



2014-15

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DBN: (i.e. 01M001):

06M004

School Name:

DUKE ELLINGTON SCHOOL

Principal:

BONNIE WHITE-JONES

School Information

School Level: PreK-5 **School Number (DBN):** 06M004

School Type: Elementary **Grades Served:** Pre-K-5

School Address: 500 West 160th St. New York, New York

Phone Number: (212) 928-0739 **Fax:** (212) 928-4142

School Contact Person: Gilberto Batiz **Email Address:** gbatiz@schools.nyc.gov

Principal: Bonnie White-Jones bwhitejones@schools.nyc.gov

UFT Chapter Leader: Hassan Keys

Parents' Association President: Walleca Lopez

SLT Chairperson: Gilberto Batiz

Student Representative(s): N/A

District Information

District: 06 **Superintendent:** Manuel Ramirez

Superintendent's Office Address: 4360 Broadway, Room 527 New York, NY 10033

Superintendent's Email Address: MRamire4@schools.nyc.gov

Phone Number: (917) 521-3757 **Fax:**

Cluster and Network Information

Cluster Number: 551 **Cluster Leader:** Debra Maldonado

Network Number: PSO Fordham University **Network Leader:** Marge Struk

**School Leadership Team (S
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
Bonnie White-Jones	*Principal or Designee	
Hassan Keys	*UFT Chapter Leader or Designee	
Wallesca Lopez	*PA/PTA President or Designated Co-President	
Segunda Nunez	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Johanny Valerio	Member/ parent	
Marcelli Peguero	Member/ parent	
Maria Francisco	Member/ parent	
Altagracia Cassadean	Member/ parent	
Magalis dela Cruz	Member/ parent	
Iris Rosario	Member/ parent	
Edward Ovalle	Member/ Teacher	
Brent Nycz	Member/ Teacher	
Arkiem Harris	Member/ Teacher	
Gilberto Batiz	Member/ Administrator	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

- ❖ **By June 2015, 100% of teachers and supporting staff will possess a deeper understanding of the competencies described by the Charlotte Danielson's Framework for Teaching, as a medium to increase the rigor and quality of instruction; as determined by an increase of the Measures of Teachers Practice average scores.**

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.

-
- Regular and frequent teachers' observations are essential to guarantee the implementation of the school policies and initiatives; but they become even a more important factor to guarantee that all students receive quality and rigorous instruction. Charlotte Danielson's Framework for Teaching offers a clear definition of teacher's effectiveness as a series of quality indicators that guarantee that all students receive quality and rigorous education in a consistent basis regardless of their grades, classrooms, and programs. It also represents an effective tool to develop a common language for the school community to facilitate the teachers' observation process and the identification of areas of need; in order to offer more specific, relevant, and meaningful staff development activities. In addition, this Framework for Teaching represents a more accurate instrument to observe teachers in a frequent fashion and to determine their effectiveness in a more standardized, reliable, and reasonable manner. In order for the teachers to become effective educators, they must develop a deeper understanding of the quality indicators for each one of the four domains described by Danielson as integral part of effective teaching. In order to cultivate this deeper understanding and provide differentiated staff development opportunities to all our teachers and supporting staff, we have analyzed the results of last year's teacher average ratings according the Framework for Teaching's rubrics. The breakdown is as follows:

Measures of Teachers Practice (MOTP)			
Summary of School Average Scores			
2014-2015			
Domain		Indicator	Average Score
Planning and Preparation Average: 3.31	1a	Demonstrating Knowledge of Content & Pedagogy	3.37
	1b	Demonstrating Knowledge of Students	3.41
	1c	Setting Instructional Outcomes	3.21
	1d	Demonstrating Knowledge of Resources	3.47
	1e	Designing Coherent Instruction	3.26
	1f	Designing Student Assessments	3.18

	Classroom Environment Average: 3.24	2a	Creating an Environment of Respect and Rapport	3.26
		2b	Establishing a Culture for Learning	3.13
		2c	Managing Classroom Procedures	3.50
		2d	Managing Student Behavior	3.23
		2e	Organizing Physical Space	3.11
	Classroom Instruction Average: 2.82	3a	Communicating with Students Using	2.93
		3b	Questioning and Discussion Techniques	2.68
		3c	Engaging Students in Learning	2.91
		3d	Using Assessment in Instruction	2.82
		3e	Demonstrating Flexibility and Responsiveness	2.79
	Professional Responsibilities Average: 3.40	4a	Reflecting on Teaching	3.51
		4b	Maintaining Accurate Records	3.29
		4c	Communicating with Families	3.38
		4d	Participating in a Professional Community	3.46
		4e	Growing and Developing Professionally	3.36
4f		Showing Professionalism	3.40	

As we can see, the numbers presented above confirm the need for the staff to develop a deeper understanding on the use of Charlotte Danielson's Framework for Teaching, as a common and consistent language that describes in a clear, simple, and consistent fashion the characteristics of effective teaching. From the former analysis we can deduct that more staff development and deeper understanding has to developed in all the eight major areas of The Framework for Teaching, but especially in areas of how to effectively communicate with students, using question and discussion techniques, engage students in learning, use assessment in instruction, and demonstrate flexibility and responsiveness.

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. Classroom Observations and Timely Fashion Feedback
2. Differentiated Staff Development According to the Staff's Needs
3. Walkthroughs, Learning Walks, and Interclass Visitations

4. Students' Data Analysis Linked to the Framework's Competencies
5. Common Grade Collaborative Sessions to Improve Collaboration and Collegiality

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

1. Administrators, PSO Support Personnel, DOE Talent Coach, School Coaches, Lead Teachers, Mentor Teachers

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

1. Teachers' observations and final ratings will determine the success of this goal.

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

1. From September 2014 to June 2015

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

1. Classroom Observations-Perform ongoing short and long classroom observations with timely feedback using the Charlotte Danielson's Framework for Teaching as a reference to determine the teacher's effectiveness and areas for improvement.

2. Differentiated Staff Development- Provide ongoing differentiated staff development opportunities according to the staff's specific needs and areas of difficulties through timely post observations and debrief sessions, staff training sessions, teachers' mentoring, coaches' demo lessons, and planning sessions. Create and offer weekly and monthly professional development conferences with the assistance of our support organization (Fordham University) for teachers, administrators, parents, and other staff on the use of Charlotte Danielson's Framework for Teaching as an instrument for self-improvement and professional growth.

3. Walkthroughs, Learning Walks, and Interclass Visitations- With the help and support of our PSO Fordham University, perform walkthroughs, learning walks, and interclass visitations as a medium for professional development opportunities for less experienced teachers to observe good practices that help them to improve their teaching.

4. Students' Data Analysis Linked to the Framework's Competencies- Ongoing analysis of student's data collected through the administration various interim and progress monitoring tests which will include unit tests, Rally reading and math progress monitoring assessments, Accelerated Reading (A/R), Accelerated Math (A/M), and end of the unit portfolio tasks and assessments to determine how the implementation of the good practices described by Danielson's Framework for Teaching are translating into students' growth and progress.

5. Planning Sessions- Continue providing opportunities for grade teams to meet for a double period in a weekly basis to analyze students' work and create lessons across content areas to address students' needs. Teachers will also meet once a week during the extended day to plan and analyze lessons, procedures, and methodologies that assist them to situate in Danielson's effective and highly-effective curve. They collaborate and share their ideas and samples on how to implement effective practices in the classroom that can guarantee students;' success and growth based on Danielson's rubric.

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).

- With the assistance of our support organization from Fordham University, a series of trainings for parents will be developed to familiarize them with the expectations for teaching performance and the way they can support teachers at home.

- These meetings will prepare parents to evaluate the effectiveness of the lessons imparted in the classroom. They will empower and encourage parents to have discussion with teachers about specific aspects of the instruction; as a medium to stimulate teachers to self-evaluate their teaching styles and practices, in an effort to become better educators.
- School Leadership Team members will be also invited to learning walks so they can understand how the indicators described by Danielson about good teaching are put in place in the classroom and how they can support their children’s learning at home.

Budget and Resource Alignment

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

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

The success of this initiative will depend on the proper coordination of the school administration in conjunction with our support organization from Fordham University. No other outside organizations will be involved in the observation process. However, teachers will receive training and staff development opportunities from outside public and private organizations.

Goal and Action Plan #2

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

Annual Goal #2

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

- ❖ **By June 2015, student performance in literacy will increase by providing them opportunities to use higher order thinking skills when reading, discussing and responding to a variety of complex literary and informational texts; through the use of a rigorous program that uses close reading as the main component, as measured by the ELA State Standardized Test.**

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.

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.
 - Needs of Assessment: Our most recent data on ELA Standardized Tests is presented in the following chart:

Year	Standardized State English Language Arts Test				
	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
2010	25%	45%	26%	4%	30%
2011	22%	42%	36%	0%	36%
2012	24%	42%	34%	0%	34%
2013	55%	33%	11%	1%	12%
2014	52%	35%	12%	1%	13%

- As we can see, the number of students performing on levels 3 and 4 in the state standardized ELA showed a modest increase of 1%, which represents the beginning of an ascendant trend in terms of the final students and teachers' adjustment to the Common Core learning Standards. The Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and Mathematics ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Standards specify the Literacy and Math skills and understandings required for college and career readiness in multiple disciplines. They prepare students to compete in our actual global environment by training students to perform rigorous tasks that help them to acquire the skills to successfully complete a college level education. The CCLS for reading and writing basically required for the students to analytically read literary and non-fiction selections and make accurate

generalizations, informed opinions, and thoughtful claims about the text that can be clearly and strongly supported by evidence. One of the most useful strategies to achieve the higher levels of analytic reading proficiency required by the Common Core Learning Standards is **Close Reading**, which is the main component of our current language arts program ReadyGen.

- The practice of **Close Reading** invites students to read repeatedly guided by discussion of text dependent questions. Text-dependent questions require students to return to the text to support their answers. This rereading fosters deep thinking, the ultimate goal of text-dependent questions. With this strategy guide, teachers prepare questions that challenge students to think at deeper levels each time they do a close reading. When practices such as close reading are consistently implemented, students become better equipped to handle increasingly difficult texts. Over time, and with practice, they will apply the approaches used in close readings to the extended readings that they do independently. There are several considerations in engaging students in a close reading as follows:
- First, select short, worthy passages. Because close readings can be time-consuming, it is often best to select shorter pieces of text for instruction. If the selection is too long, students will not have time to reread and respond to questions that guide their thinking and they will not have opportunities to interact with others about the content.
 - Second, close-reading lesson should be designed so students reread the text. Rereading to develop a depth of understandings is one of the key features of a close reading. Anyone who has ever read a text for the second or third time knows that understanding is improved when you know the basic outline of the text. One of the ways to ensure that students reread the text is to establish different purposes for each reading and to teach students to look for evidence for their responses to text-dependent questions. As noted previously, text dependent questions should be used to guide students back to the text and provide them an opportunity to analyze the text more deeply.
 - Third, students should learn to “read with a pencil.” They don’t literally have to use a pencil, but they do need to learn to annotate or make notes as they read. They must become detectives while reading, learning to look for clues as they uncover the structure and meaning of a text.
 - Fourth, students should learn to note the parts that were confusing. This is helpful for several reasons, including the metacognitive awareness that comes from recognizing when meaning is lost. Also, noting confusing parts can guide teacher actions, modeling, and reteaching so that students have opportunities to apply what they learn in future close readings or extended readings.
 - Fifth, as part of close reading, students should interact with their peers and the teacher in discussions about the text. In these discussions, students should practice their skills in argumentation, making claims, offering counterclaims, providing evidence, and agreeing and disagreeing. Interacting with others to determine the meaning of the text is an important aspect of close readings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its

corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- 1. Continue and Reinforcing the Implementation of Ready Gen Reading Program
- 2. Balanced Reading 50/50 Fiction and Non-Fiction
- 3. Literacy Stations/ ELA Centers including Guided reading and Online Reading Programs such as Rally, A-Z, MyOn, and Accelerated Reading
- 4. Ongoing Progress Monitoring Using Weekly Tests, Accelerated Reading, and Rally Online Programs
- 5. Ready Gen Modifications for ELLs
- 6. Additional Support for Vocabulary and Grammar

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

- 1. School Administrators, Classroom Teachers, Support and Intervention Staff, Coaches, Bilingual Coordinator, and Lead Teachers

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

- 4. Standardized Tests, Teacher-Made Tests, Unit Tests, Online Tests (Rally, A/R) Students' Notebooks, and Portfolio Projects will be used to measure the success of this initiative.

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

- 1. September 2014-June 2015

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

- 1. Ready Gen Program Implementation- One of the main initiatives of our school is to continue strengthening the implementation of the **Ready Gen Literacy Program**. The units of study presented by this Literacy Program are aligned to the Common Core. Each unit of study culminates with a portfolio task and/or project that requires students to collect, analyze, and present evidence to support their claims about the theme by using a close reading approach that helps students to become analytic readers and achieve higher levels of proficiency in reading and writing. There are several considerations in engaging students in a close reading as follows:
 - First, select short, worthy passages. Because close readings can be time-consuming, it is often best to select shorter pieces of text for instruction. If the selection is too long, students will not have time to reread and respond to questions that guide their thinking and they will not have opportunities to interact with others about the content. ReadyGen paces the reading of the stories into different chunks with specific goals and tasks.
 - Second, close-reading lessons should be designed so students reread the text. Rereading to develop a depth of understandings is one of the key features of a close reading. Anyone who has ever read a text for the second or third time knows that understanding is improved when you know the basic outline of the text. One of the ways to ensure that students reread the text is to establish different purposes for each reading and to teach students to look for evidence for their responses to text-dependent questions. As noted previously, text dependent questions should be used to guide students

back to the text and provide them an opportunity to analyze the text more deeply. Even when ReadyGen presents text-dependent questions, teachers meet once a week to plan additional rigorous questions and tasks during their grade meetings; which have been integrated into their schedules. .

- Third, students should learn to “read with a pencil.” They don’t literally have to use a pencil, but they do need to learn to annotate or make notes as they read. They must become detectives while reading, learning to look for clues as they uncover the structure and meaning of a text. All students are required to keep a reading response journal to accomplish these purposes as well as using post-it notes to make annotations.
 - Fourth, students should learn to note the parts that are confusing when reading. This is helpful for several reasons, including the metacognitive awareness that comes from recognizing when meaning is lost. Also, noting confusing parts can guide teacher actions, modeling, and reteaching so that students have opportunities to apply what they learn in future close readings or extended readings. During grade planning sessions, teachers plan and discuss activities to support students in identifying these confusing parts and collaborate with other classmates through accountable talk and cooperative learning activities that help them to clarify these uncertainties.
 - Fifth, as part of close reading, students should interact with their peers and the teacher in discussions about the text. In these discussions, students should practice their skills in argumentation, making claims, offering counterclaims, providing evidence, and agreeing and disagreeing. Interacting with others to determine the meaning of the text is an important aspect of close readings. Teachers collaborate with each others during grade planning sessions to create the opportunities for these accountable talk moments and debates.
2. **Balanced Reading 50/50 Fiction and Non-Fiction-** Students will be required to read 50% fictional works and 50% non-fiction. Reading logs will be kept by each student in each classroom as indicators. Reading logs will also be used as an on-going indicator of genres read across content areas. Our on-line AR {Accelerated Reader} program also provides a printout of the number of books read by students with a score for level of comprehension.
 3. **Literacy Stations/ ELA Centers-** In addition to the daily close reading lessons imparted as part of the Ready Gen Program implementation, teachers will be required to perform daily guided reading activities as part of our daily Literacy Stations Centers period. During this period, students will be grouped according to their specific needs to work on predesigned reading and writing center activities that help them to overcome their difficulties and assist them in working on their problematic areas. They will use guided reading libraries as well as online reading programs such as A-Z, Rally , MyOn, and Accelerated Reading.
 4. **Ongoing Progress Monitoring Using Weekly Tests, Accelerated Reading, and Rally Online Programs -** Students will continue receiving weekly tests to assess comprehension skills in literacy. Data analysis will be conducted weekly during grade planning sessions. This analysis will be used to measure students’ progress, especially on fluency and comprehension skills. The review of students’ reading and writing journals will provide samples of students’ ability to comprehend rigorous assignments, and their ability to write coherently, formulate opinions, and defend their claims by presenting and explaining evidence from text. Teachers will use assessments in instruction to monitor student progress and to know what students understood and misunderstood to make needed adjustments. Online programs such as Rally and Accelerated Reading will offer opportunities to measure the students’ progress with an immediate feedback and analysis for additional intervention.
 5. **Ready Gen Modifications for ELLs-** The analysis of the subgroups data from the ELA last year’s test revealed that one of the groups that is confronting more difficulties in achieving higher levels of reading proficiency are our English Language Learners, who are enrolled in our bilingual classes. This called for an adjustment in the implementation of the Ready Gen program, so we can offer these children an entry point that provides the necessary scaffolding for them to be able to participate successfully from this curriculum and the aforementioned close reading methodology. The modifications are as follows:

Ready Gen Entry Points and Modifications for ELL Students:

- Ready Gen Program will be taught in English with extensive use of ESL methodologies and strategies such as the use of pictures and realia to enhance the lessons and explain vocabulary, as prescribed and explained by the scaffolding teacher's guide.
 - A high frequency word wall drill has to be performed everyday to enhance students' vocabulary acquisition and reading fluency.
 - Lesson will start with a building background activity and a discussion of vocabulary and difficult concepts in the native language so students can transfer those concepts into English later on during the lesson.
 - A preview and/or summary of the story will precede the first read aloud so students are already familiarized with the concepts before the first reading in English
 - All discussions will be performed in English allowing students to answer and discuss with their classmates in the language of preference according to the student's acquisition stages (Pre-production, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency). Please see the attached document about these stages and the respective and appropriate activities to be used for differentiation.
 - Students will be grouped according to their ESL levels (Beginner, Intermediate, and Advance) when performing the subsequent task. This task will be modified according to the students levels following the following entry points:
 - **Beginners-** will work with the teacher to receive additional support and opportunities for discussion and re-teaching. Teacher may use the support of the Spanish version of the story to enhance comprehension and performance.
 - **Intermediate-** will work as a group with the support of the Spanish version of the story as reference to improve comprehension and for students to start getting confidence on the second language.
 - **Advance-** will work independently and/or in small groups with the support of a lead student per group.
 - **New Comers-** will work in Spanish independently and/or in small groups with the support of a lead student per group
 - Teacher and assistants will circulate the classroom to offer additional support.
 - All writing tasks will be performed in English with the support of scaffold and differentiated activities according to the students' levels, graphic organizers, Thinking Maps, and writing prompts.
 - After the Reading and Writing Workshops, students will be placed in literacy stations or centers according to their needs, levels, and deficiencies. Starfall, ABC Mouse and other online programs can be also part of these center activities.
6. Additional Support for Vocabulary and Grammar- Continue the implementation of Sadlier Vocabulary and Grammar Program, which provides each student with a practice book to perform a variety of complex tasks aligned to the Common Core Learning Standards after each grammar or vocabulary lesson. Continue with the implementation of the word, cognate, idiom and grammar drill of the week policy. Each day students are required to perform specific drills to better understand the English language in terms of idioms, cognates, and grammar.

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).

- With the assistance of our support organization from Fordham University, a series of trainings for parents will be developed to familiarize them with the Common Core Standards and the Ready Gen program with an emphasis in close reading. These workshops will prepare parents to help and support

students to get familiarized and successfully complete the more rigorous and complex tasks required by the program.

Budget and Resource Alignment

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

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

- The success of this initiative will depend on the proper coordination of the school administration in conjunction with our support organization from Fordham University. The NYC Department of Education has also hired the services of trainers from Pearson Publishing Company to offer a series of workshops and trainings that support teachers on the right implementation of the program and correct use of close reading practices. These workshops have been free of charge for teachers. However, Tax Levy funds have been allocated to pay per session to teachers attending these workshops.

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, student performance in Mathematics will increase by focusing in the implementation of a rigorous Mathematics program which focuses in a deeper understating of mathematical concepts, essential understandings, and big ideas beyond the computational skills and mathematic processes, as measured by the Math State Standardized Test.**

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.

- Our most recent data on Math Standardized Tests is presented in the following chart:

Year	Standardized Mathematics Test				
	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4
2010	23%	43%	27%	7%	30%
2011	20%	49%	27%	5%	32%
2012	16%	39%	37%	8%	45%
2013	57%	33%	8%	2%	10%
2014	50%	36%	11%	3%	14%

- The number of students achieving proficiency in math on the state standardized test last year increased by 4%. This represents an initial ascending trend based on the final adjustment form teacher and students to the Common Core learning Standards. According to the standards mathematically proficient students must:
 - Start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
 - Analyze givens, constraints, relationships, and goals.
 - Make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
 - Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.
 - Monitor and evaluate their progress and change course if necessary.
 - Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and

relationships, graph data, and search for regularity or trends.

- Check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?”
- Understand the approaches of others to solve complex problems and identify correspondences between different approaches. All of these elements are what we need to constantly observe in our classroom in a vertical and horizontal consistently basis.

All these elements are present in GoMath, our existing mathematic program. This program has been developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Essential Questions and Big Ideas with depth of understanding as the goal. Interactive lessons utilize research based instructional approaches and differentiated instructional resources to ensure success for all students.

- Through our class observations, learning walks and grade planning sessions, we evidenced the need for our teacher to reflect on and modify their teaching strategies and methodologies to make sure that the students are granted the opportunities to be successful and proficient mathematicians as described by the CCLS. In order for the students to achieve the higher levels of math proficiency described before, teachers must offer opportunities to concentrate in fewer topics with a deeper understanding of concepts, rather than procedures. They need to move students beyond the simple performof math operations to higher levels of thinking about the rationale behind the necessary steps to solve a math problem. They need to change the way they pose questions to students, present their lessons, and plan learning outcomes that help children to practice all the skills required by the CCLS and achieve fluency, speed, and confidence on the different math concepts presented for each particular grade.
- This year we will concentrate in expanding the use of Go Math Online Think Central component as medium to offer additional opportunities for students and teachers to experience math in a more interactive, engaging, and enjoyable fashion. As observed during our class visitations and walkthroughs, many students are confronting difficulties with the mathematical concepts behind the processes and computations. The Common Core Learning Standards (CCLS) require that students must be able not only to apply, but also to explain the rationale of their decisions and processes, by demonstrating full understanding of the mathematical concepts and big ideas. In order to bring students from a concrete to a more abstract level of understanding, it is crucial that teachers introduce and review math big ideas and concepts by using additional resources such as pictures, visuals, and manipulatives. Think Central supports teachers in exactly that: making their lessons more meaningful and engaging. This exceptional website contains an extensive arsenal of resources to enhance the lessons such as movies, virtual manipulatives, test preparation problems aligned to the CCLS, games, unit and progress monitoring tests, etc. We will ask the teachers to pay special attention to the following components of this useful online tool:
 - Animated Math Models**- A cartoon that explains a processes and concepts that can be used to introduce or/and review an idea or concept.
 - **PARCC**- Test prep questions aligned to CCLS that can be use at the end of the lesson to assess students’ understanding.
 - **Real World Videos**- Short documentary videos that can be used to make connections between the math concepts explained and their uses in every day basis.
 - Virtual Manipulatives**- Animated manipulatives that can be used to demonstrate a concept when introducing a new idea or as a modeling for students to use manipulative at their tables.
 - Meg Math**- A cartoon with problems that can be used to summarize and demonstrate understanding, as well as a differentiated math center activity.

Teachers will setup the students’ accounts online for taking unit test and progress monitoring assessments, so they can receive immediate feedback and data analysis that will help them to determine intervention activities in a timely fashion.

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. Implementation of the Go Math Program with Emphasis in Think Central Online Component
2. Professional Development
3. Use of Cooperative Group Activities and Manipulatives
4. Math Centers that Include Guided Instruction, as well as Online Programs
5. Ongoing Progress Monitoring
6. Math Logs
7. Math Portfolio Pieces

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

1. School Administrators, Classroom Teachers, Support and Intervention Personnel, Coaches

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

1. Weekly Test, Standardized Tests, Teacher-Made Tests, Unit Tests, online Assessments, Portfolio Pieces, and Math Logs will be used to measure the success of this initiative

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

1. September 2014- June 2015

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

1. Implementation of the Go Math Program with Emphasis in Think Central Online Component - GO Math is the first K-6 program written to align with the Common Core. It is a new comprehensive mathematics program developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices, and differentiated instructional resources to ensure success for all students. The program also requires for the students to record their strategies, explanations, solutions, practice and test prep right in their books—and at every grade level. These interactive lessons will keep students totally engaged maximizing the learning during math time and giving teachers a precise tool to expose students to the higher demands of the Common Core learning Standards. We will be designing a pacing calendar that takes into consideration that not all of the content in a given grade is emphasized equally in the standards. The list of content standards for each grade is not a flat, one-dimensional checklist; this is by design. There are sometimes strong differences of emphasis even within a single domain. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice. Without such focus, attention to the practices would be difficult and unrealistic, as would best practices like formative assessment. Major Clusters will be a majority of the assessment, Supporting Clusters will be assessed through their success at supporting the Major Clusters and Additional Clusters will be assessed as well. The assessments will strongly focus where the standards strongly focus. This year we will put emphasis in the use of Think Central, the online component of this program, which facilitates more interactive activities and online testing with immediate feedback and data analysis.
2. Professional Development- Develop, design, and implement professional developing activities to train teacher on the use of the Common Core Standards for Mathematics and Go Math, including the online components to prepare them to make the necessary shifts in their teaching practices required by the CCLS.
3. Use of Cooperative Group Activities and Manipulatives- Students will work daily in collaborative groups with manipulatives when feasible to solve problems,

discuss concepts and present arguments to defend their decisions and processes.

4. Math Online Centers that include Guided Instruction, as well as Online Programs - Students will have a scheduled time during the day to work in small groups according to their specific needs. These center activities can include guided instruction, as well as the use of online programs such as IXL, Think Central, and Accelerated Math. These programs allow students to work on problematic areas at their own pace until the mastery of specific skills.
5. Ongoing Progress Monitoring- Students will complete weekly assessments that will be discussed and analyzed during the grade planning sessions. They will also use online programs such as IXL, Think Central, Accelerated Math and Rally where they receive immediate feedback and next steps to achieve mastery in their problematic areas.
6. Math Logs- Students will keep a math journal to articulate and explain their processes when solving math problems. These journals will indicate students' ability to construct viable arguments in writing. The journals should also show a conceptual progression of knowledge, and a mastery of math vocabulary.
7. Math Portfolio Pieces- Math portfolio pieces, weekly, bi-weekly, unit, and teacher-made tests will provide further evidence of mastery of the math skills covered by the program.

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).

- With the assistance of our support organization from Fordham University, a series of trainings for parents will be developed to familiarize them with the Math Common Core Learning Standards and Go Math Program, as well as the critical areas for each grade. Parents will also receive training on the online math programs used by their children, so they can see the feedback received by them and the next steps to follow. These workshops will prepare parents to help students to get ready for the state standardized Math tests complete the demands of this rigorous and complex program.

Budget and Resource Alignment

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

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

- The success of this initiative will depend on the proper coordination of the school administration in conjunction with our support organization from Fordham University. The NYC Department of Education has also hired the services of trainers from Houghton Mifflin Company to offer a series of workshops and trainings to support teachers on the right implementation of the program. These workshops have been free of charge for teachers. However, Tax Levy funds have been allocated to pay per session to teachers attending these workshops.

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, English language fluency will be increased through an emphasis in vocabulary development activities for the ELL population across content areas, as measured by the NYSESLAT results.

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 composition of our English Language Learner Students is as follows:

Grade	Students' Language Proficiency Level			
	B	I	A	Total
K	17	14	22	53
1 st Grade	12	20	19	51
2 nd Grade	15	24	18	57
3 rd Grade	15	15	21	51
4 th Grade	3	16	14	33
5 th Grade	8	16	11	35
Total	70(24%)	105 (38%)	105 (38%)	280

- A further detailed analysis of the last year's NYSESLAT data revealed that 168 students made progress moving from one proficiency level to the next. This represents 75% of our English Language Learners. 34 students tested out conforming 15% of the total number of children who took the test. However, the same analysis discovered that our ELL students' subgroup is not experiencing the same levels of proficiency and progress in the ELA standardized test. This is even more evident for ELL students who participate in our transitional bilingual classes. The data along with our constant class observations and learning walks, have shown that a considerable number of our students lack from the necessary verbal and vocabulary skills to support their learning process; even some students that are not officially identified as English Limited Proficient. Their language difficulties become more evident when it comes to their oral and written expression. Many of them are afraid to participate in class discussions and ask questions because of their fears to be object of critics and contempt. That is why it is crucial that we train our teachers to use vocabulary development techniques and programs that give the students the necessary tools to participate in class using higher levels of thinking process.

Instructional Strategies/Activities

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

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

1. Extra Support in Vocabulary and Grammar
2. Ready Gen Modifications for ELL Students in Bilingual Classes
3. ELL Academy and Saturday Program
4. ESL Techniques Professional Development
5. Detailed Data Analysis of ELL Students

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

1. School Administrators, Classroom Teachers and Support Personnel, Coaches, ESL Teachers and Bilingual Coordinator

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

Weekly vocabulary and spelling quizzes, Daily reading and Writing Journal Entries, Oral presentations and written portfolio pieces, Content area journal entries, Teacher-made and unit tests, Standardized Test such as, NYSESLAT, ELA and A/R, and ELL students' participation in different debates, essay competitions, and writing celebrations will be used to measure the success of this initiative

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

1. September 2014- June 2015

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

1. Extra Support in Vocabulary and Grammar- Implementation of Sadlier Vocabulary and Grammar Program, which provides each student with a practice book to perform a variety of complex tasks aligned to the Common Core Learning Standards after each grammar or vocabulary lesson. Students will receive vocabulary workbooks for homework use. Students will memorize dictation passages weekly for a quiz each Friday.
2. Ready Gen Modifications for ELL Students in Bilingual Classes- Design and implement an ELA protocol to offer ELL students in bilingual classes entry points and scaffolding opportunities for the implementation of the Ready Gen reading program as described in Goal # 2.
3. ELL Academy and Saturday Program- Design and implement an after-school and Saturday program for ELL students to offer them additional opportunities for practice and reinforcement of the demanding Common Core Learning Standards tasks; with an emphasis on the differentiation of instruction through literacy centers activities according to their specific needs.
4. ESL Techniques Professional Development -Teachers will be trained in the use of vocabulary development techniques so they can play an integral role in each mini-lesson. They will also conduct daily vocabulary drill, including high frequency words for grades K – 2. These drills will enhance fluency and comprehension across content areas. The result of this approach will be measured by :

- Weekly vocabulary and spelling quizzes
- Daily reading and Writing Journal Entries

- Oral presentations and written portfolio pieces
 - Content area journal entries
 - Teacher-made and unit tests
 - Standardized Test such as, NYSESLAT, ELA and DRA.
 - ELL students' participation in different debates, essay competitions, and writing celebrations
5. Detailed Data Analysis of ELL Students- With the support offered by Fordham University, our support network, the NYSESLAT results will be analyzed in detail to determine areas for improvement and prescribe the right strategies to address those issues.

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).

- Parents will be invited to the different debates, essay competitions, and writing celebrations as a way to support their children's learning.
- School Leadership Team members will be also invited to the different learning walks for them to understand the techniques used by teachers to include all students in the learning process and to promote oral fluency, as well as tolerance with other's points of views and opinions.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.									
➤ The success of this goal will be determined by a coordinated effort between the school and our partners support organization. No other external agencies will be contemplated to participate in the development of this initiative.									

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	Small Group Session and Instruction	<ul style="list-style-type: none"> ➤ One daily period of small group instruction during Guided Reading/Learning Centers time with activities designed according to the students' specific needs in the five reading modalities: Phonics, Phonemic Awareness, Vocabulary, and Reading Comprehension. ➤ Use of Accelerated Reading, a motivating online independent reading program to assess students progress in a consistent basis through a series of post story reading and vocabulary quizzes ➤ Use of intervention Wilson Reading Program for one-to one and small group instruction during pullout, and after school programs ➤ Explicit ESL instruction using "Let's Go" program and dialogue drills to improve and promote oral language. ➤ Native Language Instruction using "Estrellita" intervention program, which teaches decoding skills to gain reading fluency in Spanish in a very structured and scaffolding way. 	<p>During the school day and After School</p>

		<ul style="list-style-type: none"> ➤ ESL Instruction through the Arts and Reader's Theatre. 	
Mathematics	Small Group Session and Instruction	<ul style="list-style-type: none"> ➤ Push-in intervention program to work on students' needs according to the data assessment results. ➤ Use of manipulatives to enhance students' comprehension. ➤ One daily period of differentiated instruction using math Centers including Accelerated Math and IXL, two online based programs that provide extra practice through a series of differentiated tasks according to the students' levels. ➤ Weekly math games and center activities to complement and expand students' understanding of math concepts. 	During the school day and After School
Science	Small Group Session and Instruction	<ul style="list-style-type: none"> ➤ Use of manipulatives to enhance students' comprehension. ➤ Research-based instruction in small groups ➤ Science Lab activities and experiments to complement and support the formal instruction. 	During the school day and After School
Social Studies	Small Group Session and Instruction	<ul style="list-style-type: none"> ➤ Use of manipulatives to enhance students' comprehension. ➤ Research-based instruction in small groups 	During the school day and After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small Group Session and Instruction and an After-School/Saturday Program	<ul style="list-style-type: none"> ➤ At risk students are seen together with mandated students in small groups of no 	During the school day

		<p>more than three, and on a one-to-one basis by our guidance counselor. Through the use of games, discussions, and role-playing they receive counseling according to their specific emotional and social needs.</p> <ul style="list-style-type: none"> ➤ After a screening process students are seen in a one-to-one basis by the school psychologist to receive counseling. In some specific cases referrals have been made to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital. ➤ Our social worker sees at risk students on a one- to-one basis to offer additional counseling through individual and family sessions that help students and parents to deal with their specific situations. ➤ We maintain a partnership with Columbia Presbyterian Hospital that includes mental health services, nutritional guidance for students and parents, as well as series of after school programs to increase the level of physical activities in our students and to modify undesirable behaviors 	<p>and After School</p>
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We are constantly in search of high quality teachers through job fairs and recruitment services such as International teachers and Teaching Fellow programs, as well as our PSO Fordham University. We have established partnerships with several universities and colleges for their students to complete their fieldwork and student teaching hours at our school. In this way we can identify possible candidates to become part of our staff.</p> <p>When we hire partially qualified teachers in license's areas of need, we require them to register in a college program to finish the requirements for their respective licenses. Once they receive their final course grades we reimburse their tuition as an incentive for them to complete the requirements to become highly qualified teachers. We have developed a more rigorous examination when interviewing new teachers to fill up vacancies, in order to select teachers who are already considered highly qualified according to the state mandates.</p> <p>All our new teachers have a mentor from their respective programs such as Teach for America, as well as an internal mentor or buddy teacher who helps them with the establishment of daily routines and the planning of their lessons.</p>

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).
<ul style="list-style-type: none"> ➤ The several activities mentioned on the goals section will help teachers to become highly qualified by providing them with strategies and techniques that assist them to implement the Common Core Learning Standard in their classrooms in order to become more competent and expert educators as described by the Charlotte Danielson's Framework for Teaching. It is our intention that through the design, implementation, and evaluation of Common Core Aligned Units of Study for Science and Social Studies, as well as the implementation of Ready Gen and GO Math programs, teachers will become more qualified and proficient in their trade. ➤ Teachers will be also sent to staff development opportunities presented by our support organization and other education institutions, as an effort to prepare them to implement the units of study and CCLS successfully. ➤ The multiple opportunities for specific and differentiated staff development will affect in a positive way the effectiveness of our teachers, making them to become more highly qualified educators. The achievement of this goal will help to professional develop teachers to become highly qualified professionals with an extensive inventory of strategies to develop each student's potential.

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.).

Our parent coordinator, assistant principals, dean, counselor, and social worker coordinate and make sure that we are in continuous contact with the Federal, State, City, and Community organizations and agencies that offer support to our children and families; including students leaving in temporary houses, housing programs, or victims of violence.

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.).

We do not maintain any other transition program for new students in addition of the Pre-K classes we already host at our school

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.

At P.S. 4 we guarantee that all members of the school community are heard and take part in the decision process as follows:

- We began the year by forming a Measure of Student Learning Committee (MOSL) integrated by administrators and teacher representatives, which will be active for the entire year to decide other additional measures of assessments in addition to the MOSL state and City Assessment required by law.
- We also created lead teacher positions by grade, who participate in the decision making process during their meetings with the administration and their respective constituencies.
- There is also a consultation committee, integrated by teachers, para-professionals, and other staff members, who meet in a monthly basis with the administration to express their concerns and offer ideas reading assessments, progress monitoring and several other issues.
- The School Leadership Team (SLT) which is integrated by parents, teachers, and administrators meet also in a regular basis. They guarantee that all the programs, initiatives, and school policies, including assessment, are developed following an inclusive model; where all the members of the school community are represented and actively participate in the decision process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Ps 4 Duke Ellington School

Parent Involvement Policy (PIP) 2014-2015

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;
- 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 updating web publication in a periodic fashion, 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;

PS 4 THE DUKE ELLINGTON SCHOOL
2014-2015
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.

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

- **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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

- **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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$442,945.80	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$107,986.00	X	See action plan
Title III, Part A	Federal	\$36,024.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,597,248.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from

Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 004
School Name The Duke Ellington school		

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

Principal Bonnie White- Jones	Assistant Principal Gilberto Batiz, Luisa Martin,
Coach Beatriz Lorenzo, Bilingual Co	Coach type here
ESL Teacher Jose Cantu	Guidance Counselor Altigracia Estrella
Teacher/Subject Area Daniela Cabral/Mathematics	Parent Yoly Sanchez
Teacher/Subject Area Rosa Salce/Native Language	Parent Coordinator Denise Nunez
Related Service Provider Collado	Other Steinman
Network Leader(Only if working with the LAP team) Marge Struk	Other Montolio

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	9	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	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	736	Total number of ELLs	313	ELLs as share of total student population (%)	42.53%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	2	1	1	2								9
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	2	2	2	1	1	1								9
SELECT ONE														0
Total	4	3	4	2	2	3	0	18						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	313	Newcomers (ELLs receiving service 0-3 years)	238	ELL Students with Disabilities	68
SIFE	3	ELLs receiving service 4-6 years	73	Long-Term (completed 6+ years)	2

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	144	2	22	26	1	12				170
Dual Language										0
ESL	97		5	37		4	2		1	136

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	241	2	27	63	1	16	2	0	1	306

Number of ELLs who have an alternate placement paraprofessional: 5

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 SP	58	54	59	45	46	41								303
SELECT ONE														0
SELECT ONE														0
TOTAL	58	54	59	45	46	41	0	303						

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	27	25	19	17	15								130
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1		1									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1		2									5
TOTAL	29	29	27	19	20	15	0	139						

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)	29	12	2	6	10	7								66
Intermediate(I)	1	17	34	17	18	11								98
Advanced (A)	24	17	17	18	17	19								112
Total	54	46	53	41	45	37	0	276						

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	73	29	7	0	109
4	96	46	28	8	178
5	53	34	15	1	103
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	56	18	44	8	10	1	2	1	140
4	51	18	28	8	8	1	2	0	116
5	65	12	21	4	4	2	1	0	109
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									0
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)	11	8	14	15				
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.

Our school uses The Developmental Reading Assessment (DRA). This is an individually administered assessment of a child's reading capabilities. Tasks measured by the DRA test are divided into several skill sets. Rhyming, alliteration, segmentation, and phonemic

awareness are tested in the phonemic awareness section. Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication are tested in the alphabetic principle/phonics portions. Oral reading fluency or words per minute for contextual reading are tested under fluency. Vocabulary, comprehension, and reading engagement skills are also measured in the test.

After the test is evaluated and scored, the students receive a DRA level from 1 to 80. Children with stronger reading abilities yield higher numbers. Teachers are easily able to give children books they can read by choosing a text with the corresponding DRA level. The results of this test help us identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, the teachers and administration use this information for instructional planning purposes that include whole group instruction, small group intervention, literacy stations, and center activities.

The DRA test is administered every three months during the school year to monitor the progress of the students. As mentioned before, we use these results to target our students at risk and to provide specific instruction for these students during the school day and after school, including the ELL students.

To assess our native language speakers we use Estrellita, an accelerated Beginning Reading Program. This tool serves as a bridge to English, by laying down a strong foundation in Spanish literacy that later leads to a more successful transition to English. We implement Estrellita in all our Transitional Bilingual classes, special education and SIFE students. We use it during extended day, center time and after school. Last year, 75 students were on Estrellita and 70% mastered the program in a relatively short period of time. This program is especially effective for response to intervention to get our students back on track in Spanish literacy and their transition to English.

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

2013 NYSESLAT Results

Grade	Beginners		Intermediate		Advance Proficient	Total
1	12	17	17	6	62	
2	2	34	17	9	62	
3	6	17	18	9	50	
4	10	18	17	5	54	
5	7	11	19	7	44	
Total	42	102	88	36	272	
Percentages						
2013	15%	37%	32%	13%		
2012	28%	30%	35%	7%		
2011	24%	30%	34%	12%		
2010	24%	31%	26%	8%		

In grade 1, 77% of the students made progress. In grade 2, 62 students were tested and 53 students made progress, which represents an 87%. In grade 3, 50 students were tested and 37 made progress, representing 77%. Grade 5 made the least progress since out of the 42 students tested, only 24 made progress, only a 57%. In kindergarten, we have identified 59 students out of 133 that are ELLs. The LAB-R results revealed that we have 34 Beginners and 25 Advanced.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

During the academic year 2012-2013, 253 students took the NYSESLAT. After disaggregating the data for the AMAO's, we can say that 199 students moved from one level to the next, which represents a 78%. 54 students remained in the same level, a 21%. 233 students made 43 points gain or more, a 92% of our ELL's. In order to reach AMAO 1 we needed to make 65.3 and we in fact reached 71%.

In terms of students achieving proficiency (AMAO 2), 34 students out of 253 tested reached proficiency. This year target was 13.7, and we reached 13.4%. We did not make AMAO 2 by 0.3%. Our findings reveal that 64 students did not show movement across

levels. 12 students remained beginners, 22 Intermediates and 20 Advanced. Out of these 64 students who show no progress, 19 are students with disabilities, a 30% of all students.

Even though, these students stayed stagnant in the same level, 34 did go up at least 43 points. Only 20 students did not move at all representing an 8% of our ELL students. 10 students out of these 20 are students with major disabilities, representing 50% of our ELL's that did not move at all. In third grade 11 students did not move. On the other hand, 199 students showed growth, representing 78% of our ELL population.

We have used these results to determine which students invite for the extended day, as well as our ELL Academy. All the stagnant students are already participating from these two initiatives, as well as center activities that take into consideration the different modalities of the language.

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

a. Patterns: This year, we have noticed that in kindergarten we have 10 more ELL students than last year. We had 17 beginners last year, while this year we have 29. Intermediate and advance students are almost the same. On the NYSESLAT, the levels of proficiency are quite different from last year. Our beginner students decreased from 134 to 95. Our Intermediates went from 90 to 104. Our advance students went from 82 to 114. Our proficient students went from a 7% to a 13%.

We have invited all our ELL students who demonstrated low performance to an after school program on Monday and Friday for 2 hours to provide them with extra help in both reading and writing. Also, our ELL students that have less than 3 years are scoring low. They show progress on the NYSESLAT as explained before. However, their performance in ELA and Math was very low. These students are also receiving additional instruction during extended day and ELL Academy.

b. Use of ELL Periodic Assessment: One of the main policies of our school is to differentiate instruction according to student's data. All the students including ELL's are constantly monitored for progress including the different levels of language acquisition. Teachers plan scaffold differentiated activities to address the need of each particular student. Teachers and administrators monitor data results to group students in small homogeneous sub-groups within the classroom. After a general task is modeled by the teacher, the students are sent back to their groups where they will practice the assigned differentiated tasks. At that time, teachers confer with their students individually and in groups. Students are aware of their strengths and weakness revealed by data and their group work during guided reading and independent work is centered in the areas of difficulty. Struggling students attend the extended day and work in what they need with the classroom teacher or other assigned staff during this time.

c. Native Language Uses: After looking at our data, we come to the conclusion that all our ELL's need to work on fluency in both English and Spanish. There is a direct correlation between those students who read with fluency and doing consistently better in all standardized tests. Since our ELL's in transitional Bilingual test in Spanish in mathematics as well as Science, we aimed for the same level of fluency in their native language. Our former ELL's, who show stronger native language skills, are doing consistently better than the ones with limited native language proficiency.

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](#).)

The school uses the information collected during the registration process in the Home Language Form to determine those factors that could have an impact on the student's English language learning process. During this initial screening, we identify the linguistic needs of our ELL's and we assess whether their literacy skills and competencies are meeting grade level benchmarks in both English and Spanish. We flag any at risk or below benchmark students and subsequently we get together as a team to determine what instructional support is needed for the student.

Our school is implementing a new core curriculum (Ready Gen). It is our goal to utilize this curriculum to strengthen the instruction in the classroom and better prepare our students to fulfill the demands of the Common Core Learning Standards. This is the first intervention offered as Tier I, according to our Response to Intervention Plan (RTI). We believe that low academic achievement is in direct

correlation with a curriculum that does not meet the needs of our ELL's. We support our ELL's in their native language by offering the same core curriculum in Spanish in the areas of mathematics, science and social studies as well as translated versions of the anchor texts utilized during the Reading Workshop.

Our Tier II intervention strategy is designed to offer struggling students, including ELL children a series of center activities in Reading and Math to address their particular needs. There are two periods of center time in the pre-designed teachers' schedules to perform these center activities, as per our school policies. The Tier III intervention is structured as a series of pull out programs to deal in a more individual basis with struggling students. We measure the progress of these intervention programs through a series of periodic assessment that include Estrellita Assessment, DRA, NYC Performance Test, and Weekly/Monthly/Quarterly Diagnostic Tests. We use this data to make educational decisions about our ELL's instruction and services; as well as whether or not consider a referral for special education services.

Our intervention team members take into account language development and background. We constantly monitor the student's data to place those who are at risk for academic difficulties in the 371/2 minutes intervention program early in September. This is a flexible situation where based on their needs some students leave the program while new students keep being added.

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

Our school understands the need of using the right methodology for the ELL's. We have adopted the Sheltered Instruction Observation Protocol (SIOP) model that teachers incorporate in their lesson to maximize students learning. Language and content objectives are embedded in the lesson to maximize student's comprehension. This provides the necessary scaffolding for language acquisition at different stages.

When we think of second language development, we must take into account that different students have different learning styles. Motivation and the quality of classroom interaction contribute a great deal to learning a second language. Teachers have received extensive training in the SIOP model. By using this methodology, it allows plenty of opportunities for meaningful classroom interaction with others in the second language. Teachers promote instructional conversations and collaborative classroom work, which is essential to language acquisition and development.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).

According to our assessment, ELL students are demonstrating adequate progress in acquiring the English Language as determined by the results of the NYSESLAT test where 78% of the children made progress and move from one level to the next.

However, this progress in language acquisition has not been transferred as adequate results in the new Reading and Math Standardized tests, which have been aligned to the more difficult Common Core Learning Standards (CCLS). One thing we have been trying to implement to align our instructional programs with the CCLS is to develop thematic units of study with more rigorous tasks. Through this approach, more vocabulary development activities have been created to expose our ELL students to a more sophisticated academic language as per demanded by the CCLS. This year we are in the process of implementing Ready Gen and GO Math. These new programs already take in to consideration the high demands of the CCLS.

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](#).)

At the time of registration, our Bilingual Coordinator, who is a certified Bilingual teacher, helps parents or legal guardians to complete a Home Language Identification Survey, which is translated in nine languages. During this interview, she determines what language the child speaks at home as well as if the child is at risk, SIFE etc. This initial interview is extremely important to properly identify our students and their needs. This interview is conducted in the parents' home language. Translation services are provided for any of the top 9 languages through the translation and interpretation unit.

If the student is identified as a potential ELL, the child is administered the Language Assessment Battery-Revised (LAB-R), which is the test that establishes English proficiency level. The period in which this test is administered is within the first ten days of school. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Our Bilingual Coordinator notifies parents in writing of their child's eligibility for services and invites parents of newly enrolled to a school orientation. Parents of same ethnicity and/or home language are grouped together during these orientations so that the information could be presented in their native language. At this time, parents watch the DVD from the department of education which is translated into 9 languages and they are asked to select the program of their choice: Transitional Bilingual, Dual Language and Free Standing ESL.

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.

During the initial orientation, parents watch the video from the department of education about the Bilingual Programs in general and Bilingual Education Laws. They are also given all the information in regards to the laws that apply to ELL's. During this session, information on the three programs is fully explained. Parents are guided through the survey in detail. They understand which are their choices and rights and they are encouraged to ask questions about the characteristics of each one of these programs. Once they select the program of their choice, the school makes every effort to place these students in the program of their choice. Placement letters are sent home informing parents of their child placement for the whole year. If a parent chooses a program that we currently do not have and we don't have enough requests (15 or more), we communicate this to the parents and we advise them to place their children in other nearby schools that have the program of their choice.

For those parents who do not attend the orientation, a phone call is made to reschedule. Letters are sent home with the new orientation date and a phone call is followed up if they can't attend. The bilingual coordinator uses the survey portions of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. These forms are located in the Bilingual Coordinator's office.

Finally, information about our ELL's is captured on ATS on ELPC where the bilingual coordinator enters the parent's decisions and the student final placement.

These orientations are ongoing, as new students come in the school throughout the year as well as the data collection on ELPC and later BESIS.

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

Students who speak Spanish at home and score below proficiency on the LAB-R are identified as ELL's. The Bilingual Coordinator notifies parents in writing of their child's status as an ELL. Entitlement letters and parent surveys are sent home immediately after the child has been tested. The date for the parent orientation is specified in the entitlement letter. This usually gets to be sent home the day the child is tested within the first ten days of enrolment. To avoid having the child being placed in different programs, we try to

test the child the first day of enrolment. Parents receive feedback on their ELL status and make their educated decisions during enrolment whenever possible. Orientation is followed in a one to one basis. Parents watch the video while the child is being tested. Decisions and placement for the year is done after this meeting is conducted.

At orientation, the Bilingual Coordinator collects all these letters and places the students according to parents' preferences. Surveys not being returned are followed up by a phone call and parents are asked to come to school at their convenience at a given date for a one to one meeting. We advise parents that failure to hand in the survey indicating their program of preference will automatically place their child in a transitional bilingual program according to the ELL intake default process.

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

The greatest intake of ELL students in our school happens in Kindergarten. After looking carefully at the home language in conjunction with the LAB results in both languages, the school makes some recommendations when meeting with parents at orientation. If the student scores at the beginning/Intermediate stages on both LABs, it is recommended Transitional Bilingual or Dual program. If the child scores advance and based on the HLIS and parents feedback he uses English more than Spanish as a means of communicating, we might recommend Free standing ESL. We take into account those students with a pre- kindergarten experience and the language that was used for instruction to recommend one program or another.

- 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.

We understand the importance of assessing the students in all modalities of the NYSESLAT. If for any reason a student is absent, we make sure that there is a makeup date for all absentees during any given part of the test. Unless a student is officially discharged prior to the NYSESLAT administration window in the month of May, we make sure that every student gets tested. As a result, we had a 100 participation rate in the NYSESLAT last year. We do not have any invalid scores in our report.

- 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. [🔗](#)

In our school, the majority of these families come from Dominican Republic and their ability to speak English is very limited. These parents are excited to place their sons and daughters in a bilingual program for various reasons. First the need to interact and communicate with their son/daughter classroom teacher at such an early age is very important to them. This ability to communicate in their native language empowers them to help their children in the assimilation of a new culture and language and secondly, they are anxious to have their children become proficient in the two languages.

On the contrary, parents of students who were born in the US and have attended a universal prekindergarten prefer a free standing ESL setting.

A few parents of children whose home language is Spanish would like a dual language program, but since this not a significant number to create this program, we inform them about other public schools where they could register their child. After given the choice, they choose to place their children at our school.

Newly Enrolled Students Parents Survey-2013

Grade	Free Standing	Dual	TB	Not Returned	Total
K	25	2	23	10	60
1st	2	2	1	5	10
2nd	0	0	3	1	4
3rd	0	0	1	1	2
4th	2	0	1	2	5
5th 0	1	1	2	2	4
Total	29	5	30	21	85

We have 85 new students this year. In full alignment with parental choice, 29 students have been placed in Free Standing ESL. 30 students have been placed in Transitional Bilingual. 5 advanced students whose parents selected dual were placed in Free Standing ESL since that was their second choice. 21 surveys were not returned. 19 of these students were placed in transitional Bilingual and 2 in Free Standing ESL since they almost reached proficiency on the LAB-R and since Spanish was not their language of dominance according to the Spanish LAB results.

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])?

a- Organizational Models-PS 4 provides a transitional bilingual and free standing ESL model. English Language Learners are identified at the beginning of the year or at the moment they are registered according to their Home Language Survey, Lab R or NYSESLAT results.

b- Program Models- Students in transitional bilingual classes and students in free standing ESL are grouped as follows:

 - One transitional bilingual class per grade to group beginners and intermediate students. Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test. This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model. Students receive two periods of ESL every day according to the Language Allocation Guidelines published by NYC Department of Education. Reading, Writing and Mathematics are taught in Native Language. The 40/60 percent model is used from September to December. During the year the units of ESL are incremented to finish with a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English. The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks

that are appropriate to each group and help in the language acquisition process.

-One or two free standing ESL Classes per grade to group all ELL students whose parents chose English Only. This class provides academic subject instruction in English using ESL methodology and instructional strategies.

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)?

Transitional Bilingual classes are homogeneously comprised of beginner and intermediate students. The staff assigned to teach these classes are fully certified bilingual teachers who follow a 40/60 model as explained before. Students in the Transitional Bilingual classes receive 360 minutes of ESL in a weekly basis and from 60 to 90 minutes daily of instruction in native language, as mandated by the CR Part-54 regulations.

Free Standing ESL classes receive all the instruction in English through ESL strategies and methodology. They also receive 225 minutes of ESL by a Certified ESL teacher using a “pull-out”, as mandated by the CR Part-54 regulations.

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.

Students in Transitional Bilingual Classes follow a 60/40 percent model. Students in these classes receive instruction as follows:

ESL- Teacher use Let’s Go ESL Program to impart explicit ESL instruction. They also make several daily language drills using the grammar focus of the week, the English word wall, the cognate of the day, and the word of the day in-house developed program.

Reading/ Writing- This subject is presented in English with a Spanish summary at the end of the lesson or a preview at the beginning. Students also receive translated versions of the anchor text for additional reference and support. Teachers use Ready Gen Program.

Math- Teachers present the lesson in Spanish using Go Math Spanish version. At the end, they present a summary in English.

Science- Teachers present the lesson in Spanish using a translated version of the Harcourt Science Program with an English summary at the end.

Social Studies- Teachers present the lesson in Spanish using a translated version of the Houghton Mifflin Program with an English summary at the end.

Students in the Free Standing ESL classes receive all the instruction in English through the use of ESL strategies and methodology. They also receive the additional support of using glossaries, dictionaries and Spanish versions of anchor texts.

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

In grades k-2 we use the assessment from Estrellita which is a weekly progress monitoring. This assessment is just for the students that are at the initial stages of native language acquisition: decoding/syllabication level. The students that can read in their native language are assessed through teacher made tests in every content area in accordance with the LAP. We use Accelerated Reader in native language as our independent reader indicator.

In Mathematics, we are using Go Math and the curriculum and assessment is all in their native language. The New York City Performance Mathematics assessment is also given in their native language as well as the Science and Mathematics State tests along with ELE (El Examen de Lectura en Espanol).

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

As per indicated on the NYSESLAT results, our students are having more difficulties in the areas of listening and writing than reading and speaking. Teachers have been trained and instructed to use the four modalities of the language during instructional time: listening, speaking, reading, and writing. They are constantly assessing students through read aloud, accountable talk to measure their progress in listening and speaking. Reading and writing growth is assessed during weekly, monthly and quarterly progress monitoring tests.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL and SWD use the same materials as the rest of the classes. Teachers are mandated to differentiate instruction to address each child's particular needs and levels. Centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology. A specific period of a day is being scheduled in each teacher's program to guarantee the implementation of this policy.

a) SIFE Students- Besides the regular programs described before, SIFE students receive an extra period of ELA/Math instruction in small group through a "pull-out" program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.

b) Newcomer ELL's (less than 3 years) - Besides the regular programs described before, new immigrant students with less than three years in the system, participate in a Saturday Academy program receiving instruction in ELA and Math. They are also receiving native language instruction and ESL after school twice a week after school.

c) ELL's receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.

d) Long term ELL's (more than 6 years) - We have two long term ELL's this year. Besides the regular programs described before, this students receive an additional period of intervention from a reading specialist every day. They also participate in a 3 hour Saturday Academy program receiving instruction in ELA and Math from November till March 2014.

e) ELL's with Special Needs-Besides the regular programs described before, ELL's with Special Needs receive small group instruction in ELA and Math through a Saturday Academy program.

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?

ELL and SWD students use the same materials as the rest of the classes. Teachers are mandated to differentiate instruction to address each child's particular needs and levels. Centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology. A specific period of a day is being scheduled in each teacher's program to guarantee the implementation of this policy. Ready Gen, Go Math and Harcourt are implemented in every classroom this year.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL and SWD students in a least restrictive environment are placed in a Collaborative Team Teaching (CTT) class with two teachers to ensure that instruction is differentiated according to their levels and specific needs. One of the CTT teachers is fully certified in Special Education and works diligently and collaboratively with the other teacher to meet the student's IEP goals.

The school makes sure that the special education students have as many opportunities with their non-disabled peers during the school day. Some of the periods are in the morning for breakfast, during lunchtime and physical education. In addition we make sure that they attend all trips and assemblies together. We also look at their IEP's as well as teacher opinion and stream the special education students that are ready to transition back into regular education classes. Streaming special education students has resulted with an increase of CTT classes where students get to spend their entire day with their non-disabled peers. We continue to look for as many opportunities to have the disabled students spend as much time as possible with their non-disabled

peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

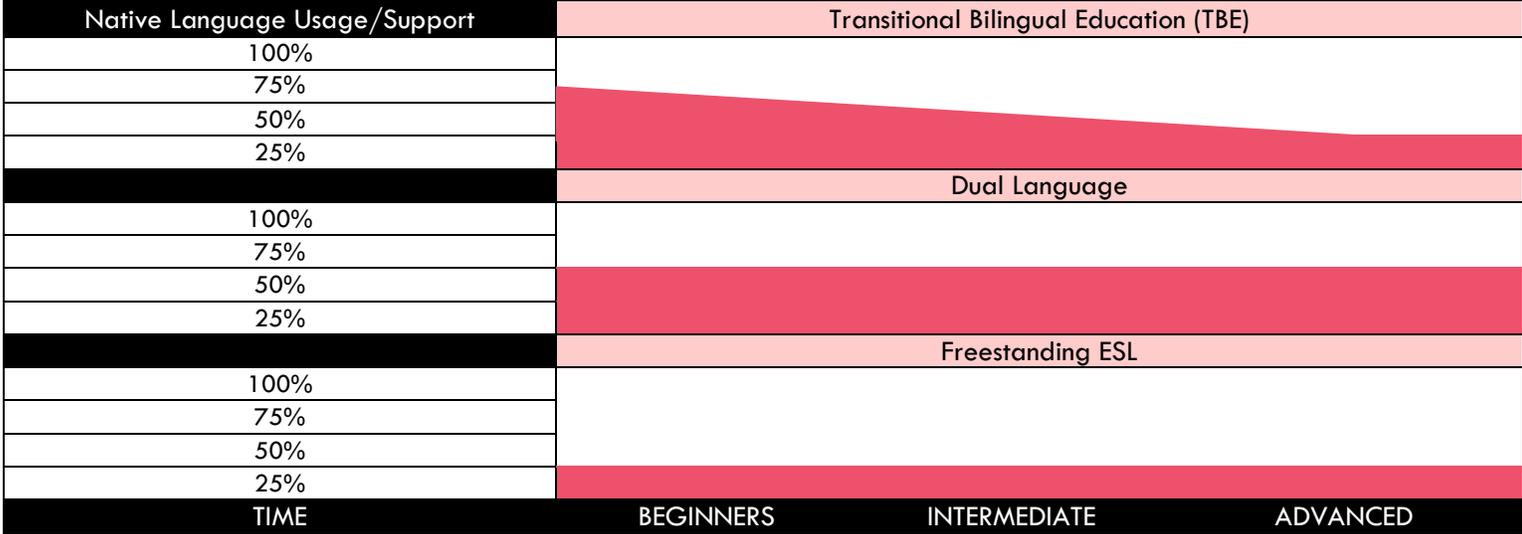
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our students, including ELL's and SWD receive several intervention programs as indicated below:

Extended Day- ELA and Mathematics

AIS- Academic Intervention Services for ELA and Math

Tier 2- Centers Activities in ELA/MATH

Technology Support- Computerized Programs for ELA and Math such as IXL, MyOn, Accelerated Reading, and A-Z Reading

ELL Academy- Additional Support in ELA and Math

Saturday Academy- Additional Support in ELA and Math

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

All programs are language based. During the extended day, the focus is on fluency. During Academic Intervention, the focus is on guided reading. During centers, the focus is targeted ELA and Math skills based on formative assessments and diagnostic tests. The use of computerized programs provides us with a diagnostic that allows students to work on areas of weakness. As students meet and master skills, they move up on levels. Finally during the ELL academy the focus is ESL and language arts.

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

This year we have started the implementation of Ready Gen and Go Math programs which are fully aligned to the Common Core Learning Standards.

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

Since we have adopted a new core curriculum, we will discontinue Harcourt Reading Program and Everyday Math Curriculum.

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

ELL's are afforded equal access to all programs in the school such as: Extended Day, ELA/Math small group instruction, AIS, ELL Academy and Saturday Academy.

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

We provide our ELL's with ELA and MATH center activities in an everyday basis. In technology we have purchased the following programs for our ELL'S: IXL, Myon, Accelerated Reader, English in a Flash, and A-Z Reading.

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

Our Bilingual Classes have received the support of having a Spanish speaker teacher who translates, summarize or preview the lesson according to the mandated periods of LAP instruction. We also acquired the novels to be used as anchor text for our reading Program in Spanish to offer additional support. In addition Math instruction is being taught in Spanish using the program's Spanish version. Students in Free Standing ESL have also access to books in their native language related to the topics discussed in class. They are also provided with dictionaries and glossaries as well as reference books in Spanish.

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

All the programs are leveled according to students' instructional level. All the programs have a built in assessment. The assessment diagnoses students' levels. The programs determine at what levels the students will begin. For example: all students were given the

DRA, Degrees of Reading assessment to determine student's independent level. Students are then put in small guided reading groups according to levels. Students then do guided reading. After 6 weeks, students are progress monitored to determine if they have improved and ready to move to the next level.

All the programs that we use have similar assessments built in.

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.

P.S. 4 does not offer any additional program for newly enrolled students before they start the school year.

18. What language electives are offered to ELLs?

N/A

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- Professional Development Plan for ELL Personnel:

The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process. In order to offer quality teaching to English Language Learners we have already started to develop a series of workshops for all our teachers that help them to better understand the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands:

- Using Data including NYSESLAT for Effective Instruction
- Portfolio Assessment
- Insightful Look at students Work
- Effective ESL Teaching Strategies such as Total Physical Response, Natural Approach, and Thematic Units of Study.
- Using Sheltered Instruction Observation Protocol (SIOP) to meet the needs of ELL students
- Classroom Management in the Multicultural Classroom

2- Professional Development to align CCLS.

PS 4 has offered a series of workshops in the use of the Common Core Learning Standards to plan rigorous lessons to all personnel including Bilingual and ESL teachers. During common planning sessions, teachers use the CCLS to develop activities accordingly that demand high order thinking strategies as described by the Depth of Knowledge. Teachers also access Engage New York in a continuous basis for additional support and ideas on planning instructional tasks aligned to the CCLS.

3- Staff Support to Teach ELLs

As students progress from the lower grades to the upper grades, the level of content area taught is increased. By the time they get to fifth grade, ELL students are able to work independently in projects and activities to apply the skills learned in the classroom. Students are required to incorporate the use of technology so that they can develop more independence in the transition to middle school.

Guidance counselors work with middle schools of the area to bring information to our fifth grade students during regular assemblies. They also arrange class trips to visit intermediate schools in the neighborhood to get information on the program they offer. Parents receive orientation on the several programs offered by middle schools and the process to apply to them including talented and gifted programs.

4- Required 7.5 hours minimum ESL Training

Due to the large number of ELL and immigrant students in our school, all our staff is mandated to participate in the following workshops. This professional development takes place during the chancellor's conference day as well as during the common planning sessions throughout the year starting in the month of September.

1. SIOP Model- 2 hours
3. Using the NYSESLAT data to differentiate instruction- 3.5 hours
4. Effective ESL Teaching Strategies- 2 hours

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-ELL's Parental Involvement

One of our main goals is to increase parental involvement. We know that the success of our students depends on the coordination of efforts among parents, teachers, and students. Since PS 4 strongly believes in parental involvement, we encourage and welcome parents to become active participants of their children's education. We established an open communication with the parents throughout the school year with parent workshops, newsletter, assemblies, letters, and after school events. Translation is available in Spanish and Creole.

Parents were surveyed and asked about their needs and ideas. This survey was the foundation to design our parent involvement activities this year. These activities can be summarized as follows:

- Many parents will continue learning English as a Second Language in order to help their children as well as themselves assimilate into our culture.
- Due to the influx of computers on our everyday life, our parents have requested technology classes. We will continue offering Computer Classes on Saturdays for Parents. These classes will help parents to assist their children in the use of computers at home, as well been more competitive in the highly technological job market.

2-Outside Agencies and Outreach Program

P.S 4 has established partnerships with several community organizations that augment and support our instructional and after school programs. They offer training to parents, including parents of ELL students, on various topics. These community- based organizations are:

- Community League After-School
- UFBCO Extended Day Care Center
- Rena Day Extended Day Care Center
- Mott Hall Service Learning Program
- Fordham, Hunter, and City College Student Teaching Internship Program
- Teaching Fellows Program
- Columbia Presbyterian Hospital In-House Psychologist and Counseling Services
- Healthy School Healthy Families Program

3-Evaluate Needs of Parents:

Our parent coordinator facilitates communication between school, parents and community organizations. Through her daily logs, she keeps the school informed about their interests as well as their concerns. She conducts outreach to engage parents in their children education with whom she maintains ongoing contact. She helps families during registration informing them about school policies and outreach programs. She offers monthly workshops based on topics of interest or concerns. She serves as a facilitator at all times increasing parental and community involvement, and creating a welcoming school environment to parents, students and staff

Every year parents fill out a questionnaire about their specific interests and needs. Based on this survey, we determine the topics for their training sessions including parents of ELL students.

4- Parent Involvement Activities Address needs of Parents:

We design activities to address parents' needs and topics of interest. Every month we develop at least one parent training session as well as other outreach activities. These activities can include school performances, trips, cultural celebrations, and ESL classes. Every year parents fill out a questionnaire about their specific interests and needs. Based on this survey, we determine the topics for their training sessions including parents of ELL students.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>P.S.4</u>		School DBN: <u>06M004</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bonnie White-Jones	Principal		12/2/13
Gilberto Batiz	Assistant Principal		12/2/13
Denise Nunez	Parent Coordinator		12/2/13
Jose Cantu	ESL Teacher		12/2/13
Yoly Sanchez	Parent		12/2/13
Daniela Cabra/MathematicsI	Teacher/Subject Area		12/2/13
Rosa Salce/Native Language	Teacher/Subject Area		12/2/13
Beatriz Lorenzo	Coach		12/2/13
	Coach		
Altagracia Estrella	Guidance Counselor		12/2/13
Marge Struk	Network Leader		12/02/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M004 School Name: PS 4 Duke Ellington School

Cluster: 551 Network: Fordham University- Debra Maldonado

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

Part A: Needs Assessment Findings

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

We measured and assessed the effectiveness of our programs through our Annual Parent Survey, as well as informal interviews and meetings with parents. Last year parents filled out the Annual Parent Survey and indicated that they were pleased with the translation program we have in our school.

We make sure that all the information they receive from the school is properly translated into a language they could understand; mostly English and Spanish. There is a small number of parents who also receive information in Haitian-Creole through one of our staff members who is fluent in that language. Parents have also expressed their satisfaction with our Parent and Bilingual Coordinators who are constantly in contact with them in a language they understand.

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.

Parents are fairly satisfied with our translation services and written translations, according to the parents' formal and informal surveys..

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.

P.S. 4 is located in an area densely populated by Hispanics. We have made an effort to contract bilingual personnel in English and Spanish including our parent coordinator, dean, administrators, teachers, and support personnel. We have worked diligently to increase our outreach to parents of ELLs providing accurate and effective communication to build bridges to ultimately engage parents who speak a language other than English. We publish a monthly newsletter and calendar in English and Spanish that indicates the different activities and important dates during the month. All our correspondence with parents is translated into Spanish by our Bilingual Department.

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.

All our oral translations are done by our Bilingual Staff including teachers, paraprofessionals, school aides, Parent Coordinator and Bilingual Coordinator. We have also contracted a teacher whose first language is Creole. He helps us to translate to our Haitian students' parents. We have also acquired a simultaneous translation device that allows us to translate during parents' meetings, workshops, and special programs.

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>.

Our Bilingual and ESL Department provide all our translation services in house. They make sure that all our corresponded with parents is done in a language they can understand. We have assigned a per session budget for them to make written translations according to our needs.



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: P.S.4 The Duke Ellington Schoo	DBN: 06M004
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 130
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The student population of PS 4 is integrated by approximately 42% of English limited language learners according to our most recent demographic data. However, the majority of our students come from homes where English can be considered a second language. Notice that 91% of our children are Hispanic. In many cases this limits the support students can receive at home due to their limitations with Academic English Language.

☒ Through our constant class observations and learning walks, we have noticed that a considerable number of our students lack the necessary verbal and vocabulary skills to support their learning process. Their language difficulties become more evident when it comes to their oral and written expression. Consider that from the students who took the NYSESLAT just 42% achieved proficiency in speaking and listening modalities and even a smaller 20 % in reading and writing. Many of them are afraid to participate in class discussions and ask questions because of their fears to be the object of criticisms. That is why it is crucial that we provide additional opportunities for students to receive instruction in smaller settings that create a low anxiety environment that promotes and values inclusion and participation, as well as higher levels of the thinking process. This setting will be provided by the creation and implementation of an afterschool and a Saturday program which will be fully funded through the funds received from Title III allocations. This program will be developed as follows:

After School Program:

-An after-school program to be in session on Wednesday and Thursday from 2:20 to 4:20 PM starting Wednesday, November 12, 2014 until Thursday, April 9, 2015. There will be a total number of 30 sessions.

- There will be 5 classes of 15 students each; one third grade class, two fourth grade classes, and two fifth grade classes. There will be a total of five classes. Each class will have 15 students. There will be a total of five teachers. During the first hour students will receive instruction using "A-Z Reading". Using This program, students will be engaged in reading at their independent level. They will have the opportunity to develop fluency by using expressiveness, intonation, and inflection, and further enhance comprehension of what they are reading. During the second hour, students will receive guided reading and writing instruction using center activities and projects from A-Z Reading.

Part B: Direct Instruction Supplemental Program Information

The 8 teachers working after school and on Saturdays with our English Language Learners are fully Certified Bilingual teachers.

Below are their names:

Rosa Salce, Ana Cruz, Daniela Cabral, Sonia Baez Torres, Milta Fernandez. 3 teachers out of the five will be working during the after school as well as Saturdays.

These teachers will be working after school and on Saturdays

Saturday Program:

Students will be in session on Saturdays from 9:00 to 12:00 PM starting Saturday , November 1, 2014, until Saturday, April 4, 2015. There will be a total number of 19 sessions.

- There will be 5 classes of 15 students each: one third grade class, two fourth grade classes, and two fifth grade classes. There will be a total of five classes. Each class will have 15 students. There will be a total of five teachers. During this program, students will receive instruction using "A-Z Reading". Using this program, students will be able to build reading skills in early grades which is vital for a lifetime of success. This online program is designed to tailor instruction to the needs and learning pace of every student. It is a one-of-a-kind scaffolded teaching approach that automatically adapts so every student receives the individualized practice and instruction they need. Early readers interact with engaging online episodes and read printable eBooks designed to instill key reading fundamentals like phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension. Once students have demonstrated a solid grasp of the basics, they move on to episodes created to teach the four primary components of reading comprehension: finding facts, making inferences, identifying themes, and learning vocabulary in context. Through the use of this program, students will develop scripts, perform in groups, and practice using their voice to depict characters from texts. They will have the opportunity to develop fluency by using expressiveness, intonation, and inflection when rehearsing the play, and further enhance comprehension of what they are reading. There will be a culminating activity where the students will present to their classmates and parents in our school auditorium. On the second hour , students will receive guided reading and writing instruction using center activities and projects from A-Z Reading.

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:

Given the fact that our school has a significant number of ELL's we have been training all staff members: teachers, cluster teachers and paraprofessionals on ESL methodology.

Teachers that work with ELL's are receiving extensive training in all the Ready Gen components, as well as other areas. The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process.

We would like to use Title III funds to hire an ESL specialist from our Hunter College, who will be working closely with our Title III teachers that work with our ELL's during the after school. The purpose of this is to help them enhance and differentiate their instruction using ESL methodology. We would like to train the title III teachers that work with ELL's on the different stages of language acquisition and what students can do at each level. One of our focuses through this professional Development is to train teachers on how to incorporate specific language and content objectives in their planning.

The title of these series of professional development is: "Enhancing English Language Arts for English Language Learners". This professional development will be conducted on Fridays from 2:30 to 3:40. Teachers will receive trainee stipend for attending these sessions. These sessions will take place on Fridays from 2:30 to 3:40 on the following dates:

December 5th, January 9th and March 7th, March 14, and April 17

In order to supply quality teaching to English Language Learners we have already started to develop a series of workshops for all our teachers that help them to be more prepared to deal with the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands:

Date	Time	Title	Presenter
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Part C: Professional Development

December 5, 2014	2:30-3:40	Scaffolding Difficult Text for ELL's	Martha Lahn
January 9, 2015	2:30-3:40	Using Data for Effective Instruction	Martha Lahn
March 7, 2015	2:30-3:40	Portfolio Assessment	Martha Lahn
March 14, 2015	2:30-3:40	Insightful Look at Student Work	Martha Lahn
April 17, 2015	2:30-3:40	Effective ESL Teaching Strategies	Martha Lahn

In addition, we will purchase a reading technology program called A-Z Reading designed to enhance vocabulary and comprehension skills with Title III funds. Teachers in this after school program will receive additional staff development to facilitate and provide feedback on this program. These workshops will take place the first Friday of each month from 3:00 to 4:00 PM starting on November and ending in February. There will be a total of 6 hours training divided in two different sessions. The first 3 hour session will take place on Tuesday, November 4th from 9 to 12. This session will be conducted by the Assistant Principal and the Bilingual Coordinator. The next 2 hour session will be on Tuesday, November 18 from 2:20 to 3:40. The second session will be conducted by the Program Consultant Andy Waters from A-Z Reading. *Note that these sessions are at no cost to our school.

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:

In order to support and increase our parent participation in the school, we will use our Title III funds to sponsor a Parents English Conversation Classes during the ELL after school program. This is a class opened to all parents who wish to continue and/or improve their knowledge of English.

Ms. Beltran, a Bilingual certified teacher will provide these classes for the parents. Funding for this teachers will come from Title III moneys.

- Number of parents expected to participate is 25

Part D: Parental Engagement Activities

- Frequency will be 2x a week/2 hours/27 weeks.
- These classes will be given Wednesdays and Thursdays from 2:20pm to 4:20pm
- Proposed date of activity is November 2014 to May, 2015
- Instruction will be conducted by a Certified Bilingual Teacher.

Parents will be notified in writing through mail in English and Spanish. Posters will be visible at all main entrances and parent's corner in the school.

Part E: Budget

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

Allocation Amount: \$36024

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

