Instruction is delivered through the Transitional Bilingual Education model and the Push-in/Pull-out model.

a. All Transitional Bilingual Education classes are self-contained with content area and Native Language Arts instruction delivered on a sliding scale in both native and English language, i.e. first year students receive 60% of instruction in their native language and 40% in English, and receive less native language support as their English proficiency improves. ESL students are also self-contained for grades K-5 with ESL language and content instruction through the Push-in/Pull-out model. Push-in involves teaching in whole class, co-teaching, and small group capacities as per curriculum design and student need as developed between the ESL and classroom teacher. Pull-out involves the facilitation of English language acquisition for students with higher needs, i.e. newcomers and at-risk students through small group instruction. Instruction is given in English, however, translation, if possible, may be utilized to clarify concepts.

b. Program models in each grade are heterogeneous for the classroom as a whole, e.g. a newcomer student may be in the same class as an advanced ELL. When pushing in/pulling out for small group instruction, however, students are grouped fairly homogeneously to foster solidarity and unify objectives. Some Pull-out groups may be heterogeneously mixed by grade level if they have similar needs, e.g. fourth and fifth grade newcomers may be grouped together.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model by holding ESL teacher and classroom teacher scheduling meetings in the beginning of the year.

a. As per CR Part 154, all ELLs in both TBE and ESL programs receive ESL instruction. ELLs at the beginner and intermediate level of English proficiency receive 360 instructional minutes in ESL per week and students at the advanced level of English proficiency receive 180 instructional minutes in ESL per week. Only advanced ELLs in both programs receive ELA instruction, i.e. 180 minutes of ELA instruction per week. Only students in the TBE model receive Native Language Arts instruction daily. Beginning ELLs receive 60 – 90 minutes of NLA per day, intermediate ELLs receive 45 – 60 minutes, and advanced ELLs receive 45 minutes.

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.

Student's native language skills are being used for instructional purposes in the following way: Native Language Arts is aligned with the Common Core State's Standards and is given daily in the TBE model. As stated earlier, content for ESL classes is delivered strictly in English unless clarification is required and can be given in a child's native language. In the TBE model, content area instruction (e.g., Science, Math, Social Studies) is given in the native language. Native language instruction, as research data indicates, supports, and facilitates second language acquisition. ESL methodologies, student's home language, visuals, manipulatives, media, cooperative learning strategies, scaffolding, graphic organizers, close reading activities, turn-and-talk, think-pair-share, popcorn, reader's theater, buddy reading, choral reading, questioning, predicting, making inferences, brainstorming, listening activities, and Total Physical Response are used as a support when needed to clarify concepts, make content comprehensible, and to enrich language development. Language instruction is clearly aligned to ESL, ELA, and NLA standards. Our Transitional Bilingual Education program follows the mandates of CR Part 154 and is composed of self-contained bilingual classes from Kindergarten to fifth grade. Initially, we follow the 60/40 model that is 60% Spanish and 40% English. Gradually, the English language instruction increases as the student develops English fluency.

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

In order to evaluate ELLs in their native language, Bilingual classroom teachers use DIBELS, and teacher made assessments as

diagnostic and formative assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are evaluated in all four modalities of English throughout the year via the following:
- Reading - Fountas and Pinnell Running Records, DIBELS, thematic tests, unit tests, ELA & NYSESLAT practice exams and other Teacher Made Assessments
  - Writing - ELA & NYSESLAT practice exams, Readygen performance tasks, teacher made tests, and unit tests.
  - Listening - NYSESLAT practice exams, Listening component of ELA, teacher assessment using informal classroom observations
  - Speaking - Daily interactions during discussions, NYSESLAT practice exam, teacher assessment using informal classroom observations.
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).

Instruction for ELL subgroups is differentiated according to NYSELAT score, grade level, informal and formal assessments. The classroom teachers and ESL teachers collaborate to further tailor instruction according to students' needs.

a. SIFE students get support through Academic Intervention Services and small group instruction. Push-in teachers provide additional services in the morning and throughout the day. One – to – one and peer assistance is offered, and during Literacy and Math Block students are mainstreamed according to their performance level.

b. Newcomers receive differentiated instruction according to their English proficiency level. In addition, they are given daily instruction in a small group setting by the ESL teachers, and lessons are tailored towards skills needed to take the NYSESLAT exam. They also receive peer assistance.

c. ELLs receiving service 4 to 6 years are placed in a reduced size classroom. They receive support through Academic Intervention Services and one – to – one professional period tutoring by the classroom teacher and/or paraprofessional. They are also mainstreamed during the literacy and math block. Ms. Jacobi, the Academic Intervention Teacher, designs lessons to differentiate instruction during school, and meets with parents and teachers to discuss students' progress and next steps.

