



Department of English Language Learners and Student Support

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<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: PS 328 Phillis Wheatley	DBN: 19K328
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: 23
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The program will address the needs of the ELL beginner and intermediate students in Grade 2-5. 20 Students will be divided into two classes (10 students in each group) based upon their level of ability and language skills and receive small group/individual instruction in English on Wednesdays and Thursdays from 2:20 to 4:20 pm (from November 19 to April 23rd) of additional ESL instruction by two certified ESL/Bilingual teachers. Instructional activities will include scaffolding vocabulary, Read-Alouds, class discussions, close reading high-interests texts ranging from simple to complex language structures. We are using materials Language Power K-5 Levels A and B published by Teacher Created Materials. The materials provide strong visual support for SIFE and SWD as well simple language structures for newcomers. Our school does not have long term ELL's.

Part C: Professional Development

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

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

Begin description here: The ESL and Bilingual Common Branch teachers will receive Professional Development from Miriam Augustine, NYU - ESL Instructional Specialist. Ms. Becky Tian and Mr. Antonio Robles will receive training 2 full days x month from Oct - June. Topics to be covered - Data Analysis, Meeting Student's Language Needs, Connecting Content to Student Background Knowledge, Expanding Vocabulary, Improving Reading and Writing, Questioning, Looking at Student's Work.

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: Weekly parent workshop during Parent Engagement session on Tuesdays - 2:20 - 3:00 p.m. Topics - How to Help your child with Homework, Reading Strategies, Math games that promote Number Sense, Understanding ARIS, Introduction to the NYSESLAT Assessment, Using

Part D: Parental Engagement Activities

Technology to Assist Your Child. Parents will receive flyers/notices in their language, direct contact with ESL teacher, classroom teacher, telephone, email and mail. The following staff members will be available to provide translation services: Mr. Robles, a teacher who is certified in Bilingual Education, Ms. Melindez, a bilingual paraprofessional, and five bilingual schools aides/office assistants. For languages that we cannot translate, we will utilize over-the-phone interpretation services provided by DOE's Translation and Interpretation Unit. Two teachers will provide the weekly parent workshops: Ms. Tian, the ESL teacher, and Mr Robles, a teacher who is certified in Bilingual Education.

Part E: Budget

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

Allocation Amount: \$0

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

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): **19K328**

School Name: **PHILLIS WHEATLEY**

Principal: **BARBRA GEDACHT**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PHILLIS WHEATLEY School Number (DBN): 19K328
School Level: ELEMENTARY Grades Served: PREK-5
School Address: 330 ALABAMA AVENUE
Phone Number: 718 345-9393 Fax: 718 345-6566
School Contact Person: BARBRA GEDACHT Email Address: BGEDACH@SCHOOLS.NYC.GOV
Principal: BARBRA GEDACHT
UFT Chapter Leader: ALECIA PATRICK
Parents' Association President: ELLEN LEE
SLT Chairperson: BARBRA GEDACHT
Student Representative(s): _____

District Information

District: 19 Superintendent: JOYCE STALLINGS HARTE
Superintendent's Office Address: 557 PENNSYLVANIA AVENUE BROOKLYN, NEW YORK 11207
Superintendent's Email Address: JSTALLI@SCHOOLS.NYC.GOV
Phone Number: 718 240-2700 Fax: 718 240-2751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: DESPINA ZAHARAKIS
Network Number: 210 Network Leader: JOANNE BRUCELLA

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 School Comprehensive Educational Plan (SCEP) 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)
BARBRA GEDACHT	*Principal or Designee	
ALECIA PATRICK	*UFT Chapter Leader or Designee	
ELLEN LEE	*PA/PTA President or Designated Co-President	
MIRANDA SUMPTER	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
VINCENT PERILLO	Member/ Teacher	
ALICIA TAYLOR	Member/ Para-professional	
SHIRLEY STARKS	Member/ Parent	
ANTYRA BROWN	Member/ Parent	
AIKEEMA BROWN	Member/ Parent	
YOLANDA LITTLE	Member/ Parent	
	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **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.
- **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.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** 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 administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELA SCORES – NYS ASSESSMENT, SCHOLASTIC READING INVENTORY, NYC PERFORMANCE TASKS	Guided Reading, small group instruction is embedded into the literacy block. Also, periods are built into the schedules of out of classroom teachers, including coaches, staff developer, dean, SETSS teacher and cluster teachers. USE OF TECHNOLOGY PROGRAMS – IMAGINE LEARNING, ACHIEVE 3000 Raz Kids	SMALL GROUP INSTRUCTION, 1:1 TUTORING	DURING SCHOOL DAY, AFTER SCHOOL PROGRAM – Wed/Thurs 2:20-4:20
Mathematics	NYS ASSESSMENT, SCANTRON, NYC PERFORMANCE TASK GO MATH BENCHMARK TESTS	AIS provided by Math coaches and teachers with AIS periods built into their schedules. DIFFERENTIATED MATERIALS, USE OF TECHNOLOGY PROGRAMS – GO MATH	SMALL GROUP INSTRUCTION, 1:1 TUTORING	DURING SCHOOL DAY, AFTER SCHOOL Wed/Thurs 2:20-4:20
Science	ELA DATA – NYS ASSESSMENT, SRI, NYC PERFORM TASK	ACHIEVE 3000 CONTENT BASED LITERACY SUPPORT TECHNOLOGY	1:1 TECHNOLOGY PROGRAM- Achieve 3000	DURING SCHOOL DAY, AFTER SCHOOL, 24 HOUR ACCESS
Social Studies	ELA DATA – NYS ASSESSMENT, SRI, NYC PERFORM TASK	ACHIEVE 3000 CONTENT BASED LITERACY SUPPORT TECHNOLOGY	1:1 TECHNOLOGY PROGRAM	DURING SCHOOL DAY, AFTER SCHOOL 24 HOUR ACCESS
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	TEACHER REFERRALS AND PARENT REQUESTS	ACADEMIC AT RISK FOR TIER III STUDENTS, COUNSELING WITH SOCIAL WORKER,	1:1 AND SMALL GROUP	DURING SCHOOL DAY

		GUIDANCE , COUNSELOR, DEAN, SMALL GROUP WITH SETSS TEACHER, Morningside Center for Social Responsibility, RAMAPO for children		
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Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, 5% gains in ELA and Math proficiency will be evidenced by NYC MoSL assessment data.

