

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

School Name: THE AUDUBON SCHOOL
DBN (i.e. 01M001): 06M128
Principal: ROSA ARGELIA ARREDONDO
Principal Email: RARREDO@SCHOOLS.NYC.GOV
Superintendent: MANUEL RAMIREZ
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rosa Argelia Arredondo	*Principal or Designee	
Rita Carstens-Hall	*UFT Chapter Leader or Designee	
Elizabeth Pesantez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Suzanne Griffing	Member/ Pre-K and Clusters	
Lisette Urena-Skrypack	Member/ K and 1 st Grades	
Brent Tupa	Member/ 2 nd and 3 rd Grades	
Kelly Kirspel	Member/ 4 th and 5 th Grades	
Fatima Saab	Member/ Out of Classroom	
Emmy Compres; Norma Reynoso; Lucia Brabo, Alberto Ambesi Impiomba; Arabelly Garcia; Giovanni Livingston	Member/ Parents	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of teachers will participate in Collaborative Professional Learning Communities (CPLC) to continue to deepen their knowledge of Danielson's Framework for teaching and the Common Core Learning Standards (CCLS), in order to design coherent instruction that emphasizes the development and use of questions and discussion techniques across the content areas. This will be evidenced by the increased level of sophistication in students' ability to communicate complex information either orally or written form.

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.

An analysis of the Summary of the Measure of Teachers Practice (MOTP), as well as the baseline assessments, Measure of Student Learning (MOSL), indicates that teachers need to continue to improve planning coherent instruction with questions that promote critical thinking, and that foster discussions to engage all students, especially English Language Learners (ELLs) and Students with Disabilities (SWDs).

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

- During the Individual Planning Conferences (IPCS), at the beginning of the school year, supervisors will review the previous school year's MOSL, comparing the beginning of the year (BOY) and end of the year (EOY) results with each teacher. This data will be used to help outline academic goals and actions plans for teacher development.
- Teachers will be encouraged to set professional goals based on their MOTP and school instructional foci: Creating targeted learning goals to ensure that students are engaged in creative and critical thinking opportunities through questioning, student-centered and discussions, as well as reflective practices .
- A school expectation will be established that requires at least three varied leveled questions included as part of unit/lesson planning.
- In addition to establishing Teacher Individual Plans (TIPs) with teachers that received a Developing Rating, the administration will develop Individualized Support Plans (ISP) for struggling and/or new teachers. The ISPs will be created with teacher input and based on the MOSL comparison as well as June MOTP.
- Deliberate professional development will include cloze reading of the Danielson's Framework for Teaching, Domains 3b and 3c in order to understand effective questioning and discussion techniques as well as evidence of student engagement.
- Training focused on using the Depth of Knowledge Framework (DOK) to develop questions that promote critical thinking and engage students in rigorous discussions will also be provided.
- Collaborative planning will include strategies to scaffold instruction, questions, and tasks that provide entry points for all students.
- Teachers will review Performance Based Assessments (PBA) to determine necessary strategies and scaffolds for students.
- Instructional Coaches will model lessons and create working lab sites that will demonstrate well-developed teacher practices.
- Instructional rounds will be conducted to support teacher development; identify purposeful teacher practices; and align professional goals.
- Interclass and intra-school visits will be scheduled to facilitate conversations around coherent instruction and responsive teacher moves around questioning and discussion techniques.
- Frequent cycles of observations with clear expectations and focused on questioning and discussions will be conducted throughout the year.
- Teacher benchmark conversations with administration will be set to monitor progress.
- The Collaborative Professional Planning Team (CPT) will meet at least four times during the school year to assess professional development outcomes and establish next steps.

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

School administrators, Instructional Coaches, Talent Coach and Network Personnel, as well as ARIS Learning Opportunities

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

- Collection and review of lesson plan
- Curriculum units of study
- Sample questions, discussion prompts
- Samples of student work
- Evidence of Lab-Sites and Demo Lessons

- Observational feedback

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

Professional development sessions will begin in September 2014, and will end in June 2015, with benchmark monitoring.