d. Long-term ELLs - N/A

e. ELLs who score proficiently on the NYSESLAT will continue to receive services from an ELL pedagogue for one year afterwards. Depending on parent preference, proficient ELLs can be placed in the ESL classroom or transitioned to a non-ESL classroom for the following year; classroom teachers are advised of their former ELL status once placed in this environment. These ELLs are given instruction through ESL methodology just as they were in years past and receive at least 45 minutes of ELA from an ESL pedagogue per week. In addition some may be placed in enrichment programs for extended day. We offer transitional instruction for students reading at proficiency or who have scored out of the NYSESLAT by providing two years of extended time accommodations for state-wide assessments, small group instruction during the literacy block, and up to two additional years of ESL support through the content areas.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use the following instructional strategies and materials: SMART board, Brainpop videos and activities, wordprocessing to encourage writing, MyON reading program, ABC mouse, Wilson Program, picture cards, manipulatives, literacy packets facilitating guided reading, listening centers, Spotlight on English, graphic organizers, Elements of Reading vocabulary cards, collaborative learning, TPR, and songs. The Bilingual classroom teachers, related service providers, and psychologists review ELL-SWDs' IEPs to ensure that students are placed in a bilingual setting (if their IEP mandates bilingual instruction). If their IEP mandates a 12:1:1 setting, students are placed in a self-contained bilingual special education class. If their IEP does not mandate a 12:1:1 setting, students receive services from related service providers.

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?

Our school differentiates instruction and curriculum as per students' needs. Meetings between ESL teachers, bilingual teachers, classroom teachers, and related services providers are coordinated to ensure ELL-SWDs receive mandated instruction within the least restrictive environment. Our school ensures that flexible programming is used to maximize time spent with non-disabled peers by creating blocks of instruction that are held during the day at the same time. Specifically, we have a 120-minute literacy block where the entire school does literacy at the same time. This programming creates the opportunity for mainstreaming students to spend time with non-disabled peers. On selected grades there are also math blocks to create mainstream opportunities. Through creative programming, we were able to have each grade have at least two common preps. This creates opportunity for schedules to be aligned and similar, so that time spent with non-disabled peer is maximized during other content areas and the Arts.

**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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

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

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

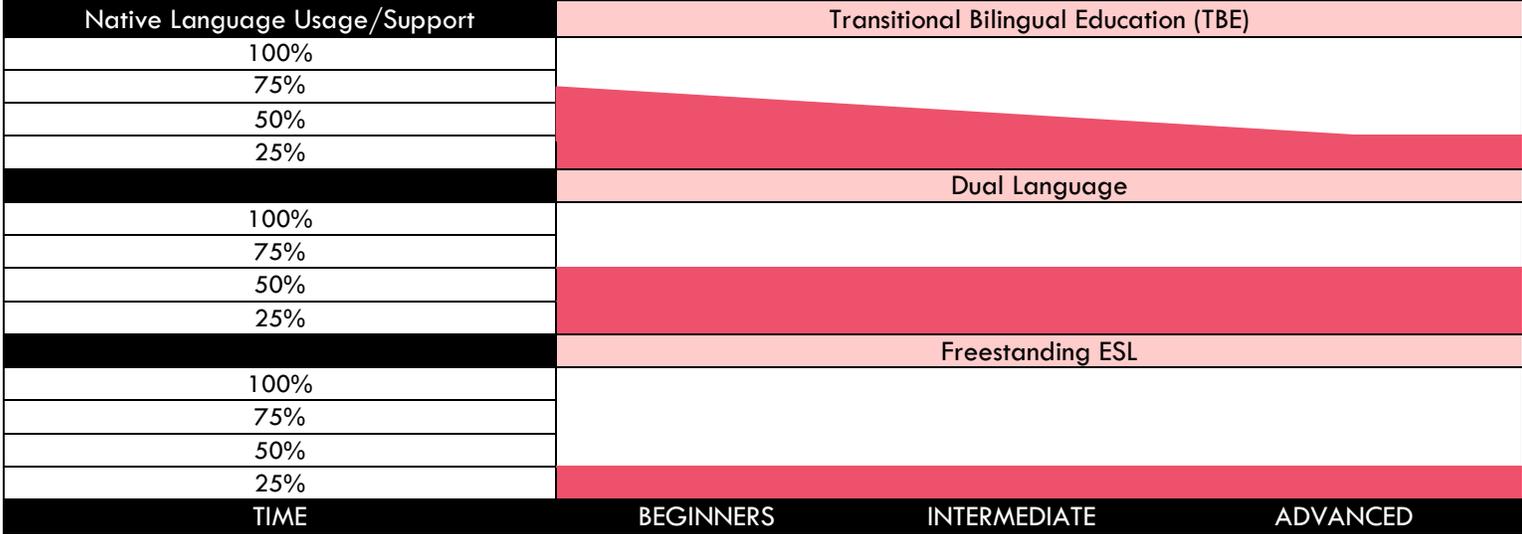
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs are as follows:

ELA:

Placement in Reduced Size Class (Levels 1 and 2, including ELLs, beginner, intermediate, and advanced)

- Reduced Student-Teacher Ratio Enabling Small Group instruction
- Individualized Instruction Based on Assessed Needs.
- Grades K-5 (20-27 students, where possible)
- Daily throughout school year during the school day

Extended Block (General Ed., Special Ed., ELLs – beginner, intermediate, advanced, and SIFE in English and Spanish)

- Small Group Instruction Based on Needs (Levels 1 and 2)
- Extended Time on Tasks
- Grades K-5 - (70 minutes ELA grades K through 2, 75 minutes ELA grades 3 through 5 )
- Daily throughout the school year during the school day

Push-In/Pull-Out and AIS Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, and SIFE)

- In identified classes grades K-5
- Reduced Student-Teacher Ratio enabling small group instruction
- Individualized instruction based on assessed needs.
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need during the school day

ReadyGen Intervention (ELLs – beginner, intermediate and Sp. Ed.)

- Grades K-3
- Paraprofessional/Push-in Teachers Support-Based on Need
- 40 Minutes Daily
- Identified by Running Records and DIBELS
- Small Group Instruction
- Monitoring of Student Progress-DIBELS-during the school day

Paraprofessional Tutoring in English and Spanish for ELLs – beginner and intermediate

- Tutoring during class instruction in grades K, 2, 3, 4, 5
- Small group and individualized tutoring
- Frequency according to need during the school day

Kaplan Learning

- Content-based test readiness (Grades 3-5 ELLs – beginner, intermediate, and advanced, and Sp. Ed.)
- Skills Driven
- Frequency Based on Students' Identified Needs Daily-during school day

Summer School Grades 3-5 (Levels 1, ELLs – beginner, intermediate, and advanced, General Ed., Special Ed. )

- Small Group Instruction
- Frequency Based on Assessed Needs

Consultant Teacher / SETSS

- Supporting At Risk Students (including ELLs – beginner, intermediate, and advanced)
- Small Group Instruction
- Frequency Based on Assessed Needs

Teacher Supervised Peer Assistance

- Students at risk of failing required courses (including ELLs – beginner and intermediate)
- Student Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring

- Small group instruction (including ELLS - beginner, intermediate, and SIFE)
- All teachers
- Grades K-5
- At least one time per week

Mathematics:

Extended Mathematics Block in English and Spanish (Levels 1 and 2) (General Ed., Special Ed., and ELLs – beginner, intermediate, and advanced)

- Small Group Instruction Based on Needs
- Extended Time on Tasks
- Grades K-5
- Daily throughout the school year

Placement in Reduced Size Class (Levels 1 and 2, including ELLs – beginner, intermediate, and advanced)

- Reduced Student-Teacher Ratio Enabling Small Groups
- Individualized Instruction in English and Spanish based on assessed needs
- Grades K-5 (20-27 students, where possible)
- Daily throughout school year

Paraprofessional Tutoring in English and Spanish for ELLs – beginner, intermediate, and advanced

- Tutoring during class instruction
- Small group and individual
- Frequency according to need

Kaplan Learning

- Test readiness (Grades 3-5) (including ELLs – beginner, intermediate, and advanced, and Sp. Ed.)
- Skills Driven
- Frequency Based on Student's Identified Needs
- Daily in English and Spanish

Summer School Grades 3-5 (ELLs - beginner, intermediate, and advanced, General Ed., Special Ed.)

- Small Group Instruction in English and Spanish
- Frequency Based on Assessed Needs

Consultant Teacher / SETSS

- Supporting At Risk Students (including ELLs – beginner, intermediate, and advanced)
- Small Group Instruction in English and Spanish
- Frequency based on assessed needs

Teacher Supervised Peer Assistance in English and Spanish

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Student's Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring in English and Spanish for ELLs – beginner, intermediate, and advanced

- Small group instruction
- All teachers
- Grades K-5
- At least one time per week

Science:

Teacher Supervised Peer Assistance in English and Spanish for grade 4

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Student's Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring for ELLs – beginner, intermediate, and SIFE

- Small group instruction in English and Spanish
- All teachers
- Grades K-5
- At least one time per week

Social Studies:

Teacher Supervised Peer Assistance in English and Spanish for grade 5

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Students' Progress Monitored
- Before School, After School, or During Lunch Period

Push-In Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, SIFE, and Sp. Ed. in 4th and 5th grade)

- Reduced Student-Teacher Ratio enabling small group and individualized instruction in English and Spanish based on assessed need
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need

Professional Period Tutoring for ELLs – beginner, intermediate, and SIFE

- Small group instruction in English and Spanish
- All teachers
- Grades K-5
- At least one time per week

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

Our current program, Ready Gen, aims to meet the needs of the ELL population in both content and language development by providing a scaffolded instruction component. Students receive strategic support in vocabulary and the structure of language. They also engage with the text multiple times through oral reading workshops and close reading activities. Students are reflective practitioners who set their own measurable smart goals which has them self-assess their needs and lets them become engineers of their own development. Lessons are aligned to the Common Core standards and also tailored to meet the academic requirements and skills of the NYSESLAT throughout the year.

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

New programs and plans for improvement will include:

Readygen literacy program  
Academic Intervention Services After School Program  
Extended day enrichment programs

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

We plan to continue all current programs/services for ELLS.

