

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

School Name: THE ACADEMY OF TALENTED SCHOLARS
**DBN (*i.e.*
01M001):** 20K682
Principal: JOSEPHINE SPORTELLA-GIUSTO
Principal Email: JSPORTELLAGIUSTO@SCHOOLS.NYC.GOV
Superintendent: KARINA CONSTANTINO
Network Leader: CHRIS GROLL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Josephine Sportella-Giusto/Maria Rogalle	*Principal or Designee	
Deirdre Whiffin	*UFT Chapter Leader or Designee	
Robert Yee	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kelly Sahner	Member/ Timekeeper/Teacher	
Neil Rathan	Member/ Teacher	
Theresa Tisdall	Member/ Chairperson/ Data Specialist/ASD Nest Coach	
Pamela Mullin	Member/ Facilitator/Academic Coach	
Yelena Bozo	Member/ Secretary/Parent	
Tatiana Danchanka	Member/Financial Liaison/Parent	
Zoi Drossos	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 65% of grade three to five students will perform at levels 3 and 4 as measured by the New York State ELA.

Comprehensive Needs Assessment

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

The need for this goal is based on the State ELA test results for our 3rd, 4th and 5th grade from last year's school year of 2013-2014. According to our District 20 ELA School Summary Report 61.5% of students in grades 3 – 5 scored at a level 3 or 4. This year, it is anticipated that the number of tested students will increase from 169 to 187. In order to achieve the goal of 65% of students performing at levels 3 and 4s, 18 more students will need to achieve levels 3 or 4.

Instructional Strategies/Activities

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

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

1. Teacher's College staff development – staff developer will work with teachers to develop and plan small group work and differentiated instruction in our Literacy block to support and deepen comprehension skills while nurturing a love of reading.
2. Shared Reading - All of our K-5 students will be involved in Shared Reading of a complex text, at or above their grade level, with a focus on the following skills: Thinking, Vocabulary, Comprehension, Writing, Listening/Speaking, and Literary Elements. Shared reading material will be selected by each classroom teacher and scheduled consistently 2-3 times per week by the teachers as seen fit by the consensus of the grades.
3. Guided Reading - In K-2, student small group work will consist of guided reading during their daily Reading Workshop
4. Word Study – In K-2 teachers will be using Foundations and an Orton Gillingham approach. Staff development will be provided throughout the year and teachers have been offered summer professional development.
5. CCLS Literacy Handbook - K-2 classroom will be utilizing a digital version of CCLS Literacy Handbook with the entire class as another literacy tool in working with the Common Core Learning Standards. For small group work, 3rd, 4th and 5th graders will be placed in strategy groups by their teacher.
6. Raz-Kids – In grades K – 3, classroom teachers will be using Raz-Kids an online reading program during class instruction as an intervention during the day with students performing at levels 1 and 2. Students will be able to access Raz-Kids program at home.
7. CCLS Ready NY - In 3-5th grades, classroom teachers will be using CCLS Ready NY for ELA class instruction during the day. Students in grades K – 5 will be able to access an I-Ready digital portion of the program at home. I-Ready will also be used in the classroom during the day in grades 3 – 5 as an intervention for students performing at levels 1 and 2.
8. Title III Saturday Academy program to include the 3rd, 4th and 5th grades with a focus on Test Sophistication skills from January 24, 2014–April 18, 2014.
9. Teachers will be given the opportunity to look at data vertically and horizontally, student work, and at these new initiatives by receiving an overview of the new instructional materials they will be utilizing. This will be done during common grade planning and afterschool per session work. Teachers will be asked to provide feedback on these new curriculum programs and resources and the effectiveness of its use.
10. This year, service providers will continue to use a push in model and collaboratively plan lessons with the classroom teacher.

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

1. Classroom teacher(s), service providers, Teacher's College staff developer
2. Classroom teacher(s), teacher's assistants
3. Classroom teacher(s), service providers, teacher's assistants
4. Classroom teacher(s), service providers, Network Literacy Consultant, Orton Gillingham staff developer
5. Classroom teacher(s), service providers, teacher's assistants
6. Classroom teacher(s), service providers
7. Classroom teacher(s), service providers
8. Classroom teacher(s), service providers and specialty teachers
9. Classroom teacher(s), service providers
10. Classroom teacher(s), service providers

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

1. By November, teachers will use data from TC running records, on demand writing assessments, performance tasks and conference notes to evaluate and regroup their small groups.
2. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for shared reading and

running record data.

3. By March, students will show growth in reading comprehension and increase in use of reading strategies as measured by Fountas & Pinnell reading levels and reading conferences.
4. By March, students will show growth in spelling and grammar as measured through spelling inventory assessments
5. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for shared reading and running record data.
6. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for shared reading and running record data and state exam scores.
7. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for shared reading, running record data and state exam scores.
8. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for Saturday Academy and state exam scores.
9. Four times a year, teachers will review data collected through running records, spelling inventory, and language arts assessments. Teachers will also assess curriculum, assessments and materials used
10. By September, service providers and classroom teachers will collaborate to modify and create supports for student serviced through share lesson plans

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

1. 2014 – 2015 school year
2. November 2014 – June 2015
3. November 2014 – June 2015
4. November 2014 – June 2015
5. 2014 – 2015 school year
6. January 2015 – April 2015
7. January 26, 2015–April 18, 2015
8. 2014 – 2015 school year
9. 2014 – 2015 school year
10. 2014 – 2015 school year

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

1. Teacher's College staff developer, professional development, Teacher's College Reading and Writing Units of Study
2. Leveled class sets of shared reading
3. Leveled guided reading sets
4. Foundations, Orton Gillingham staff developer
5. CCLS Literacy Handbook
6. CCLS Ready NY class set
7. Practice ELA exam,
8. CCLS Ready NY, practice ELA exam
9. Common grade planning, grade leader meetings
10. Google docs, shared drive

Strategies to Increase Parental Involvement

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

This year the school parents in grades K – 5 will be able to work with their children at home on the digital version of I-Ready, which provides differentiated targeted instruction in CCLS aligned literacy tasks based on the student's performance. Parents will attend I-Ready workshops to support their children at home. Parents that have experience with I-Ready will provide support to first year parents and provide locations for computer access for their children. Raz-Kids will be offered to students in grades K – 3, performing at levels 1 and 2 in ELA. Our Academic Coach will provide parent workshops to help support their children at home. This year the school will continue a year-long series of monthly Teacher Led Literacy Parent Workshops to help inform parents of the literacy curriculum and instruction their child is receiving in class on each grade level. Parent as Partners information session will cover topics of new state exam components, which will be provided by the Assistant principal, Academic Coach and Testing Coordinator. Parents will partner with classroom teachers to provide translations as needed. During extended breaks, parents will administer practice ELA exams. Parents will be instructed to mimic the testing environment, time their children and review answers.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
<p>As far as human resources we will be using 6 Elementary Education teachers, 2 ESL teachers and our Assistant Principal for our afterschool Title III Project Success program. We will be utilizing our Assistant principal, Literacy Coach, Data specialist, ESL Coordinator/Testing Coordinator to present parent workshops. As far as fiscal resources we will be using TL Fair Student Funding, TL NYSTL Textbooks, Title III Translations services, TL NYSTL software, Title III, ARRA RTTT Data Specialist, and TL RS IEP Para</p>						

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 75% of grade three to five students will perform at levels 3 and 4 as measured by the New York State Math Exam.

Comprehensive Needs Assessment

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

The need for this goal is based on the State Math test results for our 3rd and 4th grade from last year's school year of 2013-2014. According to our District 20 Math School Summary Report 75.6% of students in grades 3 – 5 scored at a level 3 or 4. This year, it is anticipated that the number of tested students will increase from 168 to 187. In order to achieve the goal of 75% of students performing at levels 3 and 4s, 13 more students will need to achieve levels 3 or 4.

Instructional Strategies/Activities

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

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

1. Context for Learning - For additional mathematics support the school has purchased a schoolwide supplemental Math program *Context for Learning* which is an CCLS aligned investigative approach to mathematics used to deepen understanding of mathematical concepts.
2. Metamorphosis – staff development will be provided to teachers to develop lessons with multiple entry points for students and plan small group work and differentiated instruction.
3. CCLS Ready NY - In 3-5th grades, classroom teachers will be using CCLS Ready NY for ELA and Math whole class instruction during the day and students in grades K – 5 will be able to access an I-Ready digital portion of the program at home.
4. Title III Saturday Academy program to include the 3rd, 4th and 5th grades with a focus on Test Sophistication skills from January 24, 2015–April 18, 2015.
5. Teachers will be given the opportunity to look at data vertically and horizontally, student work, and at these new initiatives by receiving an overview of the new instructional materials they will be utilizing. This will be done during common grade planning, admin preps and afterschool per session work. Teachers will be asked to provide feedback on these new curriculum programs and resources and the effectiveness of its use.
6. This year, service providers will use a push in model and collaboratively plan lessons with the classroom teacher

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

1. Classroom teacher(s)
2. Classroom teacher(s), Metamorphosis staff developer
3. Classroom teacher(s)
4. Classroom teacher(s), service providers
5. Classroom teacher(s), service providers, and specialty teachers
6. Classroom teacher(s), service providers