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

- Use of NYEngage, and ARIS' *Learning Opportunities* as a learning tool
- Websites: Schooltube, Youtube, Pinterest, Teachingchannel.org
- Danielson's Framework
- Weekly scheduled CPLC sessions
- Lab-sites

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).

The PS 128M's PIP includes extensive measures to properly inform and ensure parental involvement in the learning community. In addition to activities indicated in the PIP, possible topics for workshops will include:

- Understanding rigorous instruction and higher order questions that foster engagement
- Supporting early childhood literacy skills that foster critical thinking
- Grade expectations and grade level curriculum
- Understanding the CCLS
- Suggested home activities and conversations that promote critical thinking
- Different types of questions and intended outcomes
- Resources and trips to support student learning outside of school

Budget and Resource Alignment

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

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

Conceptual Consolidation - Funds, such as Title 1, and Fair Student Funding (FSF), will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation

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, 100% of all teachers will deepen their understanding of the English Language Arts (ELA) Instructional Shift surrounding text-based answers, resulting in students engaging in rigorous evidence based discussions about themes, topics or texts, as measured by performance based assessments.

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.

Based on our 2014 ELA assessment, we noticed an increase of students in grades 3-5 that scored at level 1. Additionally, after analyzing the baseline Ready New York ELA assessment, we noticed that students in grades 3-5 were deficient in writing text-based answers.

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.

Strategies/activities that encompass the needs of identified subgroups

- School-wide Instructional Focus was set around text based answers
- One of the cluster teachers will focus her instruction on writing responses based on varied texts.
- ELA curriculum units were adjusted to prioritize instructional shifts
 - The Literacy Coach, along with each grade, selected Performance Based Assessments and units, to balance exposure to learning from informational and literacy texts
 - Modified the curriculum units to include more writing across all content areas emphasizing the use of evidence from sources to inform or make an argument
 - Curriculum adjustments ensured text selections within a unit built students' knowledge of the world through text
 - Incorporated additional time in order to develop the craft of writing and to engage students in rigorous evidence based conversations surrounding the text
- Teachers will also use the DOK to develop questions that promote more critical thinking
- The Literacy Coach and Instructional Leads will attend monthly PD provided by the network
- The Administration will provide observation feedback with specific next steps focusing on students' ability to use text based evidence in classroom discussions, as well as in written tasks.
- During CPLC sessions, grade teams will develop or revise common core aligned tasks.
 - Common planning sessions for horizontal and vertical teams, such as the ELL cohort, Special Education cohort, and Accelerated cohort, allow for differentiated planning to create entry points while maintaining the trajectory of learning
 - Teachers will meet at grade inquiry meetings during CPLC sessions to look at student work samples, including PBAs and constructed response questions, in order to make adjustments to units, lessons, and teaching strategies.

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

Instructional coaches and administrators will support the teachers' professional development around text-based answers throughout the year

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

- Reflection sheets
- Collection of samples of student writing
- Evidence of student centered questions and discussions
- Instructional plan with implementation of learned strategies
- Feedback from formal and informal observations, Learning Walks as well as formative instructional snapshots

Timeline for implementation and completion including start and end dates

School-wide activities around planning for staircase of complexity will begin in September 2014, and end in June 2015, with progress monitoring

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

- ReadyGen program
- Use of NYEngage, and ARIS' *Learning Opportunities* as a learning tool
- CCLS
- Danielson Framework as a professional development tool
- Inter-classroom visitations to view effective and highly effective practices around Danielson's competencies

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).

The PS 128M's PIP includes extensive measures to properly inform and ensure parental involvement in the learning community. In addition to activities indicated in the PIP, possible topics for workshops will include:

- Understanding rigorous instruction, complex text and higher order questions that foster engagement
- Grade expectations and grade level curriculum
- CCLS and the shifts and its demands for students
- Reading at home, with an emphasis on a variety of text
- How to support writing at home
- Resources within our community to build literacy and math
- Information on the program "Dial a Teacher" for support with student's homework

Budget and Resource Alignment

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

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

Conceptual Consolidation: Funds, i.e., Title 1, and FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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, at least 3% of students in grade 3 – 5 will increase in the area of solving word problems involving the four operations, as measured by the NY State Math Assessment.