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

ELLs are afforded equal access to all school programs by taking part in the following:

Extended Day - academic intervention and enrichment

Peer assistance - academic intervention

ALS - academic intervention provided by Ms. Jacobi

Push-in/Pull-out instruction daily

Special Needs Services (as per IEP): Speech (mono. & bil.), Occupational Therapy, Physical Therapy, SETSS

Swimming

Translations Services provided as needed

All written communications are translated for accessibility

At-risk Services Provided by the Guidance Counselor:

Guidance Counselor Intervention

- Group and Individual Counseling
- ELL counseling services
- Needs Based
- Students not Meeting Promotional / Performance Standards
- Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Alternative Instruction Suspension Program (SAVE Room)

- All Levels of Suspension
- Uninterrupted Academic Instructional Support
- Frequency Based on Needs
- Counseling Provided
- Outreach Services
- Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.
- Referrals to Support Agencies

At-risk Services Provided by the School Psychologist (English and Spanish)

- Frequency according to need
- Counseling
- Referrals to outside agencies

At-risk Services Provided by the Social Worker/Family Worker:

- Social Worker Intervention
- Group and Individual Counseling
- ELL interpretation services
- Crisis Intervention
- Students/families Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Attendance Intervention

- Monitor Attendance of At Risk Students (Less than 90% attendance)
- Conducts Needed Outreach Services
- Family Counseling
- Attendance Teacher at Every School
- Attendance Coordinator at Every District
- Referrals to Supportive Agencies

At-risk Health/Special Needs-related Services:

Health Services

- Regional Nursing Director- Coordinates Services Throughout Region
- Supervising Nurse for Each District- Monitors Services
- Contract or DOH Nursing Services Support All Elementary Schools @ 6hrs /day
- Public Health Advisor for Each Middle School @ 7hrs/day
- Trained Health Aide in Each High School
- Monitor Health Needs of All Students

- Provide First Aid
- Referrals to Supportive Agencies
- Defibrillator and trained personnel

#### Open Airways Asthma Curriculum

- Emotional, Health and Physical Components
- Delivered by DOH School Nurse
- Small Group Instruction
- Referrals to Supportive Agencies

#### At-Risk Resource Room

- SETSS Teacher Identifies and Supports non-mandated students
- Small Group Instruction
- Frequency Based on Needs

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

ELLs are supported through the use of various instructional materials and resources such as:

#### Technology:

- . SMART Board
- . First Thousand Words Software
- . Brainpop.com
- . Computers
- . Myon
- . Duolingo.com
- . abcmouse
- . Videos
- . Audio equipment (e.g., listening tapes, CDs)
- . Manipulatives
- . Starfall.com
- . Thinkfinity.com
- . Leapfrog

#### Literacy:

- . Word builders
- . Reading Rods
- . Bilingual Picture cards
- . Bilingual Guided reading texts
- . Bilingual Libraries
- . Manipulatives
- . Letter blocks
- . Spotlight on English
- . Readygen
- . Wilson Phonics
- . Letter blocks
- . Alphabet tubs
- . Reader's Theater

#### Math:

- . Envision Math software and activities
- . Manipulatives
- . Math Tools

Science:

- . F.O.S.S. Kits
- . Harcourt Science (English and Spanish)
- . Manipulatives
- . Science Tools and Equipment
- . Libraries

Social Studies:

- . Houghton Mifflin Social Studies texts and interactive activities
- . National Geographic Textbooks
- . Libraries
- . Maps and Globes

In addition to the above, the following subgroups use:

SIFE – listening tapes, reading rods, picture cards, starfall.com, leapfrog, Spotlight on English, handwriting and other writing conventions activities, SMART board, alphabet tubs, ELL intervention kits, Spelling Connections, bilingual dictionaries

Newcomers – listening tapes, reading rods, picture cards, starfall.com, leapfrog, Spotlight on English, handwriting and other writing conventions activities, SMART board, alphabet tubs, Spelling Connections, bilingual dictionaries

ELLs receiving service 4-6 years – Kaplan study strategies, dialogue journals, reader's theater, graphic organizers, SMART board, Keep On Reading, Read, Write, Edit & Listen, Comprehension Connections

ELLs identified as having special needs – Wilson Phonics, Kaplan, Harcourt Elements of Reading, Scholastic Literacy Place, Moving Into English

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

Native language support is delivered in each program model as per program design, i.e., TBE uses Villacuentos which are Spanish literacy programs aligned with the English literacy program, Readygen. Guided bilingual texts and musical CDs accompany programs to deliver native language arts instruction. Native language is supported through ESL by the use of translation services through bilingual dictionaries when deemed necessary, bilingual texts, cognate studies, and Spelling Connections.

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

Required services support and resources are tailored to ELLs ages and grade levels and based on formal and informal assessment. All ESL students have the support of their teachers, administration, and the following staff members:

Guidance Counselor:

- Group and Individual Counseling
- ELL counseling services
- Needs Based
- Students not Meeting Promotional / Performance Standards
- Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

School Psychologist:

- Frequency according to need
- ELL interpretation services
- Counseling
- Referrals to outside agencies

Social Worker/Family Worker:

- Social Worker Intervention
- Group and Individual Counseling

- ELL interpretation services
- Crisis Intervention
- Students/families Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Parent Coordinator:

- Liaison between parents and school thus facilitating a home-school relationship
- Provides translation services, both written and oral, to ensure effective communication
- Provides workshops, meetings, and school-wide activities to encourage parental/community involvement
- Coordinates the Parent-Volunteer Program in order to encourage parents to take an active role in school proceedings

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In order to assist newly enrolled ELLs before the beginning of the school year, summer reading lists and informational packets are sent to parents' homes, individual informal assessments are conducted, parent orientation meetings are held, and the Parent Coordinator reaches out to the parents.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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.

1. Monthly ESL teacher professional development are facilitated by the Network specialist. Teachers discuss current research, best practices, materials, NYS-ESL standards, Common Core standards, instructional strategies and alignment to core curriculum.

All staff members, including assistant principals, paraprofessionals, guidance counselor, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinator attend professional development which is coordinated by a Professional Development Team, that includes the Principal, Assistant Principals, UFT Chapter Leader, Staff Developer, Literacy Coach, Reading First Coach, Math Coach, Grade Leaders, and Teachers, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team provides a two-tier approach to staff development. On one level, they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, implemented concurrently, focuses on effective practices in the delivery of instruction. Most professional development is delivered in the teacher's classroom. Particular emphasis is being placed on the reading programs. School based coaches, in literacy and in math, and support personnel from the Network will provide professional development. In-house component meetings focus on various aspects of instructional methods and strategies. Through feedback from observations, modeling and opportunities for inter-visitations, teachers' skills are refined. In addition, staff development for the State Standards and Common Core Standards for English Language Arts is provided during the school day as well as after school. Literacy, Math, Science, Social Studies, bilingual studies, and Technology instruction are supported by on-site staff members. Throughout the school year, there are ongoing share-sessions between the classroom teachers, cluster teachers, service providers and administrators.

Grade conferences, workshops, study groups, share sessions, and team meetings are held to help improve student achievement in English Language, Mathematics, and other Content Areas using ESL strategies to meet the New York State and the Common Core Performance standards.

Intensive professional development is provided for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. Professional Development is differentiated by grade and teacher need. Professional Development is ongoing and based on both hard and soft data.

Sample topics addressed during professional development includes but is not limited to the following:

Literacy:

Balanced Literacy Program (Grades 4 & 5)

Reading First Program (Grades K, 1, 2, & 3)

Critical thinking graphic organizers

Reading Academy

Villacuentos Program

Ready Gen

KAPLAN

DIBELS Assessment

Preparation for ELA

Native Language Arts

Standards

Running Records

Data analysis and implications for instruction

Mathematics:

enVision Math

math exemplars

## KAPLAN

Preparation for Mathematics Standardized Assessments

Standards

Data analysis and implications for instruction

Science:

FOSS Kit

Preparation for ESPET

Classroom/Cluster Teacher Connection (maintain continuity)

STEM projects

Literacy through the content area

Data analysis and implications for instruction

Standards

Social Studies:

Literacy through the content area

Classroom/Cluster Teacher Connection (maintain continuity)

Multicultural culminating activities

Data analysis and implications for instruction

Standards

Other

Setting Long and Short Term Goals

Scheduling

Lesson Planning

Differentiated Instruction for ELLs

UDL

ELLs' Instructional needs

Inter and Intra- visitation observations and feedback

Students with IEPs

Using Data to Drive Instruction

Tests - NYSESLAT, LAB

Incorporation of the Arts through the Content Areas

2. ESL teachers attend meetings and turnkey best practices to all staff members including assistant principals, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Related service providers and monolingual, ESL, and Bilingual Teachers meet with coaches during Study Groups, Grade Conferences and Team Meetings to plan how to best meet our ELLs' needs.

3. Staff such as teachers, parent coordinators, etc., are supported by school leadership through various professional development opportunities. Monthly differentiated professional development calendars are disseminated and staff are encouraged to attend both on-site and off-site opportunities. Professional development for non-ELL pedagogues are created and delivered by ELL pedagogues in order to familiarize staff with the needs of the ELL population and offer strategies to help them transition from elementary to middle school. The Guidance Counselor receives off-site professional development to assist ELLs as they transition. Such activities may include, but not be limited to How To Fill Out Applications and Making Middle School Choices.

4. As per Jose P., staff development is on-going whereby all staff serving English Language Learners are informed about ESL methodologies and best teaching practices. Training is done by certified ESL teachers and the Network. Specific activities include professional development on collaborative learning, differentiation strategies, how to read ELL data, how to support newcomers, and the identification and placement process for ELLs.

## D. Parental Involvement

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

1. At P.S. 290 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement a central ingredient for a successful educational program. Parents participate in the following activities:

Teacher and Parent Meetings- Scheduled daily based on teachers' prep schedule

Parent Book Club- Monthly discussion of provided reading translation available

Parent Workshop Series- Development of parenting and social skill development

Parent fitness program

PTA Meetings - Timely parent information provided and support from in school and outside agencies

Leadership Team Meetings - committee of staff and parents meet to plan and discuss school policy

Dial-A-Teacher- Homework help provided

Mother/Child Dinner/Breakfast- Parents and students celebrate through literacy and art based activities

Father/Child Dinner/Breakfast

Learning Walks- Parents invited to participate in physical activities while discussing educational topics

Family Movie Nights- Parents and students share the experience of watching a film together and group discussion

Open House- Parents are invited to meet with support staff and visit classrooms for orientation

Open School - Individual parent teacher conferences

Arts & Crafts - Parents invited to create projects

Intervention Meetings - Parents invited to individual meetings to discuss student progress and meet schoolsupport staff and connect with support from outside agencies

Books & Breakfast- Parents and students are invited to dress as their favorite storybook character and participate in literacy activities

Morning Math- Parents and students participate in math based games and activities

Learning Leaders - Parents are invited to train to be in-school volunteers

Parents of ELLs also participate in the activities listed above, as well as, orientations conducted by the two ESL teachers.

The parent coordinator, Bilingual and ESL teachers, and the Translation and Interpretation Unit are available to provide translation services and to unite the teachers and parents.

2. The school partners with the following agencies and Community Based Organizations (CBOs) in order to provide workshops or services to ELL parents:

Learning Leaders – how to volunteer at the school

New York Psychotherapy – inform families and individuals of counseling services available

Cornell University Nutrition Classes – teaches parents about healthy habits

Dial-A-Teacher – provides homework assistance

CUNY Adult Literacy Programs – teaches basic literacy skills

YMCA North Brooklyn – provides health awareness workshops for women

Citibank Community Bank – teaches math and money skills and money management

Community Empowerment, Inc. – provides free, supportive, and intervention services

Community Summer Camps Programs – gives information about the Fresh Air Fund

Ohel Children's Home & Family Service – provides housing, foster care, outpatient counseling, at-home services, school-based programs, camp programs, and sexual abuse services

Fire Department Mobile – trains parents in CPR

Arlington Library – teaches parents about library skills and resources

New York Urban League – informs parents of preventive services programs

Coalition for Hispanic Family Services – provides family support services for Hispanics

Urban Innovation: Cypress Hills Community School – works with parents to build a better community

Kings County GED Preparation Programs – prepares parents for the GED

NYC Department of Education Office of Adult and Continuing Education – encourages parents to continue education

New Horizons Adult Education Program – provide technology services  
Highland Park Community Development Corporation - provides youth enrichment program

The Parent Coordinator and the Translation and Interpretation Unit are available to provide translation services when needed.

3. In order to evaluate the needs of the parents, we conduct parents' needs surveys and hold monthly meetings to ascertain the needs of the parents. The results from the surveys and feedback from the parents are then drawn up into an action plan for improvement by the School Leadership Team.

The Parent Coordinator provides translation services, organizes individual and group parent meetings to determine parents' needs, and acts as a liaison between the parents and the teachers in the school. In addition, the PTA, Parent Coordinator, School Staff, and Guidance Counselor organize and conduct regularly held meetings and workshops to address the needs of the parents.

4. Our school addresses the needs of the parents by notifying them of the following parental involvement activities:

ESL Orientation – informs parents of services available

Teacher with Parent Meetings – informs parents of student progress and ways they can help as a partner to the school

Parent Book Club – literacy development for parents and skill building

Parent Nutrition Workshop - health awareness and cooking classes

PTA Meetings – encourages parental involvement

Leadership Team Meetings – collaboration between staff and parents on goals for the school

Dial-A-Teacher – provides homework assistance

Mother/Child Dinner/Breakfast – encourages parental involvement and the mother's role in her child's education and development

Father/Child Dinner/Breakfast – encourages parental involvement and the father's role in his child's education and development

Learning Walks – community exploration and awareness

Family Movie Nights – encourages community involvement

Pajama Night – literacy development

Open House – orientation and information is provided to the parents on the school curriculum

Open School – individual parent-teacher conferences

Arts & Crafts – skill building and ideas for activities to do at home with child to build relationship

Intervention Meetings – provides parents with tools and resources to assist their child

Books & Breakfast – parents participate in a literacy lesson

Morning Math – parents participate in a Math lesson

Learning Leaders – encourages parents to volunteer and participate in our school

These workshops address the needs of the parents by providing various information, skills and strategies used to help their students achieve. For example, during Books & Breakfast, the parents learn part of the literacy program and are able to better assist their child at home. Parents also receive translated results of benchmark and standardized tests as well as copies of the annual school report card. During workshops, translation services are provided by the parent coordinator, Ms. Roldan, and/or The Translation and Interpretation Unit. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement.

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: K290**

**School DBN: 19K290**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Willena George	Principal		10/1/13
Ms. Newel-Islar/Ms. Skop	Assistant Principal		10/1/13
Ms. Roldan	Parent Coordinator		10/1/13
Ms. Cheng and Mr. Blum	ESL Teacher		10/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Haas	Coach		10/1/13
Ms. Crespo	Coach		10/1/13
Ms. Roldan	Guidance Counselor		10/1/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: 19K290 School Name: Juan Morel Campos

Cluster: 535 Network: CEI-PEA

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

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

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

During enrollment, the two licensed ESL pedagogues, conduct informal oral interviews in English and in the native language with parents to determine the home language. If we cannot communicate in the native language, the translation and interpretation unit is employed. This is done within the first 10 school days after enrollment. The Home Language Identification Survey (HLIS) HLIS data informs the pedagogues in the school of our written translation and oral interpretation needs. The data reveals that approximately 30% of our parents need written and oral translations. All parents are provided with appropriate and timely information in a language they can understand through translated materials such as HLIS, program brochure, program selection form, entitlement letters, and progress reports. With the assistance of the parent coordinator, ESL teachers, bilingual teachers, and bilingual school aides, parents are informed of all school activities, and oral translation services are readily available on-site.

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 that 30% of our parents need written and oral translations in Spanish and roughly 5% in other languages (i.e., Chinese and Arabic). The other 70% need English. We have found that due to the fact that P.S. 290 has a large Hispanic population, there was a need to hire bilingual personnel so that someone is always available to translate in Spanish for both oral and written communication. The personnel hired for these translation services are the parent coordinator, SAT Team, school aides, and bilingual teachers.

Findings are reported to the school community in a variety of ways; Staff is notified of our translation needs initially during orientation. They may also be reminded when needed during faculty conferences, professional development, share sessions, etc. The school community is informed of the findings and need for translation services via the variety of Spanish, English and additional language information that is

disseminated. These things include, but are not limited to the following: postings, PTA meetings, report cards, Parent-Teacher conferences, and face-to-face contacts.

## **Part B: Strategies and Activities**

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

At P.S 290 the majority of written translation is done in-house by either the parent coordinator, SAT member, School Aide, bilingual teachers, and bilingual parent volunteers. For ELLS, all forms and essential documents are readily available in all languages via the EPIC kit. All written communication is translated into Spanish and provided to the parents in addition to the English version. All translations are provided in a timely manner. Look above if school staff is not able to provide translation (i.e. in other language besides Spanish) for other documents and notifications, then the school enlists The Translation and Interpretation Unit for on-site or document translations.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

At P.S. 290 all oral interpretation services are done in-house by school staff such as, the parent coordinator, SAT Team, bilingual school aides, bilingual teachers, and bilingual parent volunteers. Interpreters are provided whenever requested. If these resources are not able to provide translation, then the school enlists The Translation and Interpretation Unit for on-site translations.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill the Chancellor's Regulations A-663, all parents are asked to complete the Home Language Identification Survey, at registration. We determine at registration during a student's enrollment, the primary language spoken by the parent. If that language is other than English, we determine whether the parent requires language assistance in order to communicate effectively with our school personnel. Our school maintains appropriate and current records of the primary language of each parent. Such information is maintained in ATS on the student emergency card, and in an ELL compliance binder.

P.S. 290 provides translation services upon request and if a parent chooses they may use a relative or family member to assist them with translation. In addition, written communications are also provided in Spanish, for which there is a need due to our high Hispanic population. P.S. 290 accommodates any translation needs by enlisting resource personnel, and/or by utilizing the Translation and Interpretation Unit. Parent notices are sent in English and other languages informing parents of the availability of translation and interpretation services at P.S. 290. In addition, copies of such notifications are posted in a prominent location near the main entrance of the school. We provide parents whose primary language is not English with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

Our school's safety plan contains procedures that ensure parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Parents receive translated versions of the Parent Involvement Policy, and a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.



**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: Juan Morel Campos	DBN: 19K290
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 3

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:

Rationale: The major area of concern at P.S. 290 is the low academic achievement of some of its LEP students, as measured by results on State standardized assessments. A review of the Spring 2014 State standardized assessments indicated that 47% of students are performing at levels 1 and 2 in English Language Arts, and 52% were performing at levels 1 and 2 on the State mathematics assessment. The academic performance of English language learners is of particular concern, as this group represents a disproportionately high percentage of students performing at level 1 in both reading and mathematics. The Title III after school program will, therefore, focus on the areas of literacy and mathematics. Our school's language instruction program for limited English proficient (LEP) students will mimic instruction taught during the course of the day. Specifically, the language of instruction for our after school program will be English and Spanish. There will be 5 classes. The specific classes are the following:

1 Licensed ESL Teacher - Grade 3 - Room 421 - Students = 13

1 Licensed ESL Teacher - Grade 5 - Room 401 - Students = 13

1 Licensed Common Branch Teacher with Licensed ESL Teacher as Push In - Grade 3 - Room 423 - Students = 13

1 Licensed Common Branch Teacher with Licensed ESL Teacher as Push In - Grade 4 - Room 405 - Students = 13

1 Licensed Common Branch Teacher with Licensed ESL Teacher as Push In - Grade 5 - Room 419 - Students = 15

Subgroups and grade levels of students to be served: LEP students are provided with after school academic services in grades 3-5. The program offers additional literacy and math instruction for targeted students.

This program is designed to remediate and enhance instruction that is given throughout the regular school day. For literacy, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill

### Part B: Direct Instruction Supplemental Program Information

purposes. Students will be grouped based on assessed needs for additional instruction to improve literacy skills. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult.

Schedule and duration: The Title III funded program is a program that will meet two times per week for two hours after school. The program will begin in December and run until the end of April. The program will be on Wednesdays and Thursdays from 2:20PM - 4:20PM. This will be in session for 16 weeks, although the Title III allocation will only pay for 8 weeks. Title III does not provide enough funds for the duration of the program. 100% of the Title III budget, that is provided, will be used for after school.

100% = \$15, 376

\$15, 376 divided by \$51.51(teacher salary) = 299 hours

299 hours divided by 4 hours per week = 75

75 divided by 5 (number of teachers) = Title III will pay for 15 weeks of our program for ELLs

Language of instruction: English and Spanish

Number and types of certified teachers:   2   ESL Teachers,   3   Common Branch Teachers. All staff who services our LEP population are highly qualified and have all the necessary certification.

Types of materials: With other funds, the after school program will purchase and use the following materials: Best Practices in Reading - Options Publishing, Targeted Math Intervention - Teacher Created Materials, Scantron Performance Series - Literacy & Math, IXL Math Online - Math Activities, Super Teacher Online - Math Activities, Acuity

### 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:

Rationale: During school, and periodically after school, teachers of ELLs are given regular professional development to ensure that they are implementing best practices. Through study groups, grade conferences, and faculty conferences teachers are offered professional development opportunities

### Part C: Professional Development

through the duration of the programs. Professional development is coordinated by a Professional Development Team. Administration, school based coaches, in literacy and in math, teachers, and other support personnel from the District will continue to provide training for the teachers of ELLs. Through District 5 staff development workshops, in-house component meetings which focus on various aspects of reading methods and strategies, feedback from observations, modeling and opportunities for inter-visitations, teachers' skills are refined. In addition, staff development for the State Standards for English Language Arts is provided during the school day as well as through the after school programs. ESL teachers attend meetings and turnkey best practices. Monolingual/ESL/Bilingual Teachers, and Coaches, collaborate by meeting during Study Groups, Grade Conferences and Team Meetings, to best meet our ELLs' needs.

Teachers to receive training: Intensive professional development is provided for teachers of ELLs. Training is in specialized strategies to meet the needs of ELLs, bilingual, and special needs populations. We focus on the implementation of effective strategies for meeting the needs of the growing ELL population. Professional Development is differentiated by grade and teacher need. Professional Development is aligned to the instructional program being delivered during the instructional school day, after school, and Saturday programs. Professional development is ongoing and based on both hard and soft data. Title III Money will not be used for PD, however, teachers of ELLs attend.

Date	Duration	Title of PD	Certified Facilitator	# of Participants & ELL service providers
9/2/14	1:00 – 1:40PM	Parent Choice & Parent Engagement	Dr. George, Principal	2
9/15/14	2:20 – 3:00PM	Questioning and Discussion (1 of 3 series)	Ms. Haye, Math Coach	15
9/29/14	2:20 – 3:40PM	Individual Student Conferencing	Ms. Crespo, Literacy Coach	45
10/6/14	2:20 - 3:40 PM	Danielson 1a, 1e	Ms. Skop & Ms. Newell, Assistant Principals	28
10/16/14	8:00 – 8:45AM	Social/Emotional Development	Ms. Haas, Social Studies Coach	2
10/20/14	2:20 – 3:40PM	Foundations (1 of 3 series)	Ms. Crespo, Literacy Coach	15
11/4/14	1:50 – 2:50PM	ELL Intervention Strategies	Mr. Blum & Ms. Behrens, ESL Teachers	45

Schedule and duration: Professional development is provided throughout the school year (September, 2014 through June, 2015). There is also on-going articulation between the classroom teachers, cluster teachers, ELL service providers and administrators.

### 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:

Rationale: Here at PS 290, ongoing efforts are employed to increase parental involvement by working with the PTA and our parent coordinator. We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their children. All activities are designed to increase parental involvement, which in turn will have an impact on student academic achievement. There are appropriate translation and interpretation services to meet our parents' needs. These activities are not paid for using Title III funds, however, they are for parents of ELLS. These activities include, but are not limited to the following:

Activity	Duration	Title/Certification of Provider
Parent Teacher Conferences	2 hours (4 sessions)	Teachers - CB, ESL, & Bilingual
Books and Breakfast	2 hours (2 sessions)	Teachers - CB, ESL, & Bilingual
Parent ESL Courses	September, 2014 - June, 2015 (3 hrs/day)	Teacher - ESL
Parent Fitness Program	September, 2014 - June, 2015 (1.5hr/wk)	Teacher - CB & ZUMBA
Parent Book Club	November, 2014 - June, 2015 (2.5hr/mo)	Parent Coordinator
Parent Nutrition Classes	October, 2014 - May, 2014 (2.5 hr/bi-mo)	Licensed nutritionist from Cornell
Intervention Meetings	September, 2014 - June, 2014 (3hr/mo)	Administration/Teachers
Morning Math	2 hours (2 sessions)	Teachers - CB, ESL, & Bilingual

Topic to be covered: Topics for these meetings and activities include, but are not limited to Common Core Learning Standards, Envision Math, ELA and math instruction and methodologies, ELA and math test formats and expectations, etc.

How parents will be notified of these activities: In addition to the mandate parent engagement time built into the school day every Tuesday from 2:20PM - 3:00PM, information is disseminated via monthly parent calendars and newsletters. We also have a daily outreach automated system that contacts parents via phone. Parent-teacher conferences are held periodically throughout the year to maintain a partnership and maintain communication. The Parent Coordinator maintains a parent resource center

**Part D: Parental Engagement Activities**

that contains updated and translated information regarding all upcoming events. At each activity or event, parents are notified of other upcoming events and activities.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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