By June 2015, there will be a 10% decrease of incidents as compared to the 2013-14 school year, evidenced in OORS, due to programs that address social and emotional behaviors with students.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

ELT programs are offered to all students in grades K-5. The ELT program will also target the lowest performing students as evidenced by the NYC Performance Tasks and NYS ELA and Math Assessments. We will also target students who have exhibited social and emotional issues, as well as STHs, SWDs and ELLs.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The program will have several components. There will be a Friday Afternoon Club Program where targeted students will be offered the opportunity to choose from several elective programs – Wrestling, Flag Rugby, Dance and Theatre, Future Scientist Club, Technology Club, Chess and Critical Thinking Games Club, Chorus and Art Studio. Materials and resources will be purchased to support these programs. A Title III program will provide support for English Language Learners 4 hours a week. Additional Imagine Learning licenses will be purchased to support ELLs. In the Spring of 2015, there will be a Saturday program for students in Grades 1-5 and a Spring Vacation Math Academy for students in Grades 3-5 during the week of April 6-10. Additional materials and resources will be purchased to support these programs. In an effort to provide support for improved social and emotional behaviors, Ramapo for Children will be providing on-site support for students and families during the Saturday program. In addition, Morningside Center for Child Development

will be providing outreach for students during lunch.

Part 2c. Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Students will have the choice of elective programs and the use of technology will be heavily promoted. Additional software licenses will be purchased.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The programs will be implemented in house, using selected school personnel. The Principal and Assistant Principal will oversee the program.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

10 teachers and one supervisor are needed for the club program. 15 teachers are needed for the Saturday program and 12 teachers are needed for the Spring Vacation Academy. 2 teachers are needed for the Title III program. Instructional materials will be purchased for the Friday Club program, Saturday and Spring Vacation Math Academy. Materials for the various clubs will be purchased as identified by teachers. No adjustments to the regular school day schedule will be needed.

Part 3c. Timeline for implementation and completion, including start and end dates.

The Club program began in November and was expanded in December. CBO support will begin in January. The Title III program began in November. The Saturday program will begin in February and the Spring Vacation Math Academy will be held on April 7, 8 and 9, 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	x	Tax Levy	x	Title I SWP		Title I TA		P/F Set-aside		C4E
x	Title I 1003(a)	x	Title III		PTA Funded	x	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

There will be a 2% increase in student results from the baseline given in the fall on the following assessments:

Go Math Benchmark B Assessment – March 2015

READY Writing Performance Task – Feb 2015

Scholastic Reading Inventory – Sept, Dec, March, June

By February 2015, there will be a 5% decrease of incidents, as compared to the 2013-14 school year, evidenced in OORS, due to programs that address social and emotional behaviors with students.

Part 5b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

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

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.

In order to recruit, train, support and retain teachers, we provide numerous ongoing professional development activities. We have added two .5 coach positions to address the needs of teachers in all grades – PreK to Grade 5. The coaches work collaboratively with the 3 day/week F status early childhood staff developer and the two literacy consultants that will each provide 50 days of P.D. throughout the year, targeting either PreK-2 or 3-5. They will meet 1:1 with teachers, with teacher teams, model instruction, co-teach and develop lesson plans and curriculum maps that include performance tasks. The coaches will assist teachers with analyzing data and how to use assessment data to differentiate instruction. All programs, technology programs such as Imagine Learning and Achieve 3000 that are purchased will include ongoing Professional Development. The SIG partnerships with Studio in a School and the New York Historical Society also include ongoing inhouse Professional Development. Administrators will provide targeted professional development for individual teachers and teacher teams that includes feedback tied to the Danielson Framework. Our teachers will also receive training on addressing social and emotional needs of our students through Ramapo for Children.

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).

Additional support provided by two Literacy Support Consultants working collaboratively with teacher teams in PreK-2 or Grades 3-5 to develop CCSS lessons, curriculum maps and performance tasks, co-teach and build capacity.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

There are presently 2 Pre-K classes that are fully integrated into the school community. Teachers will be using the Pre-K Ready Gen program to support the transition to Kindergarten literacy instruction. School-wide PD is provided to all teachers PK-5 so that there is pedagogical alignment across grades. Parent meetings and activities are open to all parents with students in PK-5. Pre-K parents are provided with support in navigating the early intervention process and advocating for services when students are entering Kindergarten.

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.

The Principal met with the SLT in the spring to review the MOSL assessment choices and school results. The UFT Representative attended city-wide training with the Principal. The MOSL team, consisting of 4 teacher members reviewed and selected assessment choices in September.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	342, 870	X	12
Title I School Improvement 1003(a)	Federal	450,000	x	12
Title I Priority and Focus School Improvement Funds	Federal	87,672	x	10-11
Title II, Part A	Federal	119,630	x	11
Title III, Part A	Federal	11,200	x	11
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	1725,315	x	8-9
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¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 7: 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 SCEP 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.

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. 19K328, 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. 19K328, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

School-Parent Compact (SPC)

19K328, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

**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 .

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 328
School Name Phillis Wheatley		

B. Language Allocation Policy Team Composition 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 Barbra Gedacht	Assistant Principal Sonja Webber-Bey
Coach type here	Coach type here
ESL Teacher Becky Tian	Guidance Counselor Dawn Brown
Teacher/Subject Area Tichena Webster - elementary	Parent Verna Humphreys
Teacher/Subject Area Kindra Holloway - elementary	Parent Coordinator Samone Stroman
Related Service Provider Megan Zaiantz - speech	Other type here
Network Leader (Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	433	Total number of ELLs	53	ELLs as share of total student population (%)	12.47%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	7
SIFE	3	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	1

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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	3	2	12	0	4	1	0	1	50

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	37	3	2	12	0	4	1	0	1	50
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	3	3	5	8	9	0	0	3	0	0	0	0	38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	1	2	1	1	0	0	1	0	0	0	0	10
Haitian			1	1										2
French	1					1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	9	6	5	9	9	11	0	0	4	0	0	0	0	53

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)	5	3	0	3	2	6								19
Intermediate(I)	4	3	4	2	2	3			3					21
Advanced (A)	0	0	1	4	5	2			1					13
Total	9	6	5	9	9	11	0	0	4	0	0	0	0	53

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	3	0	0	0	0	0	8
4	7	0	1	0	0	0	0	0	8
5	7	4	0	0	0	0	0	0	11
6	0	0	0	0	0	0	0	0	0
7	4	1	1	0	0	0	0	0	6
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		3		4				8
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
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.
We use the Fountas and Pinnell Assessment System , NYCDOE Baseline Performance Assessments, core curriculum [ReadyGEN] performance assessments, as well as generic literacy checklists to assess the early literacy skills of all students including ELLs. Based on these assessments K-2 ELLs' scores in the areas of Phonemic Awareness, Phonics, Vocabulary, and Reading Comprehension are below

performance level, compared to their peers who are English proficient speakers. About 73% of our ELLs speak Spanish, 19% speak Arabic and the remaining speak other languages (Haitian Creole and Fulani). For all ELLs, we will need to provide extra support and more time, until they can acquire the second language at the level of proficiency. In addition, about 67% of our ELLs have lived in the country less than 3 years, and they are just beginning to learn the language. Another 27% % of ELLs have lived in the US from 4- 6 years, and 4% have been in the U.S. longer than six years. But all students are still in the process of acquiring and developing the second language. Our teachers are continuously using data resources (Reading Tracker, ARIS, STARSClassroom) to design our school's instructional plan for ELLs. An additional consideration is consistent attendance. Last year, 6 of our K-2 ELLs were absent from school over 20 days. Our ELLs are grouped based on their specific language needs and lessons are developed in alignment with ESL methodologies, strategies, and differentiated instruction. Both formal and informal assessments are used as a guide for our ESL curriculum which focuses on vocabulary, and language acquisition in all four modalities-listening, speaking, reading, and writing.

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

In a review of LAB-R and NYSESLAT scores, the data patterns across proficiency levels indicate that in Grades K-1, all students fall in the Beginning and Intermediate level, except one student that moved from Intermediate to Advanced. However, all students in Grades 2-3 moved one level up, or made progress within the level with the exception of two beginners in Grade 3, one of which is identified as a SIFE student. In Grade 4, four students moved one level up; three gained points within the Advanced level; two students -one Advanced and one Intermediate- failed to make progress on the NYSESLAT. Four of the 11 ELLs in Grade 5 arrived from another country late last year and there is a new entrant this year. All five are beginners at this time. Of the five fifth grade ELLs who took the NYSESLAT in 2013, four moved one level up to the Intermediate or Advanced level. One remains at the Intermediate level. In Grade 8 there are currently four ELLs. One student, who arrived in the country two years ago, moved from Beginner to Intermediate. Three students, two of which are special needs students, did not make progress. These two SWDs remain at the Intermediate level while the fourth student scored Advanced.

All across the grades, the students are more proficient at speaking and listening, and least proficient at reading and writing. The data patterns indicate that instruction for ELLs needs to concentrate on improving Reading and Writing skills in addition to providing listening and speaking activities for first-year ELLs.

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](#))

All across the grades, the students who are in the program longer than two years are more proficient at speaking and listening, and least proficient at reading and writing as revealed by progress towards our AMAO's / on the NYSESLAT. This year the kindergarteners are entering at mostly beginning and intermediate levels of proficiency. In addition they speak mostly Arabic, and Spanish. One ESL student speaks French. The first graders are mostly intermediate in Listening/Speaking, and Beginners in Reading/Writing. The same pattern follows in the second, third, fourth and fifth grade, students excel more at Listening/Speaking than Reading/Writing. These patterns indicate that instruction for ELLs at Intermediate /Advanced levels needs to concentrate on improving Reading and Writing skills. For the beginning level students in order to enhance their oral language and understanding of new words we will provide multiple entry points for students to work with new words in a rich multicultural context. In addition, students will be provided with small-group discussions opportunities to help develop strategies such as using prior knowledge, generating their own higher-order thinking questions, comprehension monitoring, cooperative learning, and use of graphic organizers. These strategies will produce stronger comprehension in reading and in subjects such as social studies and science and thereby help ELL students to attain language proficiency.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In an analysis of the NY State ELA and NY State Math exams, ELLs in Grades 3-8, in our Free-Standing ESL Program, fall predominantly in performance Level 1 and 2 in both English and Native Language. On the NY State Science exam, 4 of the 8 fourth grade ELLs (50%) performed at Level 3, 3 at Level 2 and one student at Level 1.

The results of the Periodic Assessments and AMAO's are shared with teachers and administrators during our grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based data-driven instruction. Once strengths & weakness are identified, the ESL and classroom teachers use the data to formulate instruction for the entire class, the small groups, ELLs, and individual intervention. Native Language peer collaborations among ELL students are encouraged to further comprehension of tasks.

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](#).)

ELL students are an integral part of the school's RTI plan. Along with at-risk students, ELLs receive data-driven small group instruction within the core curriculum program. This year with NYCDOE Instructional Expectations including highlighted foci on both non-fiction grade appropriate texts and development of academic vocabulary, teachers use a variety of strategies to introduce Tier II and Tier III vocabulary (ie. Fryre frames, picture/photograph visuals, repeated use practice). Pull-out RTI sessions are scheduled to support more intensive intervention in groups of 3-5 and 1-2. Research based materials are selected to match students needs and learning styles. Progress monitoring and benchmark evaluations determine growth and 'next steps'. This year our ELL's will participate in an after school program utilizing materials designed to support their achievement.

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

Second language learners generally go through several stages of acquisition: Preproduction, Early Production, Speech Emergent, Intermediate Fluency, and Advanced Fluency. (Eugenia Mora-Flores, *Writing Instruction for English Language Learners*, 2009, Introduction; Stephen Krashen and Tracy Terrell, *The Natural Approach-Language Approach in the Classroom*, 1995, p78)

Teachers PS/IS 328 understand that it is a school-wide responsibility to meet the needs of second language learners at various stages of language development. Within their classrooms, and across the school, teachers collaborate to create the range of environments and contexts in which our ELLs will need to function successfully. In addition, teachers, administrators, and staff always seek ways to make newcomers, who are mostly at the silent stage of second language development, feel comfortable about speaking out in the classroom, and actively affirm the self-esteem and language development and acquisition.

Both ESL and classroom teachers employ strategies that assist in making language and instruction more understandable. These strategies include:

- Scaffolding techniques including strong vocabulary routines and appropriate graphic organizers for different topics;
- Simplifying but not artificially restricting language structures (shorter sentences, use of unambiguous terminology);
- Contextualizing both oral and written texts with pictures, charts, diagrams, and realia; providing for repeated access to ideas and vocabulary;
- Creating interaction structures that allow for both comprehension and the need to act on and talk about content;
- Collaborative learning groups in all subject areas;
- Providing sentence frames or sentence starters for beginners in speaking and writing activities;
- Encouraging use of native language:

Having bilingual dictionaries available to ELLs

Teaching cognates explicitly

Making connections between prior knowledge in first language and new information to be acquired in second language.

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?

Our school does not provide dual language programs.

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

Success for ELL students is determined through informal and formal assessments. Informal assessments include portfolios, progress monitoring, teacher observations, ongoing unit assessments, and performance tasks. Formal assessments include the Periodic Assessment, ELA and Math State Tests, and the NYSESLAT. Scale scores are examined for yearly growth. The after school program will include pre and post testing to identify growth over the course of three months.

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](#).)

When parents or guardians first register their child at PS/IS 328, they are given the registration package which includes the Home Language Identification Survey in English or the parents/child's native language. A pedagogue who is trained in the HLIS process is present in the registration process. During this time, the pedagogue (the ESL teacher, a trained teacher, or an administrator who also holds a valid teaching certificate) will perform an informal interview to better understand which language the child mostly speaks. Translation services are available to help parents through the use of school staff or the Department of Education's Translation and Interpretation Services Unit. Languages spoken by our pedagogues include Spanish and French.

The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used at home (one question marked as another language from questions 1-4 and two questions marked as another language from questions 5-8), the student is administered the LAB-R within ten days of registration. When administering the LAB-R to Spanish speaking students, they are also given Spanish LAB-R, by a licensed bilingual teacher, to ensure their language ability. The LAB-R is hand-scored and reviewed by a trained licensed pedagogue. If the student scores below the state designated level of proficiency, the student is identified as an ELL. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child.

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.

PS/IS 328 respects and values parental involvement in the decision-making process. In selecting appropriate placement for a new ESL student, the first official interaction with parents/guardians of newly enrolled English language learners is at the parent orientation session where program placement options are presented with clarity and objectivity. The meeting presented by the ESL teacher, Parent Coordinator, and the Administration focuses on orienting the parents to the school system and explaining the three programs for English language learners- Transitional Bilingual Education, Dual Language, and Freestanding ESL. A video, which is offered online in 13 different languages on the DOE website, provides information and the parents' rights to choose educational options for their child. The video is available in English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models. In addition, parents are able to ask questions and individually speak to the ESL teacher/liaison to make a sound educational decision as to which program best meets the needs of their child. (If parents are unable to attend the orientation, the session is rescheduled. After sending out several invitations, if certain parents still fail to attend the orientation, Ms. Tian will contact those parents via phone calls and thoroughly explain the three program models and respond to parents' questions.) Parent Survey and Program Selection forms are then filled out and returned to Ms. Tian, the ESL teacher/liaison. Duplicate copies of Parent Survey and Selection forms are placed in the ESL compliance binder in Room 202. Also, the parent choices are computed into ATS via ELPC. Copies of each letter that pertains to a given student is compiled and maintained in the ESL compliance binder. If the forms are not returned in a timely fashion, Ms. Tian or Ms. Stroman, the Parent Coordinator contacts the parents through phone calls, emails, and letters to reschedule another time to meet and ensure these forms are returned. Students are placed within ten days of enrollment in the Free Standing ESL program. If the parents select the Bilingual or Dual Language classes, they are informed that they must register their child in another school that offers these programs after we provide them with a list of the schools that offer the program of their choice. They are then directed to the Office of School Enrollment. The majority of our parents have selected Free Standing ESL Program. The few parents who initially consider Bilingual programs choose to have their child remain in our ESL program since they feel that their child has become attached to the school and staff.

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

PS/IS 328 ensures that Entitlement letters are distributed to every ESL student. As soon as school starts in September, the ESL teacher/liaison reviews the spring NYSESLAT scores via RLAT-generated reports. Continued Entitlement letters are sent home to all returning ESL students in September.

We invite our newly admitted parents of ELLs to come to parent orientation meetings and fill out Parent Survey and Selection forms. Parents are notified in writing, via the Parent Entitlement Letter, which is sent home with the child. Phone calls to parents are also made on the same day informing them about the Entitlement letter and upcoming parent orientation. During the parent orientation, parents are asked to fill out the Parent Survey and Program Selection form after watching the video in their native language and fully understanding the three program models for ELLs. An interpreter is always available for those parents whose speak a language other than English. The Parent Survey and Program Selection form is then returned to Ms. Tian, the ESL teacher/liaison. Duplicate copies of the Continued Entitlement letters, Entitlement letters, and Parent Survey and Selection forms are placed in the ESL compliance binder in Room 202. Also, the parent choices are computed into ATS via ELPC. If the forms are not returned in a timely fashion, Ms. Tian or Ms. Stroman, the Parent Coordinator contacts the parents through phone calls, emails, and letters to reschedule another time to meet and ensure these forms are returned.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

The criteria used to place identified ELL students in bilingual or ESL programs start with parent choice. Parents learn about the three program models available in the NYC School System in their native language at the initial parent orientation. They also learn about the programs offered at PS/IS 328 and ask questions about specific concerns they may have about our Freestanding ESL program or in the NYS School System. If the parents select the Bilingual or Dual Language classes, they are informed that they must register their child in another school that offers these programs after we provide them with a list of the schools that offer the program of their choice. They are then directed to the Office of School Enrollment. The majority of our parents have selected Free Standing ESL Program. The few parents who initially consider Bilingual programs choose to have their child remain in our ESL program since they feel that their child has become attached to the school and staff.

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

The NYSESLAT is administered every spring to re-evaluate ESL students to determine whether or not they are still eligible for mandated ESL services. TATS RLAT report for eligibility, information from previous years and newly screened admits are used to enable identification for testing. The testing coordinator and ESL teacher/liaison create a calendar indicating each of the required components to ensure that students are administered in all four modalities-listening, speaking, reading, and writing. This calendar also informs teachers and parents of testing times and dates. As soon as the NYSESLAT results are received, the students are identified according to their proficiency levels. The results of the ATS RLAT/RNMR are then disaggregated through the use of ARIS and AMAO's to identify the proficiency levels of ELL students in the four modalities. After examining the results, the ESL teacher/liaison sends out continued entitlement or non-entitlement letters to parents and inform them of whether their child will continue to receive ESL services in the new school year.

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. [①](#)
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is close to 99% for Freestanding ESL. Our parents are very adamant about immersing their children in full English instruction. The ESL teacher/liaison and Parent Coordinator monitor the trends in parent choices using supporting data and by communicating parent program choices with the school administration.

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])?

ELL instruction is typically delivered utilizing a push-in/pull-out model in our school. However, with the increased number of newcomers and staffing change, we have only one ESL teacher servicing 52 ELLs in the year 2013-2014. Therefore, this school year our Freestanding ESL utilizes the pull-out model. In each grade we have designated one class as the "ESL Class", where ELLs are grouped heterogeneously with native-speaking students of the same grade to receive content area instruction provided by highly-qualified teachers. The ESL teacher pulls out ELLs from K-2 in a heterogeneous group and ELLs from 3-5 in three homogeneous groups according to the students' language proficiency level. The three groups in grades 3-5 are Beginner, Intermediate, and Advanced. ELLs in Grade 8 are pulled out in one heterogeneous group.

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)?

This school year our Freestanding ESL utilizes the pull-out model. In each grade we have designated one class as the "ESL Class", where ELLs are grouped heterogeneously with native-speaking students of the same grade to receive content area instruction provided by highly-qualified teachers. Ms. Tian, a licensed ESL teacher provides 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs. Advanced students receive 180 minutes of ESL instruction as well as 180 minutes of ELA instruction per week. The ESL teacher pulls out ELLs from K-2 in a heterogeneous groups and ELLs from 3-5 in three homogeneous groups according to the students' language proficiency level. The three groups in grades 3-5 are Beginner, Intermediate, and Advanced. ELLs in Grade 8 are pulled out in one heterogeneous group. In all pull-out groups, the ESL teacher maintains the room's atmosphere welcoming to all students. Students interact with one another as well with adults. This allows students to feel more confident, secure, and safe while learning the new language. The classroom environment is rich in materials and opportunities for exploration, which encourages positive development and growth in every way. The room arrangement reflects and supports ELLs' needs and interests in second language acquisition. The room is labeled and print-rich; reading materials are differentiated both by level and theme to promote understanding and comprehension on content area. Additionally, native language is supported through books on tape, bilingual dictionaries, and classroom libraries. Students are encouraged to use their native language in discussion with their peers and in some required writing assignments. New vocabulary words are also written in students' native language to support newcomers in reading comprehension and writing skills. The after school program will offer two two-hour sessions.

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.

At PS/IS 328, language instruction is aligned with the Common Core learning standards. All of our students receive differentiated instruction in ELA, math, science, social studies, technology, and subject areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their content area needs towards meeting the Common Core Learning Standards. ELLs are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Foundations, Voyager, Wilson, and Scott-Foresman Reading; as well as content-specific tutoring. Bilingual glossaries and visual-based dictionaries are provided to support different content areas to help each child's understanding of the lesson and materials. Instruction always takes into account the first language and culture of our ELLs. Textbooks and trade books in the areas of science and math for grades 3-8 are offered in native languages for support in comprehending materials. When necessary, teachers also provide translations of instructional materials utilizing online translating tools. The strategy of using translated materials in students' native language has proven effective for our Spanish- and Arabic-speaking ELLs who are literate in their native language.

ESL instruction is delivered in a pull-out model. ESL classes are formed based on the English Language Learners' current grade and English language ability. Our NYS certified ESL teacher provides the ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction might also be implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time according to the student proficiency level as indicated on the LABR and NYSESLAT testing data. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction weekly. Advanced level ELLs receive 180 minutes of ESL instruction as well as 180 minutes of

ELA instruction weekly. The ESL teacher carefully selects leveled resources and designs lessons to meet the needs of individual ELLs of all levels in developing vocabulary, listening, speaking, reading, writing and communicating in English. Resources include Harcourt Moving Into English for grades K-2 with emphasis on vocabulary and academic language development in ELA, science, and social studies; Santillana Intensive English is used for grades 3-8 with focus on social studies and science. In addition, the Collins Writing Model is incorporated with the process of writing methodology to help ELLs achieve proficiency in writing and meet the demands of the Common Core Learning Standards.

Other Materials used in our ESL program include the following:

- Computer Program Rosetta Stone
- Interactive word walls
- Alphabet cards, word/picture cards
- Google images for academic contents
- Big books of both fiction and non-fiction
- LeapPads Reading Program
- Stories on CDs and audio tapes
- Leveled classroom libraries
- Access to instructional websites: starfall.com (for grades K-2)
And Naturalgeographic.com (grades 3-5)

Our ELLs are taught in English using the following strategies and practices:

- Journal writing, note-taking ,drama, poetry, chanting, singing, choral speaking, and instructional conversations.
- Explicit instruction and contextualization in Tier II vocabulary work. Visuals and real-life experiences are always provided to increase and encourage the use of social and academic vocabulary.
- Using the workshop model, reading and writing skills are reinforced with special attention given to the conventions of grammar and usage.
- Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction.
- Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners.
- Modeling when introducing a new task for the learners to see or hear what a developed product looks like;
- Bridging activities that access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences;
- Critical thinking is reinforced throughout the lessons using Depth of Knowledge questioning techniques as well as Blooms Taxonomy
- Metacognitive development which involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; examples of such strategies we use are KWL activities; think aloud, and reading with a focus; Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and instructional charts to which the teacher and students refer frequently. Also employed in content area instructions is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

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

When administering the LAB-R to Spanish speaking students, they are also given the Spanish LAB-R to ensure their language ability. ELLs are also able to take any state exam with an available translated version of their home language. Students may use approved translated dictionaries or have a translator translating test directions during these exams.

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

ELL students are evaluated through both informal and formal assessments. We utilize informal assessments, such as teacher observations, student-teacher conferencing, portfolios, progress monitoring, unit assessments, and performance tasks. These informal assessments allow teachers to track the ongoing progress of our students in relation to the Common Core Learning Standards in reading, writing, listening and speaking. As a result, ESL and classroom teachers can target students' specific needs, modify instructional plans, and provide additional support to ensure student achievement in all four modalities-listening, speaking, reading, and writing. Formal assessments include the Periodic Assessment, ELA and Math State Assessments, and the NYSESLAT. Our inquiry teams analyze student test data during our grade meetings, common preps, extended day PDs. Once the data has been reviewed, the administration and teachers analyze the strengths and weaknesses of students. This information is used to formulate instruction and learning goals, for the entire class, the small differentiated groups and individuals including ELLs.

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).

According to the Spring 2013 NYSESLAT and new LABR results, 75% of our current ELLs are at the Beginner/Intermediate Levels. Since we are following the English as a Second Language Model, all instruction is in English. Therefore we differentiate instruction in the following ways.

a) Our school plan for SIFE students:

- Incorporate a hands-on basics program that both the classroom teacher and ESL teacher use.
- Utilize alphabet cards, basic words flash cards, picture dictionaries, and easy level readers to develop language acquisition skills.
- SIFE children are paired with buddies that may help them during classroom instruction.
- The teachers also incorporate individualized instruction for these children within the flow of the day.

b) Our school plan for Newcomers:

- Newcomers receive 360 minutes of ESL instruction per week, within a small group structure.
- They are introduced to the English language through Read-alouds, scaffolding activities, hands-on manipulatives which include flashcards, and personal vocabulary cards, as well as group experiences.
- Phonics instruction as determined by their level and individual needs.

c-d)Our school plan for ELLs receiving service 4 to 6 years and Long-Term ELLs (completed 6 years):

- Collaboration between the ESL teacher and classroom teachers.
- Provide content area instruction as well as ELA instruction, including reading, writing, vocabulary development, spelling, grammar, and speaking, within the Workshop model, that aligns with and supports the Common Core Standards.
- The ESL teacher gives additional support to ELLs on test-taking skills and strategies using the four modalities.

e-Our ELLs who have exited the program are grouped accordingly within the classroom setting in order to benefit from the ELL instruction. They are assigned follow-up activities within the lesson in order to bridge their learning experiences and are given vocabulary support within reading and writing workshops as well as content area support within all subjects.

Former ELLs who have tested Proficiency on the NYSESLAT within two years receive the following test modifications on NYS exams:

- Time extension
- Separate location
- Bilingual dictionaries and glossaries

- All eligible ELLs participate in our extra support programs, such as SETSS and AIS.

-ELLs also receive continued instruction through the integration of technology, Computer Lab,using theSmartboard, for writing skills, English Language Arts development; as well as Social Studies and Science digital resources that reinforce conceptual development and offer practice opportunities.

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

Our ELL students with special needs are serviced according to their IEP mandates and grade-appropriate CCLS goals.

- ELL-SWDs receive AIS services from licensed reading and math teachers.
- A hands-on program is utilized and is incorporated within the lessons (ie. Frayer frames, picture/photograph visuals, repeated use practice).
- Interactive / technology activities online are utilized.
- Small group differentiated instruction is utilized at all times during the lessons.

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 ELL/SWDs participate in all school activities with non-disabled peers. ELL/SWDs are sitting in both self-contained and mainstreamed settings. They have equal access to the same curricular as general education students. They work in heterogeneous as well as homogeneous groups in both home rooms and pull-out ESL setting. When necessary, the ESL teacher collaborates with classroom teachers and pushes in to support ELL/SDWs in content area learning. Using collaborative learning strategies with different groups, the ESL teacher and classroom teachers accommodate special needs students according to individual student's

level of performance and provide instruction through differentiated instruction and flexible groups. ELL/SWDs work at their own pace and are not excluded from activities while working with non-disabled students. Lessons and activities are designed based on students' IEP criteria and goals. Teachers of ELL/SWDs support students learning by implementing ESL methodologies. All students are involved in the development of the language acquisition working toward achieving both their oral and academic proficiency in the target language. Students who are in the beginning stage of second language acquisition are mostly participating as listeners. ESL and classroom teachers, including special education teachers, expose these students to visuals, gestures, movements as a model to promote understanding of the language. Beginning and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. All teachers who work with ELLs also continuously make adaptations to the materials to be accessible to the needs of ELL/SWDs. Special Education teachers and related service providers, speech therapists and SETTs teachers also collaborate with the use of ESL methodologies throughout their daily lessons.

Courses Taught in Languages Other than English

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

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

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

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

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

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

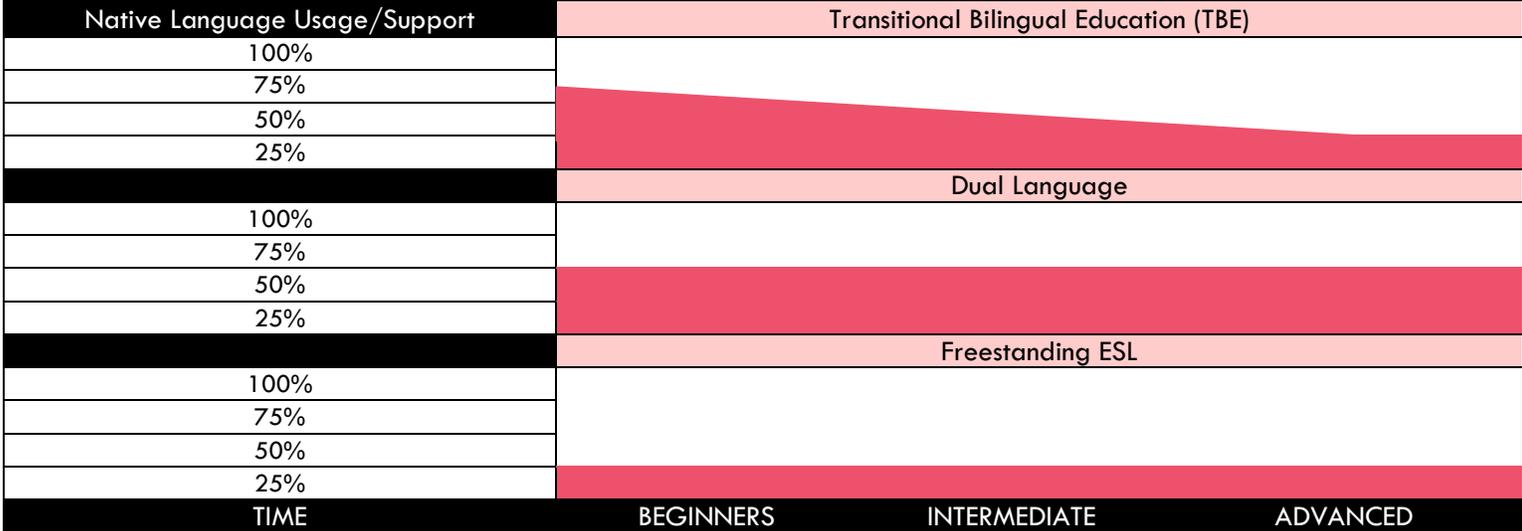
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

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.

Intervention programs for targeted ELL subgroups are put in place to support students' language development. All services offered to ELLs are in English. The newcomers are provided with 360 minutes of ESL services by certified ESL teachers. The ESL program develops skills in the four modalities-listening, speaking, reading, and writing in English. Students use all modalities of the language for information and understanding as well as for literary response. A variety of instructional strategies and activities are implemented to ensure that the ELLs receiving services from 4 to 6 years and long-term ELLs meet and exceed the standards. The ESL strategies utilized by the ESL teacher include: Cooperative Learning Approach, Language Experience Approach, Total Physical Response, Vocabulary Enrichment, and Cognitive Academic Language Approach. These strategies are utilized during a variety of theme-based activities using a wide range of materials including teacher-created materials, trade books, storytelling, and technology. ELLs/SWD receive services according to their IEPs. Audio stories and books as well as internet resources are also used daily to support fluency and comprehension. After school materials target both math and ELA instruction; and based on learning styles, some students will be offered a blended approach that includes both teacher-driven and technology-driven settings.

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 newly implemented core programs in ELA and Math [ReadyGEN, Go Math! and CMP3 Math] will be monitored for their effectiveness, along with common core oriented tasks developed for use through the SchoolNet and EngageNY websites. Teachers conduct on-going data analysis for all individual students, including ELLs, in their classrooms to determine changing needs. The development of all students' vocabulary, including ELL's, is part of our 'instructional shift' for 2013-2014.

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

Our school will continue to implement use of newly acquired software programs in this current school year. Some of the programs, such as Earobics, Tech4 Learning and Rosetta Stone, which are computer/internet based programs encourage students to concentrate with on-task behaviors. ESL teachers will use the assessment tools of Scantron and the Performance Series, which are computerized testing tools. In addition students are tested with the Fountas & Pinnell Assessment System to determine students' reading lexile levels; and tested with the Periodic Assessment during the Spring session. Informal assessments are not just used by the ESL teachers, but by all other teachers. Teacher observation and one-on-one conferences are then used to monitor student's progress throughout the school year. The school expectation is to accelerate students' acquisition of the English language. With these programs and assessments in place, students will continue developing their language acquisition skills in all areas.

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

Our Saturday classes for ELL's will be closed this year due to limited attendance in the past two years..

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

All students, ELLs and SWD are afforded equal access to all school programs. Services that are available include ESL, Response to Intervention, Occupational Therapy, Speech, mandated as well as general counseling. The school invites all ELLs and SWD to participate in all afterschool programs. In addition, NYS funds for "Priority Schools" and Title III funds support our offer for classes designed specifically for ELL's and at-risk students. The purpose of these programs is to provide students with opportunities to develop their literacy/ reading and writing skills to meet the more rigorous demands of Common Core Standards. All ELLs are also encouraged to participate in the school's dance theater program, where they have opportunities to develop social-emotional skills while using their English language skills in a multi-grade, multicultural endeavor. ELL's are invited to participate in our CHAMPS sports programs as well.

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

ELA -

Grades K-5 ReadyGEN,

Pearson's Phonics

ESL

Moving into English

Santillana Intensive English

Math -

Go Math!
CMP3 Math

Technology -

Technology software that aligns with CCLS

Computer Lab-Teacher-created educational programs and tasks to meet needs of individual students including ELLs

Afterschool Program - including ESL groupings

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is provided to ELL students through cooperative groups and peer interaction. Students are encouraged to use their language, and staff and/or peers are used to help interpret as well as bilingual glossaries, or the translation and interpretation unit. Also, we have staff members who speak another language including Spanish, Haitian Creole and French.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our required services and resources correspond directly to our ELLs ages and grade levels at all times. For students in lower grades, we use large prints, pictures, manipulatives, audio/visual aids, rhymes, and various hands-on materials. Starfall, PBS for Kids, and National Geographic are three of the internet resources used as supplements for early literacy and content instruction. Students in upper grades engage in cooperative learning in all content areas including ELA, math, science, and social studies. For example, during a social studies unit our eighth grade ELLs, partnered with mainstream students, conducted collaborative research on the history of Brooklyn Bridge using internet and library resources. Students created powerpoint projects on the history of Brooklyn Bridge and how it affected immigrant workers and urban life in New York City during the late 19th and early 20th century.
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.
We make parents and new incoming students feel part of the community and school environment. Before the school year begins, Ms. Stroman, the Parent Coordinator contacts the parents of new incoming students, including ELLs via phone calls. She introduces the administration and staff, school environment, daily schedule, and supplies required of students during the first week of school. Non-English speaking parents are also informed of translation services available at school. For our newly enrolled students we offer parent/student workshops that are organized by Ms. Stroman, our parent coordinator. During those workshops translation services are provided for all parents and students that attend. The parent coordinator acclimates the parent and students. Monthly parent calendars are provided to the students and their families informing parents of upcoming parent workshops, school activities, and community events. Students earn community service credits by linking with ELL students to negotiate the school environment and discussing school expectations.
18. What language electives are offered to ELLs?
Our school does not offer language electives.
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.

All teachers of ELLs at P.S./IS 328 are actively involved in professional development. They attend network monthly meetings to keep up with the necessary administrative paperwork as well as the current research-based ELL instruction. The ESL teacher attends common prep/grade meetings for planning and assisting with the challenges teachers of ELLs face in the classrooms. The ESL teacher provides assistance through professional development and collaborative planning. Our professional development sessions are designed to support monolingual classroom teachers in delivering instruction to our ELL students. The ESL teacher coordinates instruction with teachers throughout the year. As the ELLs transition from elementary school to junior high, the ESL teacher works in collaboration with our school guidance counselor Ms. D. Brown to ensure ELLs proper placement in high school as well. Our ESL team is available to respond and assist the high school ESL teachers with concerns regarding the transferred ELL students.

The Professional Development program goal is to assist all classroom teachers with the skills needed to meet the needs of ESL students. Teachers are familiarized with the concepts of ESL, culture and language as well as the characteristics of ELLs. The professional development workshop given by the certified ESL teachers exposes the mainstream teachers to different approaches of ESL instruction and content area teaching for a minimum of 7.5 hours. Non-ESL teachers learn a variety of ESL methods to promote the development of the cognitive, academic, and content specific English language skills necessary for ELLs' social as well as academic development.

The ESL teachers provide staff development as part of the Title III plan to ensure that monolingual teachers are able to deliver effective instruction to our ELLs. Monolingual classroom teachers are trained with the 7.5 hours mandated PD for monolingual teachers training during staff development at the beginning of the school year. During the professional workshop, classroom teachers are introduced to QTel and research-based strategies that are in alignment with the CCLS. The teachers' lesson plans show evidence of differentiated ESL intervention strategies during their lessons. Professional development includes topics such as ESL strategies, vocabulary development, listening/speaking practice strategies, web resources, methods, common core rigor/expectations, assessment and lesson planning across all content areas. To continue fostering students learning, during professional development periods, the ESL teacher plans with individual classroom teachers by providing skills and strategies that will support instruction and specific students' needs. Teachers analyze different ELL approaches and skills while co-planning and then identify the most appropriate strategies for ELLs, SWD and for the content.

Throughout the school year our ESL teacher attends professional development provided by OELL and the network from our cohort. She attends trainings in core curriculum and is being updated on new guidelines as well as continuously being informed regarding NYSESLAT and new policies regarding identifying new admits for ESL services. The ESL teacher turnkeys information to teachers of ELLs. The ESL teacher works closely with classroom teachers and collaborates in lesson planning to ensure that ESL methodologies and scaffolding strategies are being used in all content area instruction.

Furthermore, our school also receives ongoing support from the Office of NYS RBERN(Regional Bilingual Education - Resource Networks). Two resource specialists, Ms. Nicole Rosefort and Ms. Myriam August, visit our school on a monthly basis, sometimes biweekly. Ms. Myriam Augustin will provide professional development sessions to teachers who work with ELLs to improve their instructional practices and educational environments for our ELL population.

Our school also provides in-house sensitivity and cultural proficiency training as part of our school-wide goals for the 2013-2014 school year. ESL students are encouraged to have a high self esteem as well as healthy social relationships throughout the school community. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. Special education teachers serving ELLs receive training on how to align IEP goals with students' linguistic needs. In addition, teachers continuously make adaptations to the materials to ensure they are accessible to ELLs with special needs. Other support staff, such as speech therapists and SETTS teachers, also utilize ESL methodology in their lessons.

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?

Ms. Samone Stroman, our Parent Coordinator provides monthly workshops for parents by using different types of communication means and strategies. Parents of ELLs are invited through letters, flyers, and telephone calls. Workshops are given in educational content areas as well as other topics related to their children's learning. Examples of these topics include basic educational concerns, health care, and financial planning, and pre-kindergarten (early childhood development).

The school also partners with local CBO's to meet community needs. These organizations conduct workshops for parents in social, emotional, and affective areas to support to all students including our ELLs.

Parents needs are obtained through parent surveys, including the LES. Based on that data the parent coordinator, the ESL teachers with the director of Learning Leaders provide training and offer workshops to support parents' needs. Our school develops and follows an action plan to further support their needs during various trainings. We also address the needs of parents whenever they come to our school to meet with an administrator or their child's teachers. Parents are allowed to come to Room 120 and be able to use computers if they need to do researches eg. (jobs, aris, resumes, etc.)

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under No Child Left Behind legislation and section 1111 of the ESEA in an understandable and uniform format. Alternative formats are provided upon request, and, to the extent practicable, in a language parents understand. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education at school; Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in No Child Left Behind legislation and section 1118 of the ESEA. NYCDOE Instructional Expectations for 2013-2014 are shared and clarified for all parents including parents of ELLs.

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that can attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings. Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend culminating celebrations marking their child's success at the school, Student of the Month celebrations, 100% attendance during the school year, and our Dance Theater presentations. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, upcoming trips, school events and open school. The school calendar of events will be disseminated monthly, two weeks before the start of the month. Information about English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, in our school community will be given to parents. At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) as well as students will receive an orientation session on state standards, assessment programs, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Phillis Wheatley School DBN: 19K328

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbra Gedacht	Principal		11/14/13
Sonja Webber-Bey	Assistant Principal		11/14/13
S Stroman	Parent Coordinator		11/14/13
Becky Tian	ESL Teacher		11/14/13
Verna Humphreys	Parent		11/14/13
K Holloway	Teacher/Subject Area		11/14/13
T. Webster	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
D Brown	Guidance Counselor		11/14/13
	Network Leader		
M. Zaiantz	Other: <u>Related Services</u>		11/14/13
	Other_____		
	Other_____		
	Other_____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K328 School Name: PHYLLIS WHEATLEY

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

We use the following data and methodologies to assess our school's written translation and oral interpretation needs.

At registration we look at the language spoken by the parents when they complete the registration package which includes the following forms:

- Home Language Identification Surveys (HLIS) identifying the primary language spoken at home.
- Blue Emergency cards indicating parents' language preference
- Parent Language Survey asking parents to indicate the language they prefer in written and oral correspondence
- Student Registration Form
- Informal interviews of parents at registration, during parent workshops, parent-teacher conferences and throughout the year.

Informal interviews are conducted by ESL specialists, classroom teachers, and bilingual personnel to determine the language needs of the parents.

In addition, we review the data about ELLs by grade in each language group identified in the Language Allocation Policy (LAP). Letters, notices, and forms sent to parents are available in English and other languages such as Spanish, Arabic, and French as indicated in the LAP.

We also utilize the DOE Translation and Interpretation Services Unit as well as the DOE website to provide translation services and information in languages our parents speak.

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 majority of our non-English speaking parents speak Spanish. The minority of our non-English speaking parents speak languages such as Haitian Creole , French, Fulani, and Arabic. All non-English speaking parents are able to understand written forms in their native language. We also review and analyze data from the annual Parent Survey to ascertain parents' written and oral language needs. Our findings indicate that the majority of our non-English speaking parents need oral interpretation when communicating with the school. Additionally, they prefer to receive written information such as incoming school celebrations and field trips in both English and their native languages. The findings are communicated to the school community during our monthly STAFF Conferences, and in the PTA meetings through the Parent Coordinator, PTA President and parent volunteers.

Part B: Strategies and Activities

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

The written translation services that the school will provide will focus on the translation of Progress Reports, Memorandums, letters, flyers or notices pertaining to the academic and non-academic support to students and parents such as the After School Program, extracurricular activities, tutoring, upcoming assessments, and NYS Assessments. All those translations about the school's academic programs, student participation, and academic performance will be communicated and provided to parents on a monthly basis. All written Spanish translations will also be provided to our teachers and our parent coordinator; and to our parents as available. To meet the needs of other students and parents who speak a language other than English or Spanish, the school will use the Department of Education's translation services to provide oral and/or written translations. The school will translate all necessary documents in advance of meetings that involve Spanish-speaking parents. For translations that the school will not be able to provide, we will require the Department of Education's services and/or their translations available via the DOE website. Information needed will be given at least three weeks in advance. In order to ensure that all families will be informed of the school events, information will continue to be sent to parents on a monthly basis in English and Spanish. Parents will be informed about what their child will be learning each month, school newsletters, monthly calendars, school notices, a parent handbook, school website, flyers, etc. These written translations are provided by in-house staff, sometimes performed after school at per session rate.

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.

Spanish oral translation services will be provided by school staff and parent volunteers who speak the language. If the school is unable to identify a translator in the other languages, when needed, the Translation and Interpretation Unit and BETAC --- will be used to provide translation for languages that cannot be translated in school. During Parent Association meetings a person will be available to translate for Spanish-speaking parents. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during scheduled conferences with parents. Parent volunteers are also available to support parents in need of translation services. In addition, prior to parent teacher conferences, every teacher at the school is made aware of the translation services provided by phone or in person. We will provide each teacher with a Language Card so they can make it available to non-English speaking parents. The parents may indicate and identify their language, if necessary, for over-the-phone interpretation services of any of the languages on the language card. (Haitian Creole, and Arabic) In order to keep all our parents informed, the following oral interpretation services will be provided during:

- Registration - PTA meetings- Night Open House
- SLT meetings - Principal meetings
- Parent Workshops (NYS ELA, Math, Science, ELL Assessments, Field Tests, Acuity, ARIS) are given to parents in both languages
- Parent Teacher Conferences

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>.

The school will fulfill Section VII of Chancellor's Regulation A-663 for parents who speak languages other than English, by providing a translated Bill of Parents Rights and Responsibilities. Parents that come to school are asked to sign forms that are in both English and Spanish. Spanish forms are available for parents whose home language is Spanish. For parents whose home language is neither English nor Spanish, the school will send written notifications of their rights regarding translations and interpretation services. Procedures regarding translation and interpretation services are posted at the main entrance of the school to notify/advise parents the services available and the location where they can find the Parental Rights and translation and interpretation services. The notice is written in all applicable languages. To ensure that all parents are aware of these services, the school also includes in the school's safety plan the procedures in the event that parents will need assistance. In addition, parents will be informed to visit the DOE website so they can learn about the translation and interpretation rights and services provided by the DOE.

- a. A copy of the Parents Bill of Rights is posted outside the Parent Coordinator's Office (copies are available in the nine most common primary languages upon request at the school's main office).
- b. The department of Education's website address/link is also posted for families to download or obtain a copy of the Parent Bill of Rights.
- c. Signs are posted at main entrances to school building; main office and parent coordinator's office stating the availability of translation and interpretation services.
- d. Office assistants are fully bilingual (English/Spanish) and they provide families with any information requested by parents.
- e. The Department of Education's website is available as a method of providing parents information about translation and interpretation services.

- f. We provide parents with the school's monthly calendar/newsletter of events in Spanish and other languages.
- g. During parent-teacher conferences, parents are provided with progress reports three times per year in their native language and in English.
- h. Monthly school calendars are also sent home to inform parents about what their child will be learning each month and how they can support their child's learning at home.
- i. We provide translation at all meetings, workshops, parent conferences, and PTA meetings.
- j. We also provide parents with written informational pamphlets to inform them about current curriculum topics per grade in the 9 available languages provided by the New York City Department of Education's Translation and Resources Unit.