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.

A comparison analysis of the 2013 and 2014 New York State Mathematics Assessment indicates a 5.91% increase in level 1 scores, with a decrease of 1.91% in level 2 scores, 3.36% in level 3 scores, and 0.64% in level 4 scores. Additionally, a review of the 2014 Go Math Prerequisite Assessment indicated students in grades 3-5, on average, scored a level 2 or less on word problems. As a result, a need to modify our Math Instructional Plan and curriculum maps was identified to address critical thinking and problem solving skills, in addition to justifying mathematical solutions through viable arguments in alignment with the CCLS

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.

Strategies/activities that encompass the needs of identified subgroups

During grade level planning meetings and CPLC, teachers will engage in curriculum planning that aligns to the Go Math Mathematics Program and CCLS. As a result, scaffolding and cohesion between mathematical concepts and skills will be strengthened for student learning.

- Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussion, and use of assessments as detailed in the Danielson Framework for Effective Teaching.
- Teachers will engage in backwards planning, by unpacking the CCLS, creating Long-Term Learning Targets, and focusing daily lessons on Supporting Learning Targets.
- Teachers will utilize appropriate checks for understanding and assessment tools aligned to the CCLS and Supporting Learning Targets in order to modify instruction for student learning.
- An extra weekly math period will be built into the school master calendar to allow for fluency, spiral review, guided math groups, and math games.
- Teachers will collaboratively plan Common Core aligned lessons using Go Math and additional supplemental resources.
- Teachers will be regularly observed to see their implementation of lessons that include the standards of mathematical practices that embed the instructional shifts.
- Teachers will meet at grade inquiry meetings during CPLCs to look at student work products, including PBAs and constructed response questions, in order to make adjustments to units, lessons and teaching strategies.
- Teachers will engage in professional learning opportunities offered by the Network around the standards of mathematical practices.
- Inter-classroom visitations to view effective and highly effective practices around Danielson's competencies.

Math Instructional Coach

- The Math Instructional Coach will provide ongoing support; model lessons, provide ongoing feedback to teachers.
- The Math Coach will work on data analysis, unit and lesson planning.
- The Math Instructional Coach, along with grade leaders, will modify grade curriculum maps to provide more targeted instruction focused on the CCLS.
- The Math Instructional Coach and Lead teachers will attend Network Cohort meetings and turnkey information to administration and grade teams to ensure the implementation of best practices and new instructional strategies.

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

Supervisors, Instructional Coaches, and Grade Lead Teachers will provide ongoing support around designing coherent instruction

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

- Anchored around it's alignment to the CCLS, precision, reasoning abstractly and quantitatively, constructing and critiquing viable arguments and monitoring student progress.
- CPLCs will build a repertoire of strategies that will help build conceptual understanding

Timeline for implementation and completion including start and end dates

Ongoing September 2014 through June 2015, with benchmark monitoring during February 2015.

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

- Go Math Program
- Weekly Math Challenge Problems
- Supplemental materials, such as the Envision math program, which are aligned to CCLS
- CCLS
- Danielson’s Framework
- DOK Framework for questioning and discussion
- Inter-classroom visitations to view effective and highly effective practices around Danielson’s competencies
- Websites : Teachingchannel.org

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).

The PS 128M’s PIP includes extensive measures to properly inform and ensure parental involvement in the learning community. In addition to activities indicated in the PIP, possible topics for workshops will include:

- Integrating math in daily life activities, such as cooking and shopping
- Quick math games that enhance math fluency, i.e., multiplication bingo, dominoes
- Understanding the NYS Math Test and supporting strategies
- Using the ARIS Link
- Accessing the Go Math technology program at home
- Communication of key chapter skills and strategies through the Go Math School-Home newsletter
- Information on the program “Dial a Teacher” for support with student’s homework
- School website provides Home-School connection websites for ongoing support

Budget and Resource Alignment

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

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

Conceptual Consolidation: Funds, i.e., Title 1, and FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation

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, 5% of the students in grades 3-5 will write opinion pieces on topics or texts, supporting a point of view with reasons and information, as measured by performance based assessments.