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

1. By November, teachers will show knowledge of common core standards by creating rubric based common core aligned performance tasks that will deepen students' understanding of mathematical concepts.
2. By January, teachers will show knowledge of content and resources and as a result will develop lessons with multiple entry points for students and plan small group work and differentiated instruction as measured through rubric based tasks and planned small group
3. By January, teachers will develop common core aligned test prep lessons for planned small groups as measured through CCLS Ready NY practice exams.
4. By November, teachers will work in grade level teams to look at data through item analysis of last year's state exam to form groupings for Saturday Academy as measured through differentiated groupings for Saturday Academy.
5. Four times a year, teachers will review data collected through unit assessments and performance tasks. Teachers will also assess curriculum, assessments and materials used
6. By September, service providers and classroom teachers will collaborate to modify and create supports for student serviced through share lesson plans

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

1. 2014 – 2015 school year
2. 2014 – 2015 school year
3. November 2014 – April 2015
4. January 24, 2015–April 18, 2015

5. 2013 – 2014 school year
6. 2013 – 2014 school year
7. 2013 – 2014 school year

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

1. Context for Learning materials for each classroom
2. Metamorphosis staff developer, professional development
3. CCLS Ready NY class sets
4. CCLS Ready NY additional test prep exams
5. CCLS Ready NY class sets, practice exams
6. Common grade planning, and grade leader meetings
7. Google docs, shared folders

Strategies to Increase Parental Involvement

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

This year the school parents in grades K - 5 will be able to work with their children at home on the digital version of I-Ready, which provides differentiated targeted instruction in CCLS aligned math tasks based on the student's performance. Parents will attend I-Ready workshops to support their children at home. Parents that have experience with I-Ready will provide support to first year parents and provide locations for computer access for their children. This year the school will continue a year-long series of monthly Teacher Led Literacy Parent Workshops to help inform parents of the math curriculum and instruction their child is receiving in class on each grade level. Parent as Partners information session will cover topics of new state exam components, which will be provided by the Assistant principal, Academic Coach and Testing Coordinator. Parents will partner with classroom teachers to provide translations as needed. Parents will volunteer to support teachers in grades during reading workshop.

Budget and Resource Alignment

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

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

As far as human resources we will be using 6 Elementary Education teachers, 2 ESL teachers and our Assistant Principal for our afterschool Title III Project Success program. We will be utilizing our Assistant principal, Literacy Coach/Data specialist, ESL Coordinator/Testing Coordinator to present parent workshops. As far as fiscal resources we will be using TL Fair Student Funding, TL NYSTL Textbooks, Title III Translations services, TL NYSTL software, Title III, ARRA RTTT Data Specialist, and TL RS IEP Para

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, the school's lowest third in grades K – 2 will improve their independent reading level by a minimum of 3 Fountas & Pinnell reading levels and 2 Fountas & Pinnell reading levels in grades 3 - 5 as measured by formative data on TC Assessment Pro.

Comprehensive Needs Assessment

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

The need for this goal was based on looking at our present students grades K-5 and their Fountas & Pinnell September reading levels. Based on the results, 29% of students in grades K – 2 are reading at a level 1 or 2 benchmark. We would like to strive to have our students performing at levels 1 and 2 move at least three Fountas & Pinnell reading levels this year, in grades K – 2 and at least two independent reading levels in grade 3 - 5. We have established the goal to improve the reading comprehension of our struggling students in grades K – 5.

Instructional Strategies/Activities

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

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

1. This year, service providers will use a push in model and collaboratively plan lessons with the classroom teacher.
2. A trained Reading Recovery teacher will provide tier III support to student in grade 1 performing below grade level.
3. Raz – Kids, an online guided reading program for students in grades K - 3 performing at levels 1 and 2s to be used in the classroom and at home. Students in grades 3 -5 performing at levels 1 and 2s will use I-Ready, the digital component of Ready NY, a test preparation program. All students in grades K – 5 will have access at home.
4. Common Core Aligned Speaking, Listening, Reading and Writing tasks - All students are being instructed through the use of Common Core Aligned Speaking, Listening, Reading and Writing tasks with a focus on the student's most needed proficiency area.
5. *CCSS Write-in Literacy Handbook* classroom teachers and support staff use the McGraw Hill series *CCSS Write-in Literacy Handbook*
6. Teachers will meet in teacher teams to review tasks and data to create small group and strategy lessons to support the needs of all students.
7. Saturday Academy - All 3rd, 4th and 5th grade students are invited to attend the Title III Saturday Academy program which focuses on literacy skills of reading and writing through the use of the English Language Arts book

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

1. Classroom teacher(s), service providers
2. Reading Recovery teacher
3. Classroom teacher(s), service providers
4. Classroom teacher(s), service providers
5. Classroom teacher(s), service providers
6. Classroom teacher(s), service providers
7. Classroom teacher(s), service providers

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

1. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for shared reading and running record data.
2. After 20 weeks of intense strategic lessons specific to each student being serviced, students will reach or approach first grade reading benchmark.
3. By June, students will show growth in reading comprehension and increase in use of reading strategies as measured by Fountas & Pinnell reading levels and reading conferences.
4. Four times a year, teachers will review data collected through running records, spelling inventory, and language arts assessments. Teachers will also assess curriculum, assessments and materials used.
5. By June, students will show growth in reading comprehension and increase in use of reading strategies as measured by Fountas & Pinnell reading levels and reading conferences.
6. By June, students will show an increase in fluency and reading comprehension as measured by teacher created summative assessment for shared reading and running record data.
7. By June, students will show growth in reading comprehension and increase in use of reading strategies as measured by Fountas & Pinnell reading levels and reading conferences and state exam scores.

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

1. 2014 – 2015 school year
2. 2013 – 2014 school year
3. 2014 – 2015 school year
4. 2014 – 2015 school year
5. 2014 – 2015 school year
6. 2014 – 2015 school year
7. 2014 – 2015 school year

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

1. Google docs, shared folders
2. Reading Recovery training, site visits from Reading Recovery supervisor, weekly professional develop for Reading Recovery teacher, and location for the program
3. Raz – Kids, I- Ready, laptops in classrooms
4. Common Core Aligned Speaking, Listening, Reading and Writing tasks
5. CCSS Write-in Literacy Handbook
6. CCLS NY Ready, I-Ready
7. CCLS NY Ready additional testing materials

Strategies to Increase Parental Involvement

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

Throughout the year, the classroom teachers present monthly Parent as Partner workshops that focus on literacy curriculum and meeting their needs at home, in addition to the allotted time on Tuesdays for parent communication. All parents are invited to these workshops and translators in Russian, Chinese and Spanish are available for parents who require translations. Parents will partner with classroom teachers to volunteer in classrooms and provide translations as needed. Reading Recovery teacher will demonstrate lessons and conduct a behind the glass lesson for parents to observe at a nationally recognized Reading Recovery school. Our Academic Coach will provide parent workshop to support parents with the online programs that are offered to their children.

Budget and Resource Alignment

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

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

As far as human resources we utilize a Special Education certified teacher, a full time Certified ESL Teacher and a part time ESL teacher, two individual IEP paraprofessionals and a classroom paraprofessional. For Project Success we utilize two ESL certified teachers and 6 Elementary Education teachers. As far as fiscal funding we use TL Student Fair Funding, TL NYSYL Textbooks, Title 1 STH, Title III, TL RS IEP Para, and TL NYSYL Software.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015 we will have enhanced our Science and Technology program to include at least two partnerships or afterschool enrichment.

Comprehensive Needs Assessment

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

The need for this goal is based on parent request at PTO and SLT meetings to enhance our school's partnerships to include Science and Technology.

Instructional Strategies/Activities

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

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

1. Enrichment cluster choices to include either a Science and/or Technology cluster in each grade.
2. Afterschool program in the area of Science and/or Technology.
3. Parent outreach to recruit parents with Science and/or Technology background to facilitate an afterschool or weekend club.

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

1. Classroom teacher(s), service providers, specialty teachers, administration
2. Classroom teacher(s), service providers, specialty teachers, Engineering for Kids Afterschool Program, administration
3. PTO, SLT, administration.

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

1. By October, teachers will identify student interest by surveying student interest. Survey will include talents from teachers in the areas of Science and Technology.
2. By October, administration will partner with Engineering for Kids Afterschool Program and provide time and space for this program.
3. By October, PTO and SLT parent members will participate in a survey regarding talents and background knowledge in Science and Technology. Administration will provide time and space for this club.

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

1. 2014 – 2015 school year
2. 2014 – 2015 school year
3. 2014 – 2015 school year

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

1. Enrichment cluster facilitator, use of classroom and shared space.
2. Scheduled time and space for program.
3. Scheduled time and space for program, laptops, permits if needed.

Strategies to Increase Parental Involvement

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

Students will be offered enrichment cluster choices in the area of Science and/or technology, three times a year. Surveys will be sent home and parents are asked to discuss choices with their children. Engineering for Kids information and permission slips will be sent home. Parent(s) will be asked to facilitate a Saturday coding club and attend sessions and participate with their children.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Strategy lessons through Guided Reading using Fountas and Pinnell Guided Reading A-Z, the online Reading A-Z program, Online Literacy intervention program, Raz – Kids, I-Ready digital test prep component CCSS Scholastic Guided Reading Leveled sets CCSS Ready NY Staff development Professional development Reading Recovery	small group guided reading one-to-one instruction push in model Teaching Assistants	school day and at home for digital component
Mathematics	Reteach strategy lessons Context for Learning, virtual manipulatives and hands on manipulatives. Staff development Professional development	small group One-on-one with teacher or Teaching Assistants	during the school day and at home for the digital component
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor works on social emotional behaviors; social skill development, behavior modification and academic In classroom training in community building TRIBES facilitator works on peer mediation with students and teachers.	One-on-one and small group	during the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to attract highly qualified teachers there is an intense process where candidates are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As defined by the NCLB candidates should hold a Masters in Education and possess a satisfactory performance rating on their teaching. Candidates for the ASD Nest program must complete a detailed application, attend graduate level courses through Hunter College and screened as well by the ASD Nest team. To provide professional development, teachers are given time during the week to meet with Administration and the coach. Teachers are also continually attending professional development offered by our network, our professional partnerships and our Monday professional developments in and outside of school.

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).
Teachers participate in weekly grade level team meetings with the Administration and coaches. Lower and upper grade teachers participate in lead teacher groups in both Literacy and Math and build capacity by leading turn key sessions during their common grade planning. Teachers also participate in differentiated professional development through Teacher's College calendar days, ASD Nest workshops, UFT and Network offered PDs. On Mondays, professional development is offered for teachers, paraprofessionals and staff. The principal and assistant principal participate in building leaders' workshops, conferences and meetings.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet the intent and purpose programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have a full time guidance counselor, TRIBES facilitator and three SETTS providers. We offer a free afterschool program on Wednesdays and Thursdays funded by the Brooklyn Italian Federation and Saturday Academy.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
N/A

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

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

Our school, 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 and during Tuesdays parent communication time;
- 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, Tuesday parent communication time, teacher led parent workshops, teacher email;

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.



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: <u>The Academy of Talented Schol</u>	DBN: <u>20K682</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>21</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 682 currently has a total of 356 students. Of those, 21 students are English Language Learners (ELLs), which represent 6% of our student population. All our ELLs are served by one of our three ESL teachers (one full-time and two part-time ESL teachers) through the push-in model. ELLs are heterogeneously mixed by proficiency levels in all classes across all grades. Classroom teachers and ESL teachers collaborate to create lesson plans and ESL teachers work with small groups of ELLs or one on one (depending on the number of ELLs in each class and the number of minutes of service mandated per ELL). ESL teachers provide scaffolding during and after mini lessons (eliciting the teaching point and often re-teaching it), adapt and/or create materials for ELLs at varying proficiency levels and use a myriad of ESL strategies to support language learning.

In order to support our ELLs and former ELLs, our school will be offering two Title III programs, one for kindergarten through 2nd grade (supporting literacy) and one for 3rd through 5th grade (supporting literacy and math). Both programs will be called Saturday Academy and are specifically designed for our ELLs (21) and former ELLs (23 first, second, third, fourth and fifth graders who tested out of the NYSESLAT in the past two years).

The K-2 Title III program will be based on reader's theater and will focus on literacy skills with the goal of improving ELLs' fluency, comprehension, vocabulary acquisition, and word recognition, and allowing students to develop a taste for reading, and read with expression. Our ESL team and academic coaches analyzed ELLs' and former ELLs' running records and teachers' conferencing notes, and compared them to those of our general education student population. After analyzing the data, we concluded that a supplemental program was needed to provide extra supports to our current ELLs and former ELLs so they can catch up to non-ELLs in reading fluency, comprehension and vocabulary acquisition.

Our K-2 Title III Saturday Academy will combine all three grades into one class. The K-2 class will meet on Saturdays from 9:00am to 12:00pm. The program will run for 10 weeks, starting on January 24th and ending on April 18th. The first nine Saturdays will be dedicated to reading and rehearsing different plays, choosing the ones students want to put up, and getting ready to present to parents (on 1/24, 1/31, 2/7, 2/14, 2/28, 3/7, 3/14, 3/21/15 and 3/28/15 there will be 85 minutes, a short 10 minute break and 85 more minutes of instruction), and the last Saturday will be dedicated to the final arrangements and the culminating presentation of the plays selected by the students (4/18/15). The class will be co-taught by a certified Title III ESL teacher and a common branches teacher, with ESL strategies being utilized. ELLs' running records and teacher's conferencing notes will be used to evaluate the students' progress and the effectiveness of our K-2 Saturday Academy instruction.

Part B: Direct Instruction Supplemental Program Information

The 3-5 Title III program will be focusing on the kinds of rigorous writing, reading and math activities aligned to the Common Core Learning Standards in anticipation of the state ELA and Math exams this school year. Our ESL team and academic coaches used the Exam History Report (REXH) to analyze last year's third and fourth grade ELA and Math assessment data and from the findings concluded that a supplemental program was needed to prepare our current ELLs and former ELLs for the kinds of demands they will be faced with on the state exams, including the Common Core Aligned writing prompts, the heavy emphasis on answering inferential reading comprehension questions, and the expectation of written explanations on Math performance tasks. According to the analysis of our third grade 2014 ELA scores of our current fourth graders only 29% of our students scored a 1 or 2 on the ELA exam, while 100% of our current ELLs and 60% of our former ELLs who tested out of the NYSESLAT in the past two years scored a 1 or 2 on the ELA exam. Also, 21% of all our present fourth graders scored a 1 or a 2 on the Math exam, while 67% of our current 4th grade ELLs and 20% of our former ELLs scored a 1 or 2 on the Math exam. The situation is even more worrisome in fifth grade, where 37% of our students scored a 1 or 2 in ELA, while 100% of our current ELLs and 100% of our former ELLs who tested out of the NYSESLAT in the past two years scored a 1 or a 2 on the ELA. On the Math exam, only 19% of our fifth graders scored a 1 or 2, while 100% of our current ELLs and 25% of our former ELLs scored a 1 or 2 on the Math test.

Our 3-5 Title III Saturday Academy will have one class per grade. The third grade class, fourth grade class and fifth grade class will meet on Saturdays from 9:00am to 12:00pm. The program will run for 10 weeks, starting on January 24th and ending on April 18th. The first eight Saturdays will be dedicated both to ELA and Math instruction (on 1/24, 1/31, 2/7, 2/14, 2/28, 3/7, 3/14, and 3/21/15 there will be 90 minutes of ELA and 90 minutes of Math instruction), and the two subsequent Saturdays will concentrate only on the instruction of ELA (3/28/15), and only Math (4/18/15). Each class will be taught by a certified Title III ESL teacher, with ESL strategies being utilized. Besides students' scores on the ELA and Math exams, we will also conduct simulated ELA (from 11:00am to 12:00pm on 3/28/15) and Math (from 11:00am to 12:00 pm on 4/18/15) tests to evaluate the effectiveness of our 3-5 Saturday Academy instruction.

Title III funding will be used to pay for the salaries of the Title III ESL service provider and the common branches teacher (3 hours per session) serving the K-2 Saturday Academy class, as well as the three Title III ESL service providers (3 hours per session) servicing the 3-5 Saturday Academy classes, per session hours for curriculum planning (6 hours of grade curriculum planning) and materials. Overages, such as per session for the program supervisor and snacks for the students, will be paid using other funding sources.

For the K-2 Saturday Academy we will be purchasing "Building Fluency through Reader's Theater – Nursery Rhymes – pre-K / K / 1", "Building Fluency through Reader's Theater –Reader's Theater Folk and Fairy Tales – Grade 1"and "Building Fluency through Reader's Theater – Grade 2", all of which are published by Teacher Created Materials, as well as using teacher and student created materials.

For the 3-5 Saturday Academy we will be purchasing "Kaplan Advantage New York", published by Kaplan, Inc., as well as Ready New York CCLS Practice, published by Curriculum Associates, and also utilizing teacher created materials. We will order the 3rd grade, 4th and 5th grade editions in English Language Arts and the 3rd grade, 4th and 5th grade editions in Mathematics.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: In preparation for our K-2 Title III Saturday Academy, the ESL teacher and the CB teacher responsible for co-teaching the K, 1st and 2nd grade ELL class will be meeting for three sessions of 2 hours each for curriculum planning (6 hours total). During those sessions, teachers will look at running records data and teachers' conferencing notes so that teachers can better understand how each student has been progressing and their current level of performance, identify what supports are necessary, and make effective instructional decisions for the K and 1st and 2nd grade ELLs.

In order to prepare for our 3-5 Title III Saturday Academy, the three ESL teaching the 3rd, 4th and 5th grade ELL classes will be meeting for three sessions (one for ELA, one for Math, and one to finalize the curriculum calendar and prepare the ELA and Math simulated tests) of 2 hours each for curriculum planning (6 hours total). During those sessions, teachers will look at exam data, and the 4th and 5th grade teachers specifically will also look at the ELA and Math Item Skills Analysis (ISA) to better understand how each student performed to meet each standard in last year's exam, identify what supports are necessary, and make more effective instructional decisions for those 4th and 5th grade ELLs.

All our classroom teachers and ESL teachers receive ELA and Math professional development throughout the year in monthly Reading and Writing Workshop Model training in classroom labsites and in grade debrief meetings (provided by a Teacher's College staff developer during the school day), as well as in monthly Metamorphosis Math training (provided by a Metamorphosis staff developer). To meet our school goals of Designing Coherent Curriculum & Higher Level Questioning, all teachers of ELLs receive professional development at Lunch & Learns and weekly Teacher Team Meetings. Teacher Team Meetings focus on the Chancellor's instructional expectations that include inquiry work around looking at student work to deepen our teaching practice.

All our teachers also participate in weekly Child Study Teams, where kids who are experiencing academic or behavior difficulties are discussed, and a plan is devised to assist each child to reach their full potential. Teachers who serve each kid discussed gather data on that student for a whole month before that child's issue is revisited, and the plan either continues or is revised according to the child's individual need.

In addition, our ESL teachers now participate in weekly Common Grade Planning sessions for all grades they serve. Our ESL teachers are involved in curriculum planning in all academic subjects throughout the year.

All our Title III ESL teachers will look at the AMAO tool, discuss the CCLS expectations for ELLs, and its implications for teaching. The data will be shared with other teachers of ELLs in upcoming Common Grade Planning sessions.

Also, in preparation for the 2014-2015 school year, the full-time ESL Title III teacher attended the Teacher's College Reading (5 full days) and Writing (5 full days) August Institutes, as well as the Orton Gillingham Beginner Training (5 full days) this summer. Also, the same ESL teacher will be attending

Part C: Professional Development

Teacher's College calendar days in ESL professional development and the lecture series Brain Research: Keeping ELLs in Mind, to be held in five full-day sessions throughout the school year. These lectures aim to assist teachers of ELLs by promoting a deeper understanding of the cognitive, cultural, and emotional aspects of learning. In those sessions, the findings of neuroscientific research of the bilingual brain will be presented, and their implications in pedagogy and the classroom practice will be discussed. The full-time ESL teacher is also involved in the CFN 406 and the NYCDOE Office of English Language Learners professional development opportunities for teachers of ELLs throughout the year. After attending each professional development session, the full time ESL teacher shares strategies, materials and resources with the two part-time ESL teachers during their weekly common prep period.

So far this year, our in-house professional development sessions have covered topics such as Words in Action (vocabulary expansion program utilized by all our grades), Classroom Environment (classroom management best practices); TRIBES Learning Community (creates a common language to improve the school social environment); Advance Evaluation System (updates and changes); ASD/NEST Program; Enrichment Clusters (preparing to start our enrichment cluster program); School Safety Procedures; Creating, Updating and Implementing Successful IEP Goals; Child Abuse and Neglect Identification; Using Data to Inform Our Teaching.

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: PS 682 places a high importance on parents of ELLs becoming familiarized with the Common Core Literacy Standards and being supported in meeting the academic demands it entails for their children. The school also places a high priority on parents being involved in schoolwide events, as well as in volunteer opportunities. Volunteer opportunities can range from helping in the cafeteria during lunchtime or assisting a teacher in weekly Enrichment clusters, to helping with classes utilizing the school library. This involvement enables parents to become more aware of school programs and curriculum, as well as allows them a firsthand view at the kind of learning experiences their children are having.

Starting this year, PS 682 will provide monthly Teacher-Led ESL Parent Workshops specifically for parents of ELLs. Some workshops will focus on how parents can aid and enhance their children's learning at home, while others will inform parents about the demands of the NYS exams, how the school is preparing their kids, and provide resources they can use at home to further assist their children. The Teacher-Led ESL Parent Workshops scheduled for this year are Family Read Alouds and Strategies to Raise Good Readers (11/25/14, from 2:30 to 3:35), Strategies for Parents with Limited English Fluency to Help Their Child Succeed in School (1/6/15, from 2:30 to 3:35), Free Educational Trips in and around New York City (1/27/15, from 2:30 to 3:35), NYS ELA & Math Exam Information Session (2/24/15, from 2:30 to 3:35), NYSESLAT Information Session (3/24/15, from 2:30 to 3:35), Using the Internet for Language Learning - for You and Your Child (4/28/15, from 2:30 to 3:35), Fun Educational Games to Play

Part D: Parental Engagement Activities

at Home - Supporting Language Acquisition, Reading, Writing, Math, Science, Social Studies, etc. (5/26/15, from 2:30 to 3:35), and Strategies to Help Your Child Continue Their Language Development during the Summer (6/23/15, from 2:30 to 3:35). All ESL parent workshops will be facilitated by our three ESL teachers.

In addition, our school encourages ESL parents to attend all the workshops and information sessions offered to our parents by offering translators of Russian, Chinese and Spanish through the use of staff members who are bilingual and through parent volunteers. The school also translates letters sent home in all the languages requested by the parent as indicated on the Home Language Survey. Moreover, our parents can retrieve important school information on our school website and grade pages, which list home school connection recommendations for our parents, and receive monthly newsletters from classroom teachers, specialty teachers, support staff and service providers.

At the start of this school year, new kindergarten parents were invited to a Kindergarten Parent Orientation Night held by the parent coordinator Nicole DeVivo and the administration. Also in September, all parents were invited to our Curriculum Night and were presented with an overview of the curriculum, educational programs and the classroom protocols that their children will be taught with by their child's classroom teacher, specialty teachers and service providers.

Prior to the September PTO meeting, the administration updated parents on the schoolwide State ELA and Math exam scores. Prior to the October PTO meeting, our school offered parents an introduction to TRIBES Learning Communities provided by our TRIBES coach and part-time ESL teacher Ms. Casalan and the administration. Prior to the next PTO meeting, the school progress report will also be discussed.

Throughout the year parents will continue to be invited to additional workshops, information sessions and meetings, such as the October 15th Teacher's College Parents as Partners Literacy Workshop; the Just Right Reading Workshop for all grades facilitated by our literacy coach Pamela Mullin and the parent coordinator Nicole DeVivo in November (covering the explanation of Just Right Reading levels and the supports parents can use in reading with their children); Math in Focus workshops for all grades facilitated by assistant principal Maria Rogalle and several teacher volunteers; ARIS parent workshop will be facilitated by data specialist Theresa Tisdall in November; Reach the World parent workshop in December; Middle School Parent Workshop facilitated by parent coordinator Nicole DeVivo and the school guidance counselor Sandro Grancaric in November; the January State Exams Workshop for testing grades; Science Night with our science teacher Nicole Garcia; Bear Night – A Family Literacy Night for K-2 and Literacy Family Game Night 3-5 in February and March conducted by teachers and administrative volunteers.

Parents of ELLs are also invited to all celebratory events and student performances such as the End of the Unit Publishing Party (at the end of each Writing Workshop unit), Ragamuffin Parade, FIAO Columbus Day Parade, October's Costume Parade and Halloween Party, November's Open School Week, Thanksgiving Food Drive, Thanksgiving Turkey Trot, Town Hall Dance Classrooms Performance, December's Toy and Coat Drive, Enrichment Cluster Showcase, March's Dr Seuss Birthday Celebration, Tada Performance Dance Classroom performance, December 5th grade Tribes Mixer/Dance, Spring Fundraising Gala, May Muffins for Mom, Science Fair, Talent show, June's Arts Festival, Cyclones End of Year Family Event, 100% Attendance Breakfast, June Doughnuts for Dad, and 5th Grade Graduation Field Trip.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> • Per session • Per diem 	<p><u>Total Allocation: \$11,200.00</u></p> <p><u>Per Session: \$50.49</u></p> <p><u>Total Amount for Direct Instruction (Teacher Salary) Paid with Title III Funding: \$7,573.50</u></p>	<ul style="list-style-type: none"> • <u>Teacher Salaries for Title III K-2 Saturday Academy Program</u> <p><u>One ESL and one CB teacher will be paid at teacher per-session rate to provide 3 hours of literacy instruction utilizing ESL strategies to the K, 1st and 2nd grade ELL class for 10 Saturdays (10 sessions).</u> <u>2 teachers x 10 sessions x 3 hours x \$50.49 = \$3,029.40</u></p> <ul style="list-style-type: none"> • <u>Teacher Salaries for Title III 3-5 Saturday Academy Program</u> <p><u>One ESL teacher will be paid at teacher per-session rate to provide 3 hours of ELA and Math instruction utilizing ESL strategies to the 3rd grade ELL class for 10 Saturdays (10 sessions).</u> <u>1 teachers x 10 sessions x 3 hours x \$50.49 = \$1,514.70</u></p> <p><u>One ESL teacher will be paid at teacher per-session rate to provide 3 hours of ELA and Math instruction utilizing ESL strategies to the 4th grade ELL class for 10 Saturdays (10 sessions).</u> <u>1 teachers x 10 sessions x 3 hours x \$50.49 = \$1,514.70</u></p> <p><u>One ESL teacher will be paid at teacher per-session rate to provide 3 hours of ELA and Math instruction utilizing ESL strategies to the 5th grade ELL class for 10 Saturdays (10 sessions).</u> <u>1 teachers x 10 sessions x 3 hours x \$50.49 = \$1,514.70</u></p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<ul style="list-style-type: none"> • <u>Total: \$7,573.50</u>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p><u>Total Amount for Curriculum Planning Time Paid with Title III Funding: \$1,514.70</u></p>	<ul style="list-style-type: none"> • <u>Curriculum Planning for Title III K-2 Saturday Academy Program</u> <p><u>The one CB and four ESL teachers responsible for co-teaching the K, 1st and 2nd grade ELL class will be paid for three curriculum and calendar planning sessions (to plan out each session and final presentation, and prepare the curriculum calendar) of 2 hours each at teacher per-session rate in preparation for the Saturday Academy (6 hours total).</u> <u>2 teachers x 6 hours x \$50.49 = \$605.88</u></p> <ul style="list-style-type: none"> • <u>Curriculum Planning Title III 3-5 Saturday Academy Program</u> <p><u>The three ESL teachers responsible for teaching the 3rd, 4th and 5th grade ELL classes will also be paid for three curriculum and calendar planning sessions (one for ELA, one for Math and one to finalize the curriculum calendar and prepare the ELA and Math simulated tests) of 2 hours each at teacher per-session rate in preparation for the Saturday Academy (6 hours total).</u> <u>3 teachers x 6 hours x \$50.49 = \$980.82</u></p> <ul style="list-style-type: none"> • <u>Total: \$1,514.70</u>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	<p><u>Total Amount for Supplies and Materials Paid with Title III Funding: \$2,111.80</u></p> <p><u>The overages will be paid using</u></p>	<ul style="list-style-type: none"> • <u>Materials for Title III K-2 Saturday Academy Program</u> <p><u>“Building Fluency through Reader’s Theater – Nursery Rhymes – pre-K / K</u></p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>instructional materials.</p> <ul style="list-style-type: none"> • Must be clearly listed. 	<p><u>other funding.</u></p>	<p><u>/ 1", published by Teacher Created Materials (box set with 8 plays and 8 scripts each)</u> <u>\$384.98</u></p> <p><u>"Building Fluency through Reader's Theater – Folk and Fairy Tales – Grade 1", published by Teacher Created Materials (box set with 8 plays and 8 scripts each)</u> <u>\$384.98</u></p> <p><u>"Building Fluency through Reader's Theater – Grade 2", published by Teacher Created Materials (box set with 8 plays and 8 scripts each)</u> <u>\$384.98</u></p> <p><u>Total for K-2 Materials: \$1,154,94</u></p> <ul style="list-style-type: none"> • <u>Materials for Title III 3-5 Saturday Academy Program</u> <p><u>"Kaplan Advantage New York – ELA – Grade 3", published by Kaplan, Inc. – 10 units (one extra for the instructor)</u> <u>10 books x \$13.95 = \$139.50</u></p> <p><u>"Kaplan Advantage New York – ELA – Grade 4", published by Kaplan, Inc. – 9 units (one extra for the instructor)</u> <u>9 books x \$13.95 = \$125.55</u></p> <p><u>"Kaplan Advantage New York – ELA – Grade 5", published by Kaplan, Inc. - 6 units (one extra for the instructor)</u> <u>6 books x \$13.95 = \$83.70</u></p> <p><u>"Kaplan Advantage New York – Math – Grade 3", published by Kaplan, Inc. – 10 units (one extra for the instructor)</u></p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>10 books x \$13.95 = \$139.50</u></p> <p><u>“Kaplan Advantage New York – Math – Grade 4”, published by Kaplan, Inc. – 9 units (one extra for the instructor)</u></p> <p><u>9 books x \$13.95 = \$125.55</u></p> <p><u>“Kaplan Advantage New York – Math – Grade 5”, published by Kaplan, Inc. – 6 units (one extra for the instructor)</u></p> <p><u>6 books x \$13.95 = \$83.70</u></p> <p><u>“Ready New York CCLS Practice – ELA – Grade 3”, published by Curriculum Associates – 10 units (one extra for the instructor)</u></p> <p><u>10 books x \$5.49 = \$54.90</u></p> <p><u>“Ready New York CCLS Practice – ELA – Grade 4”, published by Curriculum Associates – 9 units (one extra for the instructor)</u></p> <p><u>9 books x \$5.49 = \$49.41</u></p> <p><u>“Ready New York CCLS Practice – ELA – Grade 5”, published by Curriculum Associates – 6 units (one extra for the instructor)</u></p> <p><u>6 books x \$5.49 = \$32.94</u></p> <p><u>“Ready New York CCLS Practice – Math – Grade 3”, published by Curriculum Associates – 10 units (one extra for the instructor)</u></p> <p><u>10 books x \$5.49 = \$54.90</u></p> <p><u>“Ready New York CCLS Practice – Math – Grade 4”, published by Curriculum Associates – 9 units (one extra for the instructor)</u></p> <p><u>9 books x \$5.49 = \$49.41</u></p> <p><u>“Ready New York CCLS Practice –</u></p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Math – Grade 5”, published by Curriculum Associates – 6 units (one extra for the instructor)</u> <u>6 books x \$5.49 = \$32.94</u></p> <p><u>Total for 3-5 Materials: \$972</u></p> <ul style="list-style-type: none"> • <u>Total Amount to Be Spent on Materials (K-2 and 3-5): \$2,126.94</u> • <u>Total Amount Paid for with Title III Funding: \$2,111.80 (overages will be paid using other funding)</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200.00</u>	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 682
School Name The Academy of Talented Scholars		

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

Principal Josephine Sportella-Giusto	Assistant Principal Maria Rogalle
Coach Theresa Tisdall	Coach Theresa Nguyen-Tisdall
ESL Teacher Marcela Aires Goncalves-Tomeo	Guidance Counselor Sandro Grancaric
Teacher/Subject Area Lindsay Zackman/ESL	Parent Inga Smolyar/PTO President
Teacher/Subject Area type here	Parent Coordinator Nicole DeVivo
Related Service Provider Dierdre Whiffin/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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
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	1	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)	342	Total number of ELLs	30	ELLs as share of total student population (%)	8.77%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	8	8	4	8	8	8								44
SELECT ONE														0
Total	8	8	4	8	8	8	0	44						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	0

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

	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
Dual Language	0									0
ESL	15	0	1	15	0	5	0	0	0	30

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	15	0	1	15	0	5	0	0	0	30
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	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	2					4								6
Chinese	1			2	1									4
Russian	2	3	2	4	2	1								14
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi				1										1
Polish	2													2
Albanian		1												1
Other	1													1
TOTAL	8	5	2	7	3	5	0	30						

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)					2	0								2
Intermediate(I)				1	1	0								2
Advanced (A)	2	2	6	2	2	0								14
Total	2	2	6	3	5	0	0	0	0	0	0	0	0	18

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To access the literacy skills of ELLs we use TCRWP and Fountas and Pinnel Running Records. The data shows that our beginner Kindergarten ELLs have very little literacy skills in English and are considered Pre-Emergent. The ESL teachers have noticed that first grade ELLs' scored high in decoding skills. However, their reading comprehension skills were very low. The ELLs in first grade who are

intermediate or advanced are behind two or three benchmarks than the non-ELL students. This data has helped us to make instructional plans that incorporate a lot of shared literacy experiences, the use of rich Level A & B books that contains clear picture and text matching, and the direct instruction of everyday sight words and key content area vocabulary. Based on our findings, we have also been working on building ELLs' comprehension skills by focusing on inferencing, predicting, making text-to-self and text-to-text connections.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data patterns across proficiency levels reveal stronger speaking and listening skills and weaker writing and reading skills, with the writing being the weakest modality in the majority of cases. The LAB-R data also reveals stronger speaking and listening skills and weaker reading and writing skills, with writing being the weakest. Most of the ELLs who start kindergarten and first grade in our school show some familiarity with the alphabet and a few have some phonemic awareness. However, almost all of our new kindergarten and first grade ELLs are unable to read CVC words, CVCE words and sight words, differentiate between minimal pairs and so on.
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 [AMAQ tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities. If and when it becomes available, our school will use information about the Annual Measurable Achievement Objectives by analyzing data to identify students who need additional support and to plan how to meet those goals in collaboration with the classroom teachers. Patterns across NYSESLAT modalities will affect instructional decisions by ESL and classroom teachers providing extra support through small group work, shared and interactive writing, ongoing conferencing assessments of writing skills, reviewing of teaching points, re-teaching of writing strategies.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. No ELL in our school takes native language exams at this time. However, native language support is provided through a buddy system (peers who speak the same native language), bilingual books, classroom labels and posters in both English and the native language, bilingual dictionaries and so on.
 - b. The School Leadership Team, ESL teachers and classroom teachers will use the results of the ELL Periodic Assessments to analyze areas in which ELLs performed the weakest to provide extra support in those targeted areas.
 - c. The school will analyze the data and produce lessons to cater to our ELLs' needs. Our school does not use native language in assessments at this time.
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](#).)
Data is collect by a team comprised by classroom teachers, ESL teachers, the guidance counselor and other support teachers (all other teachers who work with the ELL). Achievable goals are set for a period according to each ELL's needs. The team meets periodically to discuss progress or whether goals should be revised. Additionally, classroom, ESL and special education teachers have been meeting during their administrative preps to analyze ELA state exam data question by questions and pinpoint which standards need to be retaught to the whole class and which need to be retaught to specific target groups only.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers create a differentiation plan to complement the classroom teachers' instruction. In the differentiation plan, ESL teachers list strategies to support second language acquisition, such as highlighting challenging and new vocabulary, re-teaching of teaching points, simplification of instructions, modeling, role-playing, providing ELLs with bilingual dictionaries and materials in the ELLs' first language whenever possible, having class buddies with the same language background who can provide scaffolding during lessons and so on.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program by analyzing the ELL Periodic Assessments and the NYSESLAT scores, the ELA and math Baseline and the NYS ELA and math exam scores each year. Consistently, our ELLs have progressed one to two proficiency levels within a year's span, with the exception of a few special cases whose lack of progress may be traced to learning disabilities.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment by a certified licensed teacher. This survey is provided to the parents or guardians in their native language and in English. Then, an informal oral interview of both the parents and the child is conducted by one of our two certified ESL teachers, Lindsay Zackman and Marcela Tomeo. The informal oral interview is conducted in English. If a parent needs a translator to be present at this interview, one is provided. The available translators on staff include Paraprofessional Amy Liu for Chinese translation, Secretary Nilda Sepulveda for Spanish, ESL teacher Marcela Tomeo for Spanish and Portuguese, Technology teacher Diana Natilov for Russian, Paraprofessional Nazreem Haq for Urdu and Principal Josephine Sportella for Italian translation. If the school does not have an available translator for a particular language, the DOE Translation Unit is called for such a translator. At the time of the informal oral interview, the child is spoken to separately by the certified ESL Teacher and if necessary the translator to determine the child's previous formal education and to perform an informal assessment of their English ability. The HLIS is then carefully examined by the ESL teacher, who determines if the prospective student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student's enrollment by an ESL teacher. The ESL teacher carefully hand scores the LAB-R using the Cut Scores outlined in the DOE's Assessment Memorandum #2. The student's score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, based on the parents' choice.
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.
This year is our fifth year in existence, and so far we do not have enough same native language ELLs whose parents requested Dual Language or Transitional Bilingual Education to form a bilingual class, and are thus providing only a Freestanding ESL program. This is consistent with parent choice, as most parents have chosen Freestanding ESL as their number one preference.
As soon as the ESL Teacher determines the student is entitled to ELL services based on their LAB-R score, his or her parents receive an Entitlement Letter in their native language, if available, in which they are invited to attend an ELL Parent Orientation. This letter is retrieved from the DOE Office of ELLs website in the needed native languages. A school created letter informing the parents of the date of the Parent Orientation is sent home in their native language as well as this DOE letter. The Orientation is set within 10 days from the date of student enrollment in the school. At this time the parents also receive a copy of the program selection form and a brief explanation of the three programs that are available to their children (Transitional Bilingual, Dual Language, and Freestanding ESL) in their native language prior to the orientation for their review. At the start of the orientation, parents view a video in their native language that explains the three different program choices the DOE offers. Then, parents are given a brochure in their native language that details the three ELL program choices available for their child in New York City schools. Next, parents are able to ask any additional questions they may have regarding the three programs. The Parent Orientation is translated in Chinese with the assistance of one of our Paraprofessional, Amy Liu, and in Russian by our Technology teacher, Diana Natilov. We are prepared to provide translations for any language needs of incoming students for this school year. If the school does not have an available translator in a particular language, the DOE Translation Unit is called for such a translation. After all parents' questions are answered, the parents are given the Program Selection Form in their native language, if available, to be filled out on their own. Any further assistance in understanding the directions for filling out the Program Selection form is given at this time. After filling out the program selection form, parents complete the Parent Survey in their native language, if available. All of the forms are collected and are immediately looked over at the end of the Orientation for the parents' first choice of program selection.

At the moment, our school is only able to offer Freestanding ESL and when parents request a bilingual program, we offer to facilitate a transfer to a school offering a Dual Language or Transitional Bilingual program in their home language. In the future, if 15 or more parents of ELLs whose children speak the same native language request a Dual Language or Transitional Bilingual program as their first choice, our school will be able to provide the Dual Language or Transitional Bilingual program as requested by parents. In

that case, the school will contact parents via letters (in their preferred language) and phone calls to inform them of the the new availability.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents receive entitlement letters with their child's score in their native language immediately following their child's LAB-R exam. For parents who are unable to attend any of the scheduled Parent Orientations, one-on-one make-up sessions are offered continuously to view the video and fill out the forms with assistance. If a parent is not able to come in person to fill out these forms, then the school will send the forms home and try to retrieve them that way. All necessary efforts are made by the ESL teacher and the school to obtain all Parent Surveys and Parent Selection Forms completed and returned during the school year. Also, within the first week of school, parents of ELLs who are still entitled to ELL services as per their child's most recent Spring NYSESLAT scores receive the Continued Entitlement Letter describing their continued ELL services. Copies of all entitlement letters are maintained on file in a binder in the ESL Coordinator's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
At the end of the Parent Orientation the ESL Teacher examines the Program Selections forms carefully for the parent's first choice of program selection. Since at this time our school is only able to offer Freestanding ESL program, any parent who chooses a bilingual program as their first choice will be informed that we can assist them in transferring their child to a school that offers a bilingual program. If the parent requests such a transfer, the school will reach out to the Office of ELLs to alert them of the request. If the parent declines the transfer, they are then informed of the school's available program (Freestanding ESL) their child will be placed in. The school secures the parents' agreement to the program offered. We also inform them that should the school have a total of 15 or more ELLs of the same language background in two contiguous grades whose parents choose transitional bilingual or dual language as their first choice, the school will open such a class in the future. Next, parents are formally informed of their child's placements with a Placement Letter in their native language or preferred written language choice. Copies of the entitlement letters are kept in an ESL Compliance binder in the ESL Coordinator's office. This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year.
For parents who are unable to attend any of the scheduled Parent Orientations, one-on-one make-up sessions are offered continuously to view the video and fill out the forms with assistance. If a parent is not able to come in person to fill out these forms then the school will send the forms home and try to retrieve them that way. All necessary efforts are made by the ESL teachers and the school to obtain all Parent Surveys and Parent Selection Forms completed and returned during the school year.
Also within the first 10 days of enrollment, parents of ELLs who are still entitled to ESL services as per their child's most recent Spring NYSESLAT scores receive the DOE's Continued Entitlement Letter describing their continued ESL services. Copies of these letters are also maintained on file in a binder in the ESL Coordinator's office.
The school pupil secretary is responsible for updating the ELPC screen in ATS within 20 days of enrollment by adding the parents' selection of programs, parents who attended the orientation, and so on.
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 RLAT and the RNMR reports are used to determine ELLs who are eligible to take the NYSELAT. The speaking portion of the NYSESLAT is given on a one to one basis within the designated testing window. In the speaking portion, the ESL teachers switch classes, which means that each teacher tests each other's students. Each ELL is tested by an ESL teacher who does not service his/her class. Following the speaking, the ESL teachers schedule the listening, reading and writing portions of the exam on different days during the testing period. For the listening, reading and writing portions, ELLs are tested in groups of students of the same grade and we accomodate all ELLs entitled to testing modifications according to their IEPs. Make up exams are scheduled for the last few days of the testing period.
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. 
For the school year 2013-2014 all parents selected Freestanding ESL, with the exception of two parents. Both parents requested a Dual Language program as their first choice and Freestanding ESL as their second. One request was for a Spanish-English Dual Language program and the other for a Russian-English program. The ELL teachers explained that the school would be able to create a dual language class once they have 15 ELLs who speak the same home language and whose parents select a Dual Language or a Transitional Bilingual program. The ELL teachers also let parents know that we could facilitate a transfer to a school offering a Dual Language program in their home language but both parents expressed the wish to keep their children at PS 682 and refused the transfer. We will follow these trends in our community and if we meet the required numbers, the school will be able

to provide the Dual Language or Transitional Bilingual program requested by parents.

Part V: ELL Programming

A. Programming and Scheduling Information

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

ELLs are served by our two ESL teachers through the push-in model, including the ELLs in our fifth grade 12:1 special education class. ELLs are heterogeneously mixed by proficiency levels in all classes across all grades. Classroom teachers and ESL teachers collaborate to create lesson plans and ESL teachers work with small groups of ELLs or one on one (depending on the number of ELLs in each class and the number of minutes of service mandated per ELL). ESL teachers provide scaffolding during and after mini lessons (eliciting the teaching point and often reteaching it), adapt and/or create materials for ELLs at varying proficiency levels and use a myriad of ESL strategies to support language learning.

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)?

PS 682 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes in the ESL teachers' mandated programs. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Beginner and Intermediate proficiency levels receive at least 360 minutes per week of push-in ESL services and those at the Advanced proficiency level receive at least 180 minutes per week of push-in ESL instruction. The ESL teachers set up their schedules so as to service ELLs mostly during their Teacher's College Reading and Writing lessons, Literacy lessons and Shared Reading and Read Aloud lessons.

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.

As mentioned in the previous answer, our ESL teachers service ELLs mostly during their TC Reading and Writing lessons, Literacy and Shared Reading lessons using the push-in model. However, they also push-in a few periods a week for other content areas (currently only one period a week of Math Calendar/Math Problems for kindergarteners and two periods a week of Social Studies for 5th graders). Content area instruction is delivered by both the classroom teacher and the ESL teacher with an emphasis on differentiated instruction for ELLs through the use of scaffolding techniques, visual aids, realia, intensive and deliberate modeling, Total Physical Response and multi-sensory activities, graphic organizers, sentence starters, peer interactions and vocabulary instruction of content area words, as well as the more simple basic vocabulary unknown to students in these specific content area. Special attention is also given to the teaching of Academic Language, as the students are greatly exposed to it, even more now that the Common Core Standards is increasingly focusing on reading comprehension of nonfiction and informational texts. ESL teachers provides instruction in the content area of Math and Social Studies by making the subjects more comprehensible through the differentiation and reteaching of teaching points. Content teachers and ESL teachers collaborate to incorporate a balanced literacy instruction through the use of shared reading, read-alouds, interactive writing, and choral reading in the teaching of Social Studies as well. Along with the differentiation strategies listed above, the ESL teacher also makes use of poetry, songs, drama, vocabulary games, a library stocked with nonfiction literature of the content area at their reading levels, computer games of BrainPop, Starfall, PBS Kids and other various websites to support the literacy componet of insturction. The explicit ELA instruction for ELLs in their classrooms and in the push-in ESL program includes the Teacher's College workshop model for Reading and Writing with a focus on shared reading. Consistent with the Natural Approach for second language acquisition, the ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language. PS 682 uses a project based approach that maximizes student interaction and collaboration, targeting oral language development, which is crucial for ELLs in this developmental stage.

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

ELLs whose home language is determined to be Spanish by the Home Language Survey are administered the LAB-R in Spanish as well. Since we currently do not offer a Bilingual program at our school, we do not do further Native Language Assessment.

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

During lesson planning, ESL teachers are careful to include activities and informal assessments that reflect each of the four modalities. ESL teachers collect data that tracks ELL's growth in those four modalities throughout the year.

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).

a. There are no SIFE students present in our school at this time. Should our school enroll a SIFE student in the future, their particular needs will be assessed and more intensive and one on one academic intervention will be given by all necessary support staff. First the guidance counselor will meet with the student and assist them with the understanding and importance of the school routines and rules. They would also be given a student buddy who speaks their native language to help them transition into a school setting and be a social and academic support for them. Instruction for these students would be greatly differentiated and a Teacher Assistant would be assigned to them for their literacy intervention and support. The ESL teacher would focus on the more basic oral and academic vocabulary they will need to make content area instruction more comprehensible. At the moment we have extended day small group/individualized instruction by certified teachers for all students considered at risk for academics and SIFE students would receive this intervention as well. We also use an online Literacy intervention program called istation which provides tailored instruction and practice for the student's needs based on ongoing assessment. The student will be placed in the best class that can serve their needs at the time.

b. For the newcomers who are here less than three years, native language use will be provided by teachers, teacher assistants and other support staff who speak their language on a needed basis. Students will be given ESL instruction by the ESL teacher in the content areas of science and social studies in order to assist them with easier comprehension of these subject areas. Students will be paired with native speakers on a regular basis for opportunities to hear conversational English spoken through partner activities such as book discussions, math problem solving explanations and literacy center discussions. Teachers will provide picture supports and the use of technology in their lessons in order to ensure more understanding by these newcomers.

c. For ELLs receiving a 4 to 6 years of service we provide very small group targeted instruction that utilizes all data gathered from their NYSESLAT scores, their periodic assessments, and teacher reading, writing and math conference notes. The classroom teacher, ESL teacher, and NEST/Literacy Coach meet to discuss the best academic plan of action for these students. The ESL teacher gives these individual students the differentiated instructional support dependent on their performance on NYSESLAT modalities. Speaking, Listening, reading and writing activities that each individual student needs support with is created and designed with the student in mind. These students also receive additional ELA test preparation through the use of a Teacher Created Materials publication, "Targeted Reading Intervention" in a small group with an ESL teacher. These ELLs also are also required to attend Extended Day instruction which focuses on

academic intervention through the use of an online Literacy program called Istation. The parent is also invited in to discuss any important family information and to offer recommendations for the family to follow with the student.

d. We do not have long term ELLs in our school. Should we have such a population we will support them with more individualized instruction through the use of one on one academic intervention instruction by a certified teacher as well as the ESL teacher. The student's best form of instruction that addresses their learning style will be utilized and technology supports will be interwoven throughout their instruction. Their interests will be a big tool for finding the content to drive instruction so their best work can be achieved.

e. ELLs who passed the NYSESLAT are given two years of transitional support in the form of reading and math small group work during the Extended day periods. Former third, fourth and fifth grade ELLs will receive ELA and Math instruction in preparation for the New York State ELA and Math exams for 3 hour Saturday sessions in a 8 week program taught by certified teachers. Classroom teachers of these former ELLs will be offered workshops that will aid the classroom teacher in implementing strategies to support former ELLs. The ESL teacher will also speak to the classroom teachers throughout the year regarding any additional supports that individual students may need. If it is recommended that a student receives further ESL supports then the ESL teacher may include them in specific content area lessons during ELL instruction. At the moment, only one former ELL in 4th grade is joining the ELL group and working with the ESL teacher for four periods a week (180 minutes per week) during Writing Workshop. If other former ELLs demonstrate the need for such intervention, the ESL teachers will collaborate with the classroom teachers in order to provide the students with ESL services as well.

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 12:1:1 5th grade teacher follows the fifth grade curriculum for all content areas and the Common Core Standards for instruction of ELL-SWDs. She aligns her instruction of the fifth grade curriculum with the individual academic goals stated on each IEP of the students. She follows the Teacher's College Reading and Writing Units, the New York City Scope and Sequence for Social Studies and Science and Math in Focus curriculum. She makes the academic content more comprehensible through differentiations such as the use of graphics and visual cues, graphic organizers, interactive discovery center work, smartboard presentations, partner work, different paper choices and small groups led by the several paraprofessionals designated to their class. Goals are adapted to the learner, where students with alternate assessment are given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. The materials used are the third grade level Harcourt Science and third grade level Harcourt Social Studies textbooks that align with the fifth grade curriculum in these subject areas. For Math the classroom teacher uses IEP appropriate Math curriculum levels and Math in Focus Partner games on third grade level. For Literacy development the teacher uses 3 differentiated groupings for Foundations work based on student assessments and for the entire class she uses Words Their Way, Leveled Literacy Intervention and Corrective Reading. Students are grouped accordingly to accommodate students' current reading levels.

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?

To meet the diverse needs of ELL-SWDs within the least restrictive environment, all students are taught with the Standards based Curriculum appropriate for their grade. All teachers meet weekly for common grade planning to provide uniform grade appropriate curriculum and content for all students including our ELL-SWDs. All students are exposed to a very rich multidisciplinary arts focused curriculum. Our school has a Schoolwide Enrichment Model and we have weekly Enrichment Clusters where all students select a cluster of interest and all students are integrated on the grade level.

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:			

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

Science:				

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

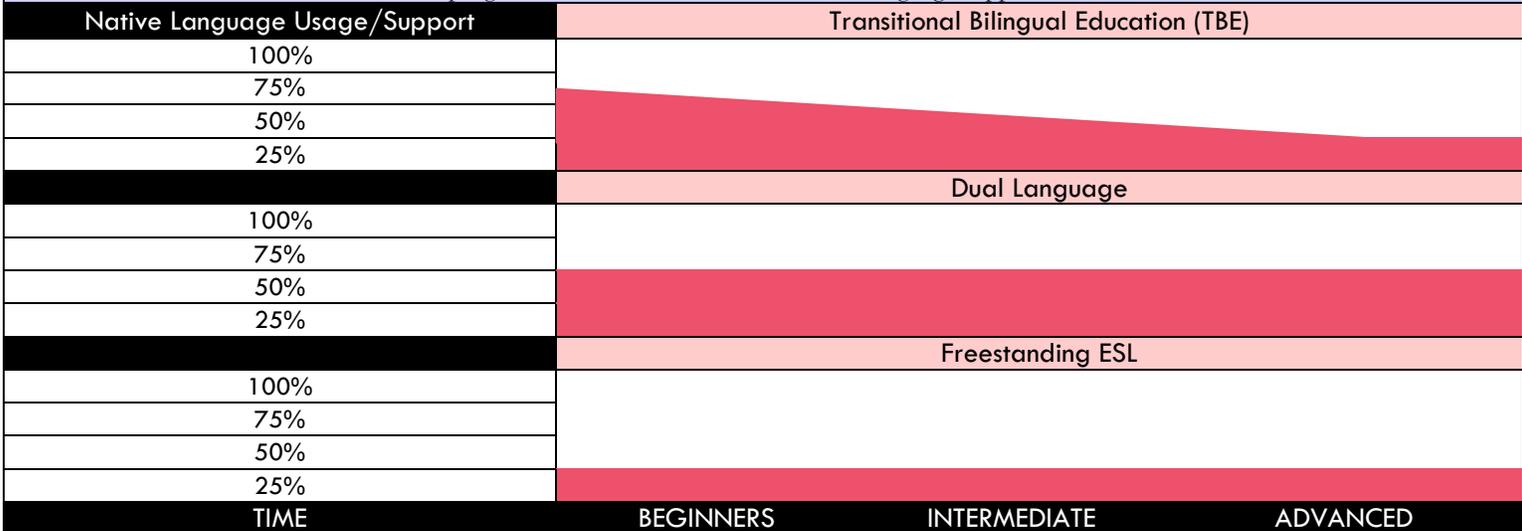
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In order to support our ELLs in ELA, math and other content areas all of our current ELLs as well as our Former ELLs stay for Extended day time to work in small Academic Intervention groups conducted by a certified teacher on staff. They also utilize iStation, a very streamlined instructional online Reading intervention program during this time as well as during Center time. This program does ongoing student assessment in creating individualized work and assessments. ESL teachers also create the necessary supports to assist with intervention needed for ELLs when pushing into a class. Under the Title III funding our school intends to offer an 8-week test preparation program for our ELLs in preparing them for the NYS ELA and the NYS Math. Test sophistication materials such as Stars ELA test Prep and teacher prepared materials are used to support the intermediate and advanced ELL students in preparation for NYSESLAT as targeted intervention. The Wilson Foundations program is used as another support for ELA instruction with Beginner ELL students. For science, social studies and math, pictures, realia, charts and picture books were utilized to provide intervention for ELLs in all grades.
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 program is highly effective because through the push in model ESL teachers are able to scaffold content instruction and provide language support during the content lessons. As mentioned, we evaluate the success of our program by analyzing the ELL Periodic Assessments and the NYSESLAT scores, the ELA and math Baseline and the NYS ELA and NYS Math scores each year. Consistently, our ELLs have progressed one to two proficiency levels within a year's span, with the exception of a few special cases whose lack of progress may be traced to learning disabilities. This year we expect even higher rates of progress due to the implementation of our fully push-in ESL program, which allows for classroom and ESL teachers to co-teach and collaborate even more.
11. What new programs or improvements will be considered for the upcoming school year?
- Our school has opted to shift from a mixture of push-in and pull-out ESL instruction to fully push-in ESL instruction this year.
12. What programs/services for ELLs will be discontinued and why?
- None of the programs or services will be discontinued for ELLs. However, as mentioned, our school has opted to provide fully push-in ESL instruction this year. This decision was made after considering the recommendations from last year's quality review, parent requests, and recent language acquisition research that suggests that push in is a more effective model.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are included in all enrichment activities such as TADA, Studio in a School, Music and the Brain, Reach the World and Enrichment Clusters. ELLs are also offered the opportunity to enroll in the afterschool program Wingspan, an arts themed program that is housed in our school. Through Title III funding the school will offer an 8-week test preparation program for our ELLs to get them ready to take the NYS ELA and the NYS Math. The ESL teachers utilize materials such as picture prompts to practice speaking and writing, Bookflicks, an online program that reads books to students and enables them to practice listening and comprehension and the NYSESLAT test prep publication, "Getting Ready for the NYSESLAT and Beyond."
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support our ELLs instructionally all classroom teachers have access to Smartboards in the presentation of their lessons and have the ability to offer an interactive approach that is more visual and hands on in teaching all of the subject areas. In partnership with the organization Reach the World, second and third grade students are able to interact with online travelers and learn about several countries' culture, geography and customs through use of a smartboard and skype. The ELLs are supported with the Wilson Foundations Literacy program, leveled library and guided reading books, books on tape, Smart Board instruction, iStation Academic Intervention online program, Book Flicks online, Reading A-Z online, visual cues supporting all charts, shared reading and choral reading. The ESL teachers also provide native language materials such as bilingual picture dictionaries and content-based bilingual glossaries in various languages and the school library offers Native language literature and reference books in various languages as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in our ESL program is given through the assistance of translations by the paras or teacher assistants who are in contact with the students in their classrooms. The ESL teachers can also offer content-based bilingual glossaries and dictionaries. The school library provides literature and reference books in Native language. ESL teachers also set up a buddy system to support students who need native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services and resources correspond to ELLs' ages and grade levels. We provide leveled reading books for students based on their reading ability, on grade level texts in all content areas with scaffolded supports by the ESL teacher and classroom teacher.

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.

Newly enrolled ELL students are supported before the beginning of the school year by having the parents' questions answered by a school translator. The ESL teacher meets with the parents upon registration to assist with the interview process of filling out the Home Language Survey and to see if there are any concerns or needs of the students. The students are given a welcome summer package to prepare them for the upcoming school year which includes a list of suggested book titles, recommended enrichment activities offered throughout the city and a supply list request for the new school year.

18. What language electives are offered to ELLs?

No language electives are offered at our school at this time.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The Curriculum Specialist along with the ESL licensed teachers will conduct workshops throughout the school year to support teachers with ELL students during the designated staff development days of November 5th, December 5th, January 9th, February 27th, April 10th, and May 15th of this school year. The ESL teachers will turnkey information received during CFN 406 and citywide DOE Office of English Language Learners (OELL) staff development workshops and meetings. ESL Teachers will demonstrate strategies focusing on effective literacy and English Language Arts instruction for ELLs and teaching content area vocabulary and academic vocabulary to ELLs. Some of the topics we will cover are how to use scaffolding techniques, how to conduct a read aloud with ELLs, using ELL strategies to support ELLs in Enrichment clusters, an overview and information session on our school's LAP and how to differentiate for ELLs and meet the requirements of the Common Core Standards in Language Arts, Math, Social Studies and Science. Classroom teachers will also be guided on the implications of using Teacher's College Reading and Writing Project with ELLs by a TC and a Metamorphosis Staff Developer who will regularly confer with teachers on their students' individual needs and the necessary supports the teacher needs to provide to meet them. ESL teachers will attend the TC calendar days that focus on instruction of ELLs. ESL teachers will also attend various CFN Network 406 staff development workshops as well as citywide DOE OELL workshops that are offered throughout the year.

2. Teachers are offered in school sessions (NEST meetings, Teacher Team Meetings, Child Study Team, Chancellor's Day PDs) and are also regularly sent to professional development workshops provided by Teacher's College, CFN 406, the Office of ELLs, and other organizations to differentiate their practice, obtain language acquisition strategies and meet the needs of ELLs.

3. The ESL teacher also works closely with the classroom teachers of ELLs to address students' needs and make recommendations to ensure more effective instruction for ELLs. For transitions from elementary to middle school, the guidance counselor and parent coordinator meet with parents of ELLs and discuss the differences in programs and expectations for the students in middle school. The guidance counselor will plan for an intervistation at the nearby middle school where students can see firsthand what the school is like. The school guidance counselor receives professional development on the transition of ELLs to middle school through workshops offered by the NYCDOE and CFN 406.

4. As per Jose P, staff will participate in 7.5 hours of ELL training. The focus of our school's PD on Election day will be looking at the implications of ELL learning in our schoolwide academic and enrichment programs. The topic of this training will be teaching strategies for developing vocabulary in both content areas and in natural language contexts. Topics covered in other trainings will include the six types of scaffolding identified by Walqui, developing Academic English and strategies to support all ELL students in Enrichment Clusters. After staff has completed the 7.5 hours they will receive a certificate of completion and a copy fo that certificate will go in their files. Attedance of trainings will be recorded.

D. Parental Involvement

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

1. Parent involvement in our school is growing as we continually seek out ways for parents to play a more active role in the school. At the beginning of the year the parents are invited to a Curriculum Night where they were able to tour the school building and meet with classroom teachers to learn about the curriculum. Parents are invited to Meet the Support Staff Night and Meet the Specialty Teacher Night where they get to see presentations about each program (including the ESL program) as well as ask questions. There are 2 Parent-Teacher Conferences scheduled (one in the Fall and one Spring) where parents get a 1:1 meeting with their child's teacher to discuss their child's progress. All parents are invited to participate in school wide activities such as Publishing Parties, Movie Night, Coffee with the Principal, Enrichment Cluster Showcases at the end of each of our three Enrichment cycles, Winter and Spring Music/Dance concerts, the PTA led fundraisers, School spirit events and special parties (e.g., Halloween, end of the year party). All parents are also offered the opportunity to act as Class parent of their child's class to organize the parents and be a liaison for their needs and contributions to the classroom teacher. Translators are always available at these functions for ELL parents to be included and able to have a voice within the events themselves.

2. Our school provides Teacher Lead Parent Workshops which are translated in several languages. Parents of ELLs in the NEST program also receive weekly afternoon workshops/meetings.

3. Parent needs are evaluated with the support of our Parent Coordinator, the PTO and our Community Liaison. All correspondence with the parents are in the parent preferred language of communication as indicated on the student's HLIS. As mentioned, we have on staff various staff members who translate and communicate in the parent's preferred language. At the beginning of the year an Interest Survey is sent home and filled out by the families regarding their own experiences, expertise and interests. Surveys regarding school initiatives are given at PTO meetings and their results are discussed at SLT meetings. Our Child Study team meets with parents who are in assistance of physical, emotional, social or academic supports for their child and themselves. Class parents are also in touch with parents regarding their needs and concerns. The school is always in communication with teachers, support providers and the Parent Coordinator regarding parent communications and inquiries.

4. All parent involvement activities utilize the school's available translators and/or provisions are made to secure all necessary translators. All literature regarding these parent activities are sent home in their preferred language of communication as indicated on the student's HLIS. Parents who need support in other areas will receive it from our Curriculum Specialist. Workshops will be held to provide parents with academic support. The principal, Curriculum specialist and Math Coach regularly provide workshops at the monthly PTO meetings. In addition, every grade offers a Teacher Lead Parent Workshop where parents are informed of what their children are learning this school year, methods utilized, services offered, new assessments, updates on the common core standards and so on. Those sessions are hosted and lead by teachers and parents are encouraged to ask further questions.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Academy of Talented Schola

School DBN: 20K682

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josephine Sportella-Giusto	Principal		11/15/13
Maria Rogalle	Assistant Principal		11/15/13
Nicole DeVivo	Parent Coordinator		11/15/13
Marcela Aires Goncalves-Tomeo	ESL Teacher		11/15/13
Inga Smolyar/PTO President	Parent		11/15/13
Lindsay Zackman/ESL	Teacher/Subject Area		11/15/13
Dierdre Whiffin/Speech	Teacher/Subject Area		11/15/13
Theresa Nguyen-Tisdall	Coach		11/15/13
	Coach		1/1/01
Sandro Grancaric	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K682 School Name: The Academy of Talented Scholars

Cluster: 04 Network: CFN 406

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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our translation needs. Specific attention is given to the Part 3 Parent Information section on the HLIS. Part 3 specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.

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.

Present data indicates that we have a need for written and oral translation at this time. We have come to this conclusion based on collected data from the HLIS that were filled out by each parent at the time of registration. The majority of HLIS of currently enrolled LEP identified students state that the preferred languages for written and oral communication with the school are Chinese and Russian. The ESL team has informed our teaching and administrative staff of the our current translation and interpretation needs. Teachers, the nurse, the guidance counselor, the parent coordinator and the administration are very careful to send communications home in the parents' first language whenever possible and to always request a translator for meetings and when making phone calls to parents. Our multilingual staff has been able to handle most of those situations but whenever a language need cannot be fulfilled by a staff member, volunteers parents or the DOE Interpretation and Translation Unit are contacted.

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.

We have the ability to provide a myriad of language translations. Amongst our staff we have fluent speakers of English, Russian, Chinese, Spanish, Urdu, Italian and Portuguese. Our parents also volunteer their services for written translations. We also make use of the Interpretation and Translation Unit of the New York City Department of Education. Through these varied resources we are able to provide written translation of all class and school-wide notices as well as DOE letters and documents to the parents in all required languages.

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.

The school will provide parents with oral interpretation through our on-staff personnel who speak Chinese, Russian, Spanish, Urdu, Italian and Portuguese. For any other language needs that arise we intend to utilize parent volunteers as well as the Interpretation and Translation Unit of the New York City Department of Education.

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>.

PS 682K will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution. PS 682K will make every effort to consistently seek feedback from parents to ensure that they have access to the school community and that they are being supported, so they in turn may be active in the school community. The full text of Chancellor's Regulations A-663 is on file in room 214. This text is available to anyone requesting to view this regulation. There is a bulletin board designated for parents to receive pertinent information. This bulletin board is visible upon entry in the main hallway.