

2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CHELSEA PREP
DBN (i.e. 01M001): 02M033
Principal: LINORE LINDY
Principal Email: LLINDY@SCHOOLS.NYC.GOV
Superintendent: BONNIE LABOY
Network Leader: GABRIEL FELDBERG

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Linore Lindy	*Principal or Designee	
Erin Lubick	*UFT Chapter Leader or Designee	
Ivli Salman	*PA/PTA President or Designated Co-President	
Not Applicable/None	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Lindsay Gregory	Member/Third Grade Teacher	
Lynne Garon	Member/ SLT Recording Secretary Speech Teacher K-5	
Linda Shkreli	Member/ Fourth Grade Teacher	
Logan Gentry	Member/ SLT Chairperson/Parent of Students Grade 3, Grade 1, Grade PK	
Jarine Berrios	Member/ Parent of Student Grade 4	
Ruth Ford	Member/ Parent of Student Grade K	
Jenny Liang	Member/ Parent of Student Grade 1	
	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 (Assistant Principal) 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 2014-14 when developing their goals, schools should do the following:

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 70% of students in Grades K-1 will meet goals as determined by Measures of Student Learning (MOSL) goal setting, using Fountas and Pinnell.

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.

After reviewing our data we determined that the entire school will use a uniform assessment – Fountas and Pinnell to identify reading levels, appropriate level, behaviors, and strategies that will impact student reading levels. Of the students entering school in Kindergarten and First Grade, many are reading below level A as per Fountas and Pinnell. These students lack early literacy skills and have not attended Pre-K. Approximately 7% of our general education kindergarten students and 9% of our general education first grade students are English Language Learners.

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

The data from Universal Design for Learning (UDL), a research-based framework, suggests that each student learns in a unique manner. Teachers use the Universal Design for Learning to create options in how instruction is presented, how students express their ideas and how to engage students in their learning, thus customizing and adjusting instruction to meet the learning needs of individual students.

Teachers will administer Fountas and Pinnell assessments at three intervals during the school year during September, January, and May. Running Records are conducted during October, November, December, February, March, and April. The Intervention Team analyzes individual independent reading levels compared to reading benchmarks. Interventions are provided for students who are stalled.

Teachers will use data from classroom assessments to form student groups for differentiated instruction.

Teachers will develop, apply, and monitor instructional strategies which may include:

- Guided reading instruction
- Word study
- Shared reading
- Strategy groups
- Read aloud
- Turn and talk
- Think aloud
- Grand conversations
- Conferring
- Independent reading

Teachers will ensure that their conferences with students are clear and focused based on teacher and student created rubrics. During conferences, teachers will discuss reading behaviors, scaffold to deepen student's thinking and use high-level questioning and reflection to set further learning goals. Conference structures will vary to include regular one-to-one; check-in roving; or teacher/student initiated.

Teachers will include time during read aloud for students to engage in "grand conversations" which assist students to engage in more sophisticated oral language for

writing reading responses.

a) Staff and other resources used to implement these strategies/activities.

Generation Ready Consultants

Collaborative Teacher Teams

Common Planning Preps/Action Research

Vertical Articulation

Talk About Understanding, by Ellin Keene, Heinemann, 2012.

The Continuum of Literacy Learning K-8, Fountas and Pinnell, Heinemann

Fountas and Pinnell Reading Assessment Kits A-L, L-Z

Danielson Framework

Book Study Clubs

Units of Study/Performance Tasks

Response to Intervention (RTI)

Teacher Professional Development on Mondays and Tuesdays

b) Steps taken to include teachers in the decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

Teachers will collaborate to establish an agreed upon, coherent set of beliefs about how students learn to read, about how teachers can assess the depth and the comprehensiveness of student learning.

Teachers will collaboratively plan, implement and assess through team planning meetings and professional development teams.

Teachers use knowledge and understanding gained through the Teacher Team meetings to modify and redesign learning strategies.

Instructional Lead Teachers

Teacher Leadership Program

c) Timeline for Implementation

Fountas and Pinnell running record assessments are conducted three times a year: September, January, and May. Students will progress to levels indicated on the Chelsea Prep benchmarks for Independent Reading Levels.

The Intervention Team meets monthly to review student progress based on teacher administered Fountas and Pinnell assessments. Tier 2 interventions are put in place for students who do not make adequate progress and modifications and adjustments are made as necessary.

Teachers participate in action research, using both book study and looking at data from student work and benchmarks.

Grade teams meet weekly.

Vertical articulation teams meet weekly.

Monthly Action Research Team conferences are dedicated to looking at student work.

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

1. Susan Myung – Literacy Coach
2. Margaret Irving- Generation Ready consultant
3. Marisa Abelson – SETSS
4. After review of reading levels feedback is provided to classroom teachers and the teacher is advised to begin Tier 1 or Tier 2 intervention.

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

Reading Baselines (three times a year) Fountas and Pinnell

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

1. September 2014- May 2015
Timeline Fountas and Pinnell September, Running Records October, Running Records November, Running Records December, Fountas and Pinnell January, Running Records February, Running Records March, Running Records April, Fountas and Pinnell May.

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

Our K and First Grade program uses the CCLS to drive instruction. The teachers articulate vertically and horizontally on grade level on an ongoing basis.

Monthly grade team meeting for planning; weekly team meetings during extended day professional development time to review student work and data.

All students in Kindergarten and First Grade have breakfast in the cafeteria upon arriving to school from 8:00-8:20 a.m., so they can have an extended literacy block beginning immediately at 8:20 a.m.; hence we provide an additional school day per week for intensive instruction in literacy.

All classroom support staff is trained on teaching guided reading groups.

We provide paraprofessionals and teacher assistants for small group activities to support students.

Strategies to Increase Parental Involvement

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

We provide materials and training to help parents work with their children to improve their achievement level. We schedule parent meetings to show how we have

aligned ELA to the CCLS. We conduct parent workshops in literacy, writing, and conferring. We provide written and verbal progress reports that are periodically given to parents to inform parents of their children's progress. We inform parents of citywide expectations and the six elements of the Capacity Framework.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the mathematics performance assessments for Third Grade students scoring in the lowest third of the school's fall baseline will demonstrate 20% increase in math performance 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.

Our baseline data indicates the standards that the students need to work on. This is the first time Third Grade took a math formal performance task based on Common Core Learning Standards to measure student learning. By analyzing student data, teachers have formed strategy groups to address student progress.

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. We adopted Engage NY Math, North Carolina, GoMath, and Units from Singapore Math to meet the Common Core Learning Standards for math.
2. Data will be collected and analyzed by the Teacher Leader, Generation Ready Math Coach, and administrators to track progress and ensure students are improving throughout the year. Data points will include the results of rigorous common core aligned performance tasks (pre, mid, end of unit, other evidence) to capture progress in key standards.
3. Generation Ready Staff Developer to provide support for teachers planning, curricula reviews, coaching, critical conversations, and teacher demonstrations.
4. Identification of Teacher Lead on grade three to support grade level colleagues in meeting instructional expectations and understanding instructional shifts in teaching.
5. Meetings designed to support grade teachers on looking at student work.
6. Grade level teams meet (Grade Team Planning and Collaborative Teacher Team Meetings) to unpack new modules, develop rubrics, norm student work to ensure a shared understanding of meeting standards, and analyze student work to adjust teacher practice and set learning goals/learning outcomes).
7. Principal will arrange for vertical team meetings in grade two through four to review learning progressions in similar units as well as to review/share implementation of curricula procedures and routines and tiering strategies to meet individual learning needs.
8. Students (performing below grade level in grade three) are invited/mandated to attend Extended Day/Week Test Sophistication
9. Teachers in grade two will be trained to use EMAS interventions with small groups of students below grade level to better support upcoming grade three students for next year.
10. Purchase of additional resources to update and improve classroom materials
11. Purchase of additional Common Core aligned test sophistication based on staff review.

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

1. School leaders, classroom teaching staff and Staff Developer collaborated in the curriculum selection/adoption decision making process.
2. Grade teachers will design a data collection sheet for each teacher to capture and analyze data and review school-wide progress.
3. Generation Ready Staff Developer directly supports staff and administration.
4. Instructional Lead Teacher on grade was designated last year and meets with grade colleagues.
5. Teacher leader and administration turn-key best practices with grade level lead teacher to ensure a sharing understanding and consistent expectations are communicated.
6. Lead Teacher on grade facilitates all teacher team meetings weekly.
7. Principal will arrange per session planning time as needed.
8. Principal and Professional Development Committee will arrange for time/best use of schedule to enable vertical team meetings in grades
9. Administration will track resources, attendance and efficacy of the Extended Day/Week Program

- 10. Administration will purchase math test sophistication resources for classrooms
- 11. Teachers will utilize various computer applications such as Dreambox, Sumdog, Happy Numbers, Moby Max to reinforce Common Core Math Learning Standards

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

- 1. Performance Based Assessments (pre, mid, and end of unit) and in grade three math curriculum demand a rigorous DOK level and enable teachers to monitor whether students are on track to meet learning outcomes as well as benchmarking student progress
- 2. Data review requires evidence of goal setting by teacher for those students who are performing below grade level and submission of student work to review progress
- 3. Appropriate complex and challenging curricula support students' ability to clarify and synthesize ideas, pose relevant questions and capture analytical thinking about mathematical ideas.
- 4. Selected students will show an increase in their mathematical fluency.
- 5. Teachers will integrate technology into daily instruction.
- 6. Teachers will share best practices that strengthen the instructional core thus reducing the number of students referred to Tier 2 intervention.

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

- Purchases of resources and materials are ongoing
- Grade meetings are logged
- Extended Day/Week for at risk students

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

- With support from Staff Developer, teachers will participate in professional development that supports the use of math discussion techniques in the classroom (3b)

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).

- A series of meetings and workshops for families will continue this year in Third Grade looking through the lens of student work and the Common Core Math Standards and instructional shifts.
- Teacher monthly newsletters will discuss what students need to know and be able to do as well as talk about what interventions are in place to scaffold and support students.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, fourth graders scoring in the schools lowest 3rd on the 2014 statewide ELA will average a median adjusted growth score in the 50th percentile.

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.

For several years we have noticed that our third grade students perform higher than our fourth grade students on ELA exams. Hence we have decided to target fourth grade students, particularly our lowest 3rd fourth grade students.

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. Adopted Engage NY reading and writing curriculum for use during the 2014-2015 school year given its match from both a content and pedagogical standpoint with teachers in grade four.
2. Data will be collected and analyzed by the teacher leader and administrator to track progress and ensure students are improving throughout the year. Data points will include the results of rigorous common core aligned performance tasks (pre, mid, end of unit, other evidence) and a system to capture month to month progress in key standards.
3. Designation of Generation Ready Literacy Consultant to provide support for teachers planning, curricula reviews, coaching, critical conversations, and teacher demonstrations.
4. Identification of Instructional Teacher Lead on grade four to support colleagues in meeting instructional expectations and understanding instructional shifts in teaching.
5. Administration and Teacher Leads and teacher team meetings designed to support and guide lead teachers in facilitating grade level meetings.
6. Grade level teams meet to unpack new reading and writing curriculum, develop rubrics, differentiate curricula for diverse learners, norm student work to ensure a shared understanding of meeting standards, and analyze student work to adjust teacher practice and set learning goals/learning outcomes)
7. Principal will arrange additional planning time for grade four teachers to accelerate review of curricula, norm student work, and/or unpack one strand of the standards and brainstorm questions and small group interventions.
8. Principal will arrange for vertical team meetings in grade three to review learning progressions in similar units as well as to review/share implementation of curricula procedures and routines and tiering strategies to meet individual learning needs.
9. Students (who scored at a level 1 and 2 on the 2014 ELA exam) are invited/mandated to attend Extended Day/Week Test Sophistication.
10. Teachers trained to use Fountas and Pinnell's Leveled Literacy Intervention with small groups of students.
11. Purchase of additional complex texts to update and improve classroom libraries along with recommended from the Common Core Learning Standards Units of Study in grades four.
12. Purchase of additional Common Core aligned test preparations materials based on staff review.
13. Small group instruction in book clubs, guided reading, and strategy groups to target students at their instructional reading levels
14. Small group instruction in leveled writing groups to target skills and areas for growth
15. Common planning time among grade level teachers to create standards-aligned, differentiated unit plans, lesson plans, and assessments
16. Use formative and summative assessments to inform instruction
17. Provide rigorous, differentiated daily homework

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

1. School leaders, classroom teaching staff, SETTS teacher, ESL teacher, and Staff Developer collaborated in the curriculum selection/adoption decision making process
2. Principal and Assistant Principal will design a data collection sheet for each teacher to capture and analyze data and review school-wide progress
3. Staff Developer directly supports staff and administration
4. Instructional Lead Teachers on grade were designated last year and meet with grade colleagues

5. Administration turn-key best practices with grade level Instructional Lead Teachers to ensure that a shared understanding and consistent expectations are communicated.
6. Instruction Lead Teacher on grade and Administration facilitates all grade level and teacher team meetings weekly

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

1. By the end of the 2014-2015 school year, school leaders and teachers will amass a toolbox of strategies and varied entry points for all learners.
2. Teachers will share best practices that strengthen the instructional core thus reducing the number of students referred to Tier 2 intervention.
3. Selected students will show an increase in their code making or meaning making skills.
4. Teachers will integrate technology into instruction, for example, News ELA.

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

September 2014 – Baseline Predictive
 December 2014 – Benchmark Exam
 February 2015 – Benchmark Exam, Saturday Extended Day/Week
 April 2015 – New York State Exam

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

1. Per session planning time
2. Arrange for time/best use of schedule to enable vertical team meetings in grades 3-5
3. Track resources, attendance and efficacy of the extended day program
4. Purchase texts for classrooms
5. Purchase test preparations materials
6. There is common planning periods to support teacher’s development.
7. Teachers will use Fountas and Pinnell Intervention Kits and Wilson Kits if needed.

Strategies to Increase Parental Involvement

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

- A series of meetings and workshops for families will continue this year in grade four through the lens of student work and the Common Core Standards.
- Teacher monthly newsletters will discuss what students need to know and be able to do as well as talk about what interventions are in place to scaffold and support students.

Budget and Resource Alignment

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

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

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, there will be an increase of 75% in the number of students using eight categories of 21st century skills in technology based on technology grades and reports to parents.

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.

Technology increases student engagement which leads to increased student achievement. This is tied to the Common Core Learning Standards and preparing students for the 21st century. Teachers surveyed the number of students who have access to computers and internet at home. After reviewing our data we determined that we must integrate technology as a valuable teaching and learning tool in all curriculum areas to increase student engagement. We are preparing our students to be college ready, successful in the 21st century. In order for them to be successful, technology needs to be integrated into all areas of their learning.

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

Smartboards or Promethean Boards are used for lessons.
iPads are used in classrooms.
All classrooms have desktop computers as well as laptop access.
Go Math interactive groups.

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

Classroom teachers, CUNY technology intern

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

Technology grades on Report Cards.
Teachers will be observed using technology during their four to six informal Danielson observations/formal observations.
Students will present their work during publishing parties.

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

1. September 2014 – November 2014
Formation of Technology Committee
Teacher led technology professional development
2. December 2014
Technology guest speaker
3. January – February 2015
Secure Mozilla professional developer to learn how to create applications
4. March 2015
STEAM College and Careers Fair
5. April 2015
Inventory of technology equipment
6. May – June 2015
Revise technology goals

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

Teachers integrate technology into lessons

All classrooms have Elmo document cameras, projectors, and interactive whiteboards. They are expected to use them daily.

Teachers provide in house Smartboard and Promethean professional development as well as other classroom technology on an as-needed basis.

Create a schedule for laptops to go to all classes Grades Pre – K to Fifth.

Support teachers with distributed leadership technology workshops on Storia, Happy Numbers, Biblionasium, Remind 101, Dreambox, Mylon, Geoguessr, and Doceri across established school-based curriculum.

Distributed leadership to support implementation strategies for all classroom computer technology.

E-Books/Nooks to be secured for Lunch Buddies - Reading Initiative

Technology-based projects in Grades K-5

- K- Digital Story Board; importing graphics, Keyboarding
- Grade 1 – Prezi presentations, Keyboarding
- Grade 2 – Digital Movie Making; Email, Keyboarding
- Grade 3 – Digital Storytelling, Keyboarding, Document Management
- Grade 4 – Excel Data Analysis
- Grade 5 – Podcasting

Technology Leadership Group provides professional leadership and support to maximize the school's technology use.

Identify a technology point person to address maintenance issues.

Develop a maintenance plan.

Regular use of computers in classroom.

Student published works using technology such as Power Point or Prezi presentations, Word or Excel documents, digital photography, digital movie making, podcasting, green screens, QR codes and blogging, are developed throughout the school year.

Integration of technology in curriculum plans as per Danielson Framework.

Advanced teacher expertise in use of interactive whiteboard, document projectors, and classroom computers.

Classroom websites are in place.

Blogging and podcasting are used in third through fifth grades.

Technology committee meets monthly to look at how technology NETS (National Education Technology Standards) are being implemented in each grade.

Developed criteria for technology grades are refined and explicit and are included on the report cards three times a year.

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).

- Computers available in PTA room for parent's use.
 - Computer assistance workshops for parents on ARIS.
 - Provide materials and training to help parents work with their children to improve their achievement level through the use of technology.
- Ensure staff will have access to interpretation services in order to effectively communicate with limited English-speaking parents.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Great Leaps, Wilson, Foundations, Reading Recovery, Fountas and Pinnell.	RTI, and small group Intervention services are implemented through a modified workshop model, push-in/pull-out by all specialty teachers	During, after-school and on weekends
Mathematics	Generation Ready Assessment, GoMath, and Singapore Math are used to assess and target the needs of students at risk in Grades 1 and 2. We use EMAS, an interview assessment tool which was developed by the Generation Ready Consultants.	Small groups of no more than 10 students (5 students for special education teachers) , two times per week with classroom teachers 100 minutes is targeted for math instruction in extended day/week	During, after-school and on weekends
Science	Test sophistication, increased use of non-fiction text and small group instruction.	Small groups	Lunchtime/Extended Day Program in Science
Social Studies	Small group instruction, push-in support from reading specialist	Small group instruction, push-in support from reading specialist	Extended Day Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services focused on social/emotional issues related to academic and behavioral performance. Participating in Pupil Personnel Team Meetings, School Implementation Team – Crisis Intervention as needed – Referral to outside agencies and consultation with mental health agencies and teachers. Outreach and consultation with parents as well with outside agencies and medical professionals, and consultation with teachers. A full time Board of Health nurse is on site to monitor health needs. Workshops	Individual and small group	During the school day workshops for asthmatic students are provided.

	for asthmatic students are provided. Support for parents and appropriate referrals (eyes, ears, dental) are provided.		
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SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support
 Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072
<http://schools.nyc.gov/Academics/ELL/default.htm>

Carmen Fariña, Chancellor

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 as well as reduced class-size, and/or push-in services.
 - 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.

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

Part A: School Information	
Name of School: PS. 33	DBN: 02M033
This school is (check one): conceptually consolidated (skip part E below) ***** NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
Before school X After school X Saturday academy Other:

Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
K-(7students) 1-(9stud.) 2-(9stud.) 3-(2stud.) 4-(3stud.).. 5-(1stud.)

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

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

Part B: Direct Instruction Supplemental Program Information

We need to supplement classroom instruction after school and Saturdays. Our students go home to non-English speaking households. Immersing students in an ELL extended program enriches classroom instruction. Thirty students from grades K-5 will be served in the Title III Extended Day program. Four licensed ESL teachers will provide English language services to children in Grades K-5. The focus of the program will be increasing English literacy, writing, science and social studies. The table below disaggregates the data for our ELL students based on 2013-2014 NYSESLAT and 2014 NYSITELL:

Level	Number	Percent
Beginning	9	30%
Intermediate	10	33%
Advanced	11	37%

ELL Subgroups

Subgroup	Number	Percent
Newcomers	10	40%
Special Ed ELLs	12	46%
SIFE	3	12%
Gifted & Talented	1	4%

ELL students will receive 1 and $\frac{1}{4}$ additional hours of literacy instruction weekly, commencing December 2014 to May 2015. The language of instruction is English and all 4 instructors are certified ESL teachers. The following materials will be used: Big Books, Books on CD's, listening centers with headphones, I-pads, leveled non-fiction texts, read aloud books, and journals.

The balanced literacy model and interactive writing will be the instructional strategies used to provide supplementary instruction for the ELLs, based on F&P data, test data, teacher input, and NYSELAT-results.

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

It is vital that staff understands strategies used in various production stages and research in acquiring a second language. Professional development during the course of the year will address topics including distinguishing between second language acquisition and learning abilities; misconceptions about the second language acquisition process and differentiating instruction for second language learners who also have learning disabilities; data driven decision making in a multi-tiered model, and considerations when assessing ELLs. The providers are the principal, who possesses an ESL license, and four certified ELS/Bilingual teachers, as well as, a literacy consultant.

Our Professional Development is ongoing and sustained. Staff members attend the ESL/Bilingual Committee workshops at the UFT Teacher Center.

There will be text study groups within the school throughout the year which will focus on the specific needs of the ELL students. One of the texts discussed will be Scaffolding Language by Pauline Gibbons.

ESL teachers will attend citywide and/ or state sponsored conferences on ESL topics about differentiated instruction as it relates to the ELLs, academic language for ELLs and Writing for ELLs.

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

It is imperative that parents are our partners in the education and assimilation of their children in the English language. Topics to be covered include literacy and communication skills.

Part D: Parental Engagement Activities

In addition, there will be training in accessing DOE and student information on the computer (such as accessing the DOE Parent Page, ARIS), in formation on making appropriate middle school choices for their children and help in filling out middle school choice applications.

There will be a Cookshop lessons for ELL parents and their children.

There will be trips for Parents/Children: to study the Chelsea Community where parents reside.

- Circle Line
- High Line
- Museums

The ESL teachers and/Parent Coordinator will attend these trips. Parents will be notified by translated newsletters, email or text.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$ 3,125.00	1 ¼ hrs. per week x 2 teachers x 25 wks @ \$50. Per hr.
<ul style="list-style-type: none"> • Per session 	\$ 501.00	Sat. Acad. 1 teacher. X 2 hrs. x 5 sessions x \$50.per hr.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$ 1,250.00	1 day professional development
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 	\$ 4,555.00	IPads, covers, Big Books, Headphones and listening center.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel	\$ 950.00	Metrocards/trip admissions
Other	\$ 819.00	Translations
TOTAL	\$11,200.00	

**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 02	Borough Manhattan	School Number 033
School Name Chelsea prep		

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 Linore Lindy	Assistant Principal Beth Hermelin
Coach type here	Coach type here
ESL Teacher Maria Cristina Tur	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	31	ELLs as share of total student population (%)	6.01%
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Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	7	8	8	4	2	2								31
SELECT ONE														0
Total	7	8	8	4	2	2	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	28	0	5	3	0	1	0	0	0	31

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	28	0	5	3	0	1	0	0	0	31
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	5	1	1	1								14
Chinese	4	2	3	3	1	1								14
Russian		1												1
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	8	8	4	2	2	0	31						

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)	4	2	0	1	0	1								8
Intermediate(I)	0	2	1	1	0	0								4
Advanced (A)	3	4	7	2	2	1								19
Total	7	8	8	4	2	2	0	31						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	4	2	0	1	0	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	2	1	1	0	0							
	A	3	4	7	2	2	1							
	P													
READING/ WRITING	B	4	2	0	1	0	1							
	I	0	2	1	1	0	0							
	A	3	4	7	2	2	1							
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Early literacy skills are assessed using Fountas and Pinnell benchmarks. This helps us figure out the child's instructional level, fluency rate and phonemic awareness. Our ELL students are monitored monthly. We monitor the progress of students who are stalled. we focus on comprehension skills in instructional guided reading groups. We scaffold for meaning, focus on vocabulary and word study in

context. We noticed that our students have stronger receptive than expressive language skills. Therefore we provide Readers Theater, TPR methodology, language experience and read along centers to support the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our students are more proficient in listening and speaking than in reading and writing. This pattern is consistent throughout grades 1-5. Therefore, we provide lots of writing in the content area in writer's workshop, note taking skills and the reading workshop model.
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](#))

Each teacher will analyze their students results of the NYSESLAT and then tailor their instruction based upon the students needs. We noticed that we need to focus more on the reading and writing areas. We will increase their academic language skills based on this data.

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

K-5 classroom teachers use data from Fountas and Pinnell to assess monthly reading levels. ELA, Math and Science standardized tests results are also analyzed to determine ELLs strengths and weaknesses. Teachers differentiate instruction in their classes by assigning student-based projects tailored to specific levels of second language acquisition. Homework assignments are also modified to support ELLs. needs. Parental input (cultural information/health related information) is taken into consideration while planning classroom instruction.

Teachers build upon the linguistic capabilities students bring and use it as a means to guide instruction.

Students monitor their own learning by using rubrics aligned to Common Core Standards.

Tier I.

There is rigorous and evidence-based curriculum aligned to Common Core Standards. Thematic units are aligned to science scope and sequence social studies scope and sequence. Curriculum is designed taking into account content and language objectives developmentally appropriate for ELLs.

Individual student factors are closely monitored to differentiate instruction. Students progress is being measured on their individualized needs.

Tier II.

In addition to core instruction, extra attention and activities are being provided to specific students. They are placed in smaller groups and activities are further tailored to accommodate their needs.

Tier III.

Intensive and individualized instruction is being provided to students who need assistance with specific skills and competencies.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers have a record of students' educational and linguistic histories. Instruction is planned according to the linguistic capabilities students bring to the classroom. Students' linguistic strengths guide instruction. teachers understand where challenges may lie and plan accordingly.
Teachers provide input that is understandable by using language in context, providing background knowledge, using visuals and context cues and clarifying vocabulary.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

We use their monthly reading levels. We determine their strengths and weaknesses in ELA and mathematics. Children are in strategy groups based on areas of need. Teachers help students scaffold questions and understand the intricacies of distractors. We provide bilingual dictionaries to better support the students. We use translated periodic assessments for mathematics. We use the results of the NYSESLAT exam to measure growth and success of ELL programs. Results of ELA/Math exams are used to measure growth.

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](#).)

A trained pedagogical assits parents in filling out the Home Language identification Survey (HLIS) in their native language when they first register. ESL students are identified through the administration of HLIS, including the informational interview. If the students meet the criteria for ESL testing, the ESL teacher administers the Language Assessment Battery - Revised (LAB-R) to new admits and Spanish LAB, if the Home language is Spanish. The ESL teachers are responsible for conducting the informal oral interviews, screening and testing. They are certified ESL teachers. The ESL teachers speak Spanish and there are 3 staff members who speak Mandarin, Cantonese, Fuchownese and can assist parents if needed. We also have staff members who speak French and Urdu. The ESL teachers determine the eligibility for LAB-R testing and test the children within 10 school days of entry. They administer the NYSESLAT every spring to all students who are entitled to take the tests. After testing, beginner and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive 180 minutes of instruction per week.

Every Fall and Spring, as required by CR Part 154, the ESL teachers meet with parents to inform them about the ESL Program requirements, the grade and program expectations, the NYSESLAT assessments and ELA/MATH promotional criteria for ELL students.

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.

All the parents of ELLs are invited to the school to attend a Parent orientation after the second week of school. This meeting is held in English, Spanish and numerous Chinese dialects. Our orientation sessions are given in small groups where parents are informed of all of their options about the different models of servicing ELL students. Parents also watch a video in their native language explaining the three program choices. There are ongoing orientations as new arrivals join our school. If parents can't come to the orientation, we provide alternate times for one on one meetings. The last resort is phone meetings to explain what the options are. ESL instruction for the Free Standing ESL program is provided based on beginning, intermediate and advanced levels as determined by NYSESLAT and LAB_R.

Beginner - 360 minutes (8 periods per week)

Intermediate - 360 minutes (8 periods per week)

Advanced - 180 minutes (4 periods per week)

the parents are informed of the three program choices (Transitional/Bilingual education, Dual language and Free Standing ESL).

Parents are then given an opportunity to decide which program is the best fit for their child. Parents receive a brochure in their native language about the three programs. They have an opportunity to ask questions about the brochure. Parents fill out a parent survey and program selection form indicating their choice and a parent signature is required.

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

Entitlement letters are sent home with the students with a tear-off sheet at the end of the letter to let us know that the letter was received. A copy of the entitlement letter is kept in the principal's office with all the ESL documentation. If the tear-off is not sent

back, a follow-up phone call will be made within two weeks and a record will be kept. parent Survey and the Program Selection Forms are distributed at the end of the orientation and parents are asked to complete them. Parent choice form must be signed by the parent

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
When parents do not choose a program the default program is bilingual. Since our school doesn't have a bilingual program, parents are informed which bilingual sites are available. Parents are informed that they have the option to transfer to a school with the programs that they chose. They are provided with a list of schools with that program in the neighborhood. Parents are informed in their native language that our school offers a Free Standing ESL program.

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

Students are grouped as follows:

Kindergarteners take K- NYSESLAT.

Grades 1 and 2 take 1-2 NYSESLAT.

Grades 3 and 4 take 3-4 NYSESLAT

Grade 5 take 5-6 NYSESLAT

Teachers and parents are informed of dates and modalities being tested.

The speaking section of the NYSESLAT test is administered individually to each student. Two qualified teachers administer the test. One teacher reads the script while the other teacher scores the student's response. The scorer is not the teacher who delivers ESL instruction.

The listening, reading and writing sections of the NYSESLAT test are being administered in groups.

The writing section of the NYSESLAT test is scored by two qualified teachers. Scoring regulations are followed. Prior to scoring, teachers receive training and use exemplars to practice.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
For the past few years based on a review of the Parent Survey Forms as in HIBE in ATS and Program Selection Forms, the trend has been to place the students in a Free Standing ESL Program. Out of 8 surveys, 8 parents/guardians chose Freestanding ESL Program. All parent choices were fulfilled. The program offered at our school is aligned with parent's requests. There were no requests for any other choices. The parents signed off that the placement is for the entire school year We make parents aware of the positive benefits of keeping their children in one program and not changing from one program to another..

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. We currently have 3 licensed ESL teachers for grades K-5. We have a collaborative team teaching model in 1 grade. The ESL students in this class have mixed proficiency levels. There is 1 ESL students in first grade gifted-talented class who pushes in the collaborative team teaching class for instruction.
There is a K, 2, 3,4, 5 pull-out Freestanding ESL Program. Students in grades 2, 3, 4 and 5 receive some of the mandated ESL minutes with a certified ESL teacher who teaches science.
Students are placed in heterogeneous proficiency levels according to NYSESLAT and LAB-R results.
 - b. We have block program models in K-5. The block program is composed of heterogeneous proficiency levels.
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)?
Newcomers are grouped according to the LAB-R. The other groups are formed according to the NYSESLAT results. Beginner and intermediate level students receive 360 minutes of instruction weekly in a Freestanding ESL pull-out Program and science class. The advanced level students receive 180 minutes of mandated services in a Freestanding ESL pull-out Program and science class. First graders receive all their minutes in the collaborative team teaching class.
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.
All programs in our school are designed to develop skills in speaking, reading, writing and listening in English language skills. The school follows a balanced literacy program curriculum aligned to the Common Core Learning Standards. Units of study are aligned to the Common Core Learning Standards. The content objectives and language objectives are defined by the essential questions aligned to the science scope and sequence standards and social studies scope and sequence standards. Instruction is student-driven. Students work on long-term projects that promote higher level thinking and enhance language development. The curriculum provides authentic context for learning precise academic language. Children connect to authentic experiences to deepen receptive and expressive language. Students learn grade level content along with language skills. Non fiction texts are connected to the mainstream curriculum, as well as a series of lessons that build on each other, widen and deepen language proficiency all across the curriculum. Large visuals with graphic organizers help to scaffold content subject matter. A variety of genres including poems, charts, songs and raps are utilized. Listening to rhythmic text accompanied by gestures and movements help make language memorable, facilitating the internalization of vocabulary as well as language patterns and structures. Language is used for authentic purposes utilizing a whole range of language skills - functions, patterns and structures, critical thinking, academic concepts and vocabulary. Vocabulary and skills are taught in context. Using an inquiry approach, integrated units of study are developed through the school year. Basic decoding and comprehension strategies are modeled through Big Books. Word study is done through literature. In the science classroom, the ESL teacher helps the students to understand content academic language. The students experiment through inquiry based lessons. Reading and writing is enhanced through reflective journaling and read alouds. Students' cultural identities are validated by establishing a classroom environment where children feel safe to share their experiences and inner feelings about the new language and culture. Meaningful activities help ELLs retain their home culture diversity while learning a new language and adjusting to a new social setting.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We ensure that our ELLs are appropriately evaluated in their native language by administering the Spanish LAB-R to students whose native language is Spanish. Students are also able to take math and science tests in their native language if they so desire.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All four modalities are evaluated during the lessons which make up each unit of study, without interrupting instruction for traditional

testing. Evaluation is based on activities that are actually part of each unit. Students benefit from the contextualization provided by thematic instruction, rather than confronting isolated fragments of decontextualized language in high-anxiety text situations. The processes and products of students' actual classwork serve as basis for assessment. Students reflect on their own learning on a daily basis when they write feedback at the end of instruction. This feedback provides data to monitor students' understanding of content taught. Students share their reflections with classmates deepening their understanding of content and utilizing language for higher order thinking skills.

Grand conversations, conferring, Fountas and Pinnell are also means by which the four modalities of English acquisition are being evaluated throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. The ESL teacher, classroom teacher and guidance counselor help to support acculturation into the English language school. All SIFE students will participate in ESL after school programs. Students will be provided with buddies and mentors. Currently we do not have any SIFE students.

b. Students receive small group instruction in their Freestanding ESL Program. Students are provided with differentiated instruction in product, process and content.

c. We carefully analyze the data with regards to the area where the children need further support. We determine if the support is in reading, writing, speaking or listening. We provide extended day 50 minutes, two times a week to meet individualized needs and goals. The students are provided with resources such as read alongs centers to help them with listening skills and note taking. We use leveled texts to support the students in literacy. Students are involved in inquiry based projects with the assistance of technology programs such as Renzulli Learning. Homework assignments are tailored to support the different levels of language acquisition.

d. Long-term ELLs strengths and weaknesses are identified. Individualized and interim goals are set. Teachers work collaboratively to strengthen the literacy of each student. The students participate in ESL after school programs in Literacy, Science and Mathematics.

e. We provide small group extra support to students who have tested out of ESL mandated instruction. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to the State Education Department.

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?

For students with Special needs, ESL teachers follow the students' mandated IEPs. Students are provided accommodations and small group instruction. Instruction is individualized and differentiated according to their needs. Content is scaffolded to make it comprehensible. The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Students participate in a Common Core-aligned instructional program that regularly ensures continuity of rigorous instruction with high expectations.

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?

In our school ELL-SWDs students are mainstreamed with general education students. The students are grouped homogeneously or heterogeneously for targeted areas of instruction based on various data, such as but not limited to the LAB-R and NYSESLAT. They participate in guided reading instruction according to Fountas and Pinnell reading levels. They create projects tailored to their IEP guidelines. Homework assignments are also tailored to meet their individualized needs.

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:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- ELA, Math and content area intervention in grades 3-5 consists of Extended Day Instruction (50 minutes) for reading, math and science. All general education students receive targeted instruction in English. Students are provided with differentiated instruction to support their needs. Precise mathematical language is utilized to help students learn key vocabulary words. Students have a lot of experiential learning through thematic units of study. Reader's theater is utilized to help students with oral language and fluency. In addition, accountable talk is utilized as a strategy during grand conversations. Students are provided with translated versions of the Standardized Math and Science exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ells receive differentiated instruction in small groups in a Freestanding pull-out ESL program, in a collaborative team teaching setting and in their science class. In all these three settings, students' needs are identified and met. Students acquire content and language development through thematic units of study and inquiry based projects. The use of authentic assessment allows an overview of each student's growth over time.
- Our program is very effective because it empowers students to be responsible for their own learning via daily reflection of their learning process. It builds on their strenghts and challenges them through higher order thinking activities with comprehensible input.
11. What new programs or improvements will be considered for the upcoming school year?
- We have secured computers for the students and the Renzulli Enrichment Model for all of the ELL students. The programs can be translated into numerous languages for parental support. Most classrooms have Smartboards and Elmos.
12. What programs/services for ELLs will be discontinued and why?
- N/A.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are in the ballet, art club, chorus, chess, instrumental music and multicultural programs. They also participate in Rosie's Kids, American Ballroom Dancing, National Dance Institurte Programs, CASA Intrepid Program, Studio in a school, Robotics, Cookshop, as well as the Whitney Museum collaboration.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials used include Mondo sing alongs, Big Books, books on tape and CDs, read aloud books. Poetry and books for guided reading in addition to Readers Theater, Into English program, balanced literacy and thematic units of study, read along centers and author studies. Computers and I-Pads are utilized for small group support. Students use Starfall and various technology programs integrated into the curriculum. Each classroom is equipped with either Smartboards, ELMOs, and/or computers. All teachers also have access to utilize laptops, I-pads and Smart Tables.
- ELLs demonstrtrate technical/digital proficiency, in areas including, but not limited to, research on the internet and the use of computers. Students are videotaped with I-Pads to further enhance their fluency and receptive skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL students use code switching whenever it facilitates language comprehension. In the ESL program students use their native language among themselves to help each other to accomplish high demand, high challenging areas of instruction. Students practice the use of, and are provided the English and native language versions of (when available), formal and informal assessments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Student service is targeted to their proficiency level and is grade specific. Grade level resources are used and scaffolded for deeper understanding. Manipulatives, visuals and graphic organizers are also used for support. Academic instruction is based on grade level curriculum that is aligned to Common Core Standards. Content area work is grade specific but scaffolded to support the students needs. ELLs in the FreeStanding ESL program participate in small group, task-oriented situations that guide the production of language both in verbal and written form.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELL students and parents have orientations the last week in August. They are given a tour of the school, the ESL room as well as given a description of the program.
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. Teachers of ELL students receive support from the literacy and math consultants. Our ESL teachers go to monthly network support meetings. Our ESL support teacher is a member of the UFT committee on ESL/Bilingual Instruction, a TESOL and ASCD member. The Assistant principal, all teachers including Speech and related service providers, the secretary and the Parent Coordinator are trained in ESL strategies.

2. All teachers receive weekly professional development in how to implement the Common Core Learning Standards in their teaching. Workshops are tailored to address the diversity of our school population such as gifted-talented students, general education students, ELLs and SWDs. Monthly grade meetings are set up where teachers analyze student data and plan thematic units of study with the appropriate differentiation. Classroom intervisitations serve as a model to enhance teacher articulation and further analyze student data.

3. ELL students and parents are taken on middle school tours. ESL programs at the middle school are reviewed with parents/guardians for informed decision making. They also receive mock interviews with our corporate sponsor.

4. All staff receive a minimum of 7.5 hours of ELL training during the course of the year. Faculty conferences, grade conferences, and PD sessions are dedicated to helping teachers of ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are included in all school workshops including literacy, math, book clubs and social emotional workshops. Translations are provided in Spanish and Chinese. Parents also participate in the Cookshop for Families Program. All Parents are invited to Read with your Child, the 1st Friday of the month. parents are encouraged to read in their native language to their child. We provide Peaceful Parenting Workshops, Learning Leaders Workshops, ELA, Math and ESL workshops. We have trips for ELL students and their parents to landmark sites within the city.
 2. We partner with Hudson Guild for Support as well as Foodbank for Cookshop for Families.
 3. We assess parents during parent orientation breakfasts. Meetings and workshops help us to understand needs of the parents on how to better help their children. We also assess the expertise of parents/guardians to see how they can assist their child in the classroom and at school. We use the results of the Learning Environment Survey to determine the needs of parents. We send monthly newsletters to parents. We have workshops to Help your Child to Learn; Parent/Guardians receive invitations to writing, publishing celebrations in the classrooms. Workshops in literacy and math are provided monthly to support learning at home. Parents are provided with invitations to multicultural events, technology workshops, informational workshops on ESL strategies, ELA and Math state test expectations. In addition, Helping Your Child learn Survey is administered twice a year.
 4. Activities are planned considering the family, cultural and language background of students to celebrate and include students in the school community and to educate staff about its diversity.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02033** School Name: **Chelsea Prep**

Cluster: **02** Network: **203**

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

Part A: Needs Assessment Findings

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

The Home Language Surveys note that the major home languages are English, Spanish and Chinese. About 6% of the students in the school are English Language learners. In order to communicate with the parents whose home language is other than English, the school has translators to outreach to the parents about the Common Core Learning Standards and all school services and documents. At least 25% of the school's parents require school communications in Spanish and Chinese.

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.

At the school PTA meetings and workshops, and especially on Open School Days/Nights, parents have always requested as it has proven necessary, oral interpretation services. Therefore, the need for interpreters has always been there. In addition to Spanish, parents whose home and primary language is Chinese, has always requested oral requested oral interpretations in several Chinese dialects (Mandarin, Cantonese, and Fuchownese).

Part B: Strategies and Activities

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

We provide written translation in Spanish and Chinese to the parents and the community. These include Brochures, Parent Handbooks, School Quality Review and all school communication to parents, informing them of all kinds of school workshops, meetings and special activities. We provide information about middle school choice, Common Core Learning Standards, and supplementary education services. All services are in addition to the DOE's available translated letters to parents in their native languages.

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

Translators will be available from 8:00 AM to 3:40 PM on school days and especially on Open School Days/Nights, to provide oral interpretations for non-English speaking parents. In addition, we will provide translations for monthly PTA meetings, curriculum nights and any workshops that occur in the evenings.

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>.

- . All the signs and notices will be written in three languages.
- . Translations for all parental meetings will be available.
- . Our quality review documents will be translated in three (3) languages.
- . Welcome signs will be provided in all languages.
- . The security guard will be assisting with a vocabulary word list for questions to help parents in three languages.