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.

An analysis of the September 2014 Ready NY ELA Baseline Writing Assessments indicates that a majority of students in grades 3-5 are unable to use text-based evidence in their writing to support their opinions. Students struggle with citing evidence from the text to support their claims/inferences. Further analysis reveals that students are also unable to sufficiently comprehend complex text which hinders their ability to write text-based written responses. As a result, a need to modify our ELA instructional plan and curriculum maps were identified to provide focus on grade level 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.

Strategies/activities that encompass the needs of identified subgroups

During CPLC planning sessions, teachers will continue to engage in curriculum planning based on the CCLS, for a balanced literacy model incorporating different resources such as Ready Gen-Common Core Literacy Program

- Through regular professional development, teachers will develop their competency in planning coherent instruction; questioning and discussions techniques; and use of assessments to drive instruction.
- In collaboration with the Literacy Instructional Coach, teachers will plan common core aligned units and lessons using ReadyGen and other resources.
- Teachers will unpack the standards to develop long and short term learning targets.
- Teachers will utilize appropriate checks for understanding and assessment tools aligned to the CCLS and Supporting Learning Targets in order to modify instruction for student learning.
- Teachers will create and implement daily lessons that include explicit instructions on how to make an inference and support with relevant text-based evidence.
- Administration will provide observation feedback with specific next steps in order to promote students' growth in their ability to use text based evidence in discussions as well as in written tasks.
- Teachers will analyze student work, including PBAs, in order to make adjustments to units and lessons and develop intervention strategies, as needed.
- Teachers will engage in professional learning opportunities offered by the Network around the focus of instructional learning targets.
- Inter-classroom visitations will be scheduled to view effective and highly effective practices around Danielson's competencies
- An extra weekly literacy period will be built into the school master calendar to allow for writing conventions, penmanship, literary analysis and responses.
- Teachers will collaboratively plan Common Core aligned lessons using ReadyGen and additional supplemental resources.
- Teachers will be regularly observed to see their implementation of lessons that include the literacy standards, ELA instructional shifts, "I-Can statements, and Language Objectives.
- Teachers will meet at grade inquiry meetings during CPLCs to look at student work products, including PBAs and constructed response questions, in order to make adjustments to units, lessons and teaching strategies.

Literacy Instructional Coach

- The Literacy Instructional Coach will provide ongoing support; model lessons, provide ongoing feedback to teachers, analyze data, and support unit and lesson planning.
- The Literacy Instructional Coach, along with grade leaders, will modify grade curriculum maps to provide more targeted instruction focused on the CCLS.
- The Literacy Instructional Coach and Lead Teachers will attend Network Cohort meetings and turnkey information to administration and grade teams to ensure the implementation of best practices and new instructional strategies.

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

Supervisors, Coaches, Instructional Leads, and Lead Teachers will support teachers in designing coherent instruction.

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

- Anchored around it's alignment to CCLS, rigorous discussions, debates around complex text, opinion writing and citing text based evidence

- Toolbox of text based evidence strategies
- Samples of student work
- Observational notes
- CPLC will build a repertoire of strategies that will help build conceptual understanding

Timeline for implementation and completion including start and end dates

From September 2014 through June 2015, school leaders and instructional coaches will support all teachers in designing coherent instruction

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

- ReadyGen program
- Use of NYEngage, and ARIS' *Learning Opportunities* as a learning tool
- CCLS
- Danielson Framework

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).

The PS 128M's PIP includes extensive measures to properly inform and ensure parental involvement in the learning community. In addition to activities indicated in the PIP, possible topics for workshops will include:

- Understanding rigorous instruction, complex text and citing evidence
 - Grade expectations and grade level curriculum
 - Reading at home, with an emphasis on a variety of text
 - How to support writing at home
 - Resources within our community to build literacy
 - Information on the program "Dial a Teacher" for support with student's homework
 - Suggested home activities to support comprehension development of complex text
 - Understanding the NYS ELA exam and test taking strategies
 - Resources and trips to support student learning outside of school

Budget and Resource Alignment

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

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

Conceptual Consolidation: Funds, such as Title 1, and FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation

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.

Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

Timeline for implementation and completion including start and end dates

1.

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.)
<p>ELA</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive Writing <input type="checkbox"/> Guided Reading <input type="checkbox"/> Leveled Libraries <input type="checkbox"/> Literacy Games <input type="checkbox"/> Reading is Enlightening (RIE) <input type="checkbox"/> ELL Academy – 2nd to 5th Grades <input type="checkbox"/> AIS Groups <input type="checkbox"/> 3rd Grade Clinic <input type="checkbox"/> 5th Grade Cluster AIS <input type="checkbox"/> Varied resources used based on students' needs, such as <i>Words Their Way; Wilson; Voyager Passport, Pasaporte, Explore the Code, Estrellita, Reading Rescue and the F&P Leveled Literacy Intervention (LLI)</i> <input type="checkbox"/> Computerized resources, such as Compass Learning Odyssey (CLO), Imagine Learning, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiation of ELA tasks as part of the ELA block <input type="checkbox"/> Diagnostic prescriptive instruction for targeted students in small groups of four to six <input type="checkbox"/> RIE- additional push-in support as part of the ELA for 3rd to 5th grades <input type="checkbox"/> ELL Academy - supplemental after school support to develop language for ELLs, in groups of 10-12 <input type="checkbox"/> One to one tutoring for targeted students, twice a week 	<ul style="list-style-type: none"> <input type="checkbox"/> AIS – four to five times a week for 30 minutes <input type="checkbox"/> RIE four days a week for 45 minutes <input type="checkbox"/> ELL Academy two hour sessions, twice a week <input type="checkbox"/> 3rd Grade Clinic – twice a week <input type="checkbox"/> 5th Grade AIS – twice a week
<p>Mathematics</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Guided Math groups <input type="checkbox"/> Weekly Math Challenges – for 3rd through 5th grades <input type="checkbox"/> Math Games <input type="checkbox"/> 3rd Grade Clinic <input type="checkbox"/> 5th Grade Cluster AIS <input type="checkbox"/> Weekly support by cluster teachers and extended projects <input type="checkbox"/> Supplemental resources, i.e., Math Steps, Envisions <input type="checkbox"/> Computerized resources, such as CLO and Imagine Learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiation of math tasks as part of instructional block <input type="checkbox"/> One additional period of math per week <input type="checkbox"/> Math games – small groups, differentiated <input type="checkbox"/> Long-term projects to foster/reinforce math concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Math games – 30 to 40 minutes per week <input type="checkbox"/> Math Science Technology (MST) Fair allows for real life application <input type="checkbox"/> 3rd Grade Clinic – twice a week <input type="checkbox"/> 5th Grade – twice a week
<p>Science</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Field trips aligned to standards and concepts <input type="checkbox"/> CLO supplemental instruction <input type="checkbox"/> Imagine Learning English used to support Science <input type="checkbox"/> Extended activities are integrated into the daily instructional plan 	<ul style="list-style-type: none"> <input type="checkbox"/> CLO – individualized learning paths <input type="checkbox"/> Imagine Learning – individual <input type="checkbox"/> Media Club – one to two times per week 	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly 100 minute Science block to secure hands-on science experiments <input type="checkbox"/> Opportunities for real life science exploration through field trips <input type="checkbox"/> Math Science Technology (MST) Fair – real life application

	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom leveled libraries support curriculum units <input type="checkbox"/> Media Club <input type="checkbox"/> Science Textbooks are aligned to standard based instruction 		Media Club – twice a week
Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom libraries support curriculum units <input type="checkbox"/> CLO supplemental instruction <input type="checkbox"/> Imagine Learning English <input type="checkbox"/> Multicultural Fair <input type="checkbox"/> Monthly celebrations aligned to units 	<ul style="list-style-type: none"> <input type="checkbox"/> CLO program – individual <input type="checkbox"/> Imagined Learning – individual <input type="checkbox"/> Small group – Multicultural Fair and events 	<ul style="list-style-type: none"> <input type="checkbox"/> 100 minutes Weekly S.S. block <input type="checkbox"/> Opportunities for real life S.S. exploration through field trips <input type="checkbox"/> Multicultural Fair <input type="checkbox"/> Monthly celebrations – real life application
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <input type="checkbox"/> Child Study Team (CST) <input type="checkbox"/> On-Site Full time Columbia Presbyterian Clinician <input type="checkbox"/> Mandated Counseling <input type="checkbox"/> Crisis, At-Risk and Preventive counseling <input type="checkbox"/> Adopt-a -Student <input type="checkbox"/> Alianza Dominicana <input type="checkbox"/> Washington Heights Coalition <input type="checkbox"/> Harlem Services 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual and group counseling by school counselors <input type="checkbox"/> Family counseling and individual therapy by Community Based Organization Partnerships <input type="checkbox"/> Preventive Strategies via Weekly Parent Workshops <input type="checkbox"/> Individual support to students through new initiative: Adopt-a-Student 	Support is provided on an individual and/or group basis, during the day, after school and/or off-site depending on the program and the family's availability

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS 128 uses various strategies and activities to recruit, retain and assign highly qualified teachers, resulting in a low turnover rate. To fill vacancies, we use the Teacher Finder and Open Market. The principal also reaches out to other principals, as well as the Human Resource director of the school's CFN for recommendations. Interviews for potential teachers are conducted by the principal and at least one assistant principal. Candidates are asked to bring their portfolio, letters of recommendation, sample lesson plans as well as copies of all licenses and degrees. Finally, candidates can be expected to model a lesson and/or a part of a lesson.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
PS 128 has an extensive and diversified teacher development system to support all teachers, especially new hires. In addition to the mandated one year of official mentoring, new teachers are immediately attached to a buddy for additional support and unofficial mentoring. The following system is utilized for all staff members regardless of the years they have been teaching: <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated professional development sessions are provided based on school goals, NYSED and DOE expectations, as well as staff needs. <input type="checkbox"/> The school wide Teacher Development plan is a living document, constantly modified throughout the school year, based on supervisory observations, coaches' viewing of instruction and the teachers' goals as part of the ADVANCE Evaluation system. <input type="checkbox"/> The Teacher Individual Support Plan (ISP) triangulates teachers based on their performance and progress, in order to address common individual needs, while fostering peer coaching. <input type="checkbox"/> Supervisors use the ISP as a tool to set future goals for PD sessions, and develop action plans to improve teachers' effectiveness on an individual basis. <input type="checkbox"/> As part of the ISP, teachers in need of improvement will have customized development plans with goals and specific next steps. <input type="checkbox"/> Coaches will be assigned to support teachers based on the customized ISPs. <input type="checkbox"/> The ISP will continue to be re-evaluated and aligned to the Framework after each evaluation period. <input type="checkbox"/> Structured schedules facilitate weekly CPL sessions that allow teachers to engage in the inquiry process around student work and plan coherent instruction as measured by the Danielson Framework. <input type="checkbox"/> The CPL Team meets at least four times during the school year to review and modify professional development goals and next steps.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State and local funds, are used to support the Students in Temporary Housing by ensuring that they are provided with additional instructional support as part of the AIS Plan, and/or academies throughout the school year. STHs are also given all necessary school supplies such as pencils, notebooks, etc. Funds are also used to purchase personal items, if and as needed, i.e. coats, shoes. STHs are also targeted and reviewed as part of the CST to ensure academic progress as well as social/emotional stability.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The transition plan for all incoming students, especially preschool children begins with a Welcome Orientation for the parents on the first day of school. At that time we distribute the Parent Handbook and literature about supporting early childhood learners at home. Approximately for the first two weeks of school, parents are invited to remain in the classroom with the students to ensure that the children are comfortable in their new learning environment. Around the end of the September, we host another Parent Orientation for all grades, including Pre-K and kindergarten. During this session parents are provided with the expectations students must accomplish by the end of the school year, as well as specific teacher requirements. The Pre-K DOE social worker provides weekly support to classes and/or students and their families on a case by case basis. She also presents monthly workshops for Pre-K parents. Likewise, parents of our pre-K and Kindergarten students are invited to all weekly parent workshops, especially those designed for the early childhood learners. Pre-K and Kindergarten students participate in all school wide events and are part of our regular cluster programs. Toward the end each school year, we begin to transition the pre-K students into some of the school's regular routines, i.e. the cafeteria.

Measures to Include Teachers in Decisions Regarding Assessments

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

All decisions regarding the selection of assessments are made in conjunction with the teachers' input, and with the MOSL Team's recommendations. Assessment options are reviewed by the MOSL Team and presented as part of the SLT that contains representatives of all stakeholders. In turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured CPL sessions. Similarly, the administration shares assessment options with the CPL Team as part of planning for professional development. Finally, the MOSL Committee evaluates the assessment options and makes recommendations to the Principal for each grade and cohort of teacher; the principal then either agrees with and/or declines their recommendation.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. PS 128M, the Audubon school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

PS 128M will support parents and families of Title I students ensuring that the Parental Involvement Policy (PIP) results in a school and that works collaboratively in an effort to improve student achievement. We believe that a well-informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

School Parental Involvement Policy (PIP):

PS 128M agrees to implement the following statutory requirements:

- The school includes programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures are planned and operated with meaningful consultation with parents.
- The school ensures that the required school-level PIP meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I Part A, parental involvement requirements, to the extent practicable, the school provides full opportunities for the participation of parents of ELLs, parents of SWDs, parents of STHs, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school is governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - ✓ that parents play an integral role in assisting with their child's learning
 - ✓ that parents are encouraged to be actively involved in their child's education

- ✓ that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118 of the ESEA
- ✓ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

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

In accordance with the ESEA, all PS 128's programs and activities are planned and implemented in consultation with parents. Parents of all students eligible for Title I services are invited to participate in the Title I committee. The committee convenes three times a year to plan, evaluate and design programs and activities in consultation with the Principal. The PIP is distributed in school in every September. It is incorporated in the CEP plan as well as in the school's Parent Handbook. The school takes the necessary action to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in and comprehensive format, including alternate languages, as needed. The Parent Title I Committee addresses the SLT in order to provide further analysis as well as school wide consultation. Parent Orientations occur twice during the school year to share academic goals, curriculum initiatives, grade expectations, as well as state and city promotional criteria with parents. In accordance with Title I Part A, parents receive 1% of Title I funds to enhance parental involvement initiatives. The Parental Title I funds is used for parent courses, and for resources that support all parental involvement activities.

The PS 128M Parental Community model provideS continuous and comprehensive two-way communication with parents in the following manner:

- The Principal meets with the PA Executive Board to request their continued representation on the SLT; parents are trained as SLT members.
- The PA Executive Board shares information about the responsibilities of the SLT parent members. Volunteers for the committee are nominated and representatives are elected. Parents also participate in subcommittees, as needed.
- Simultaneous translations are available for Non-English speaking parents.
- Recruitment of school volunteers for varied capacities occurs on an ongoing basis; training is provided by the Parent Coordinator.
- A Parent Handbook (English/Spanish) informs parents of school programs, services, rules, regulations and procedures. This is available in other languages, as needed.
- Meetings are scheduled to inform parents about Title I Services.
- Through CBO linkages such as PAL, Fresh Youth Initiatives, New York Presbyterian, the Dominican Women's Development Center, Community Association of Progressive Dominicans (ACDP), Mirabal Sister Community Center, etc., activities for parents geared to the development of parenting skills and adult training are organized each school year.
- The Parent Coordinator assists parents with translations, registrations and concerns. She provides simultaneous translations during SLT meetings; translates letters sent home, as well as, assists parents in finding outside agencies that can provide support with any educational concerns they may have for their child, such as, tutoring, after school programs, extracurricular activities etc.
- In order to maximize parental involvement, flexible schedules are considered for all committee meetings.

PS 128M provides the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Through surveys, questionnaires, anecdotes, testimonials and attendance all parent services' effectiveness is analyzed. As per school expectations, maintains ongoing communication with parents via telephone conversations, emails, newsletters, meetings, and progress reports.

The PS 128 administration, with parental participation, conducts an annual evaluation of the content and effectiveness of this PIP and its impact in improving school quality. The evaluation includes identifying potential barriers in order increase parental involvement in all activities. Modifications are then made based on the findings of this evaluation. The parent coordinator, as well as the PA helps to create, distribute, collect and review the evaluation. The findings are shared with the administration, SLT and PA Executive Board, in order to make changes for the following school year.

PS 128M builds the schools' and parents' capacity for strong parental involvement, in order to bridge the gap between the school, the home and the community in supporting student outcomes. The school provides materials and training to help parents assist with their children's academic achievement.

PS 128M conducts weekly parent workshops addressing topics such as:

- School goals
- Curriculum
- Technology
- Enrichment programs
- CCLS
- Home/school community
- Parent services
- Parenting Skills
 - ✓ Discipline
 - ✓ Help/Assistance with homework
- Health concerns
- Safety
- Grade Promotion Criteria
- Academic goals

Our school further encourages school-level parental involvement by:

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

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PS 128M with support from the network, the district, the DOE, the community and Community Board Organizations will provide several adult education classes in order to support parents in with their own educational needs: Technology, ESL, Arts and Crafts, and Culinary Art classes, as well as Curriculum Night, health and physical well-being workshops. Parent leaders are trained to support workshops in order to enhance the involvement of other parents. In order to maximize parental involvement flexible time even after school hours, schedules are considered for all committee meetings involving parent consultation.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SLT. This policy was adopted by the PS 128M, The Audubon School on 05/21/13 and will be in effect for the period of 2014-2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/14.

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

PS 128M, the Audubon 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 instruction in a supportive and effective learning environment that enables all students the opportunity to meet the CCLS as follows:
 - ✓ A data-driven approach to improving student achievement using item analysis, portfolios, formative and summative assessments, checklists, rubrics, and other indicators to assess, identify and address students' needs as well as instructional foci.
 - ✓ Using research based programs and supplemental resources
 - ✓ CCLS aligned curriculum for all core content areas
 - ✓ Supplemental resources that facilitate entry points for all learners, especially English Language Learners (ELLs) and Students with Disabilities (SWD)
- This compact will be shared during parent-teacher conferences on November 13, 2013 and March 11, 2015
- Parents will be provided with frequent reports on their children's progress, in addition to November, January, March, and June
- Provide parents reasonable access to staff, via:
 - ✓ Open-house; September-October "meet the teacher"
 - ✓ Parent-Teacher Conferences twice a year
 - ✓ Mid-year Orientation to update on end of the year expectations
 - ✓ Progress reports/meetings at least twice a year
 - ✓ Weekly communication with teachers
 - ✓ Staff available during preparation periods, before and after school
 - ✓ Via telephone and/or email communication
- Grade Newsletters will include units of study, highlights and suggested activities
- Provide parents opportunities to volunteer in the school, to participate in their child's class activities, and to observe classroom activities
- Parent Coordinator will hold several sessions at the beginning of the school year to inform parents about volunteering opportunities
- Involve parents in the planning, reviewing, and improvement of the school's PIP, in an organized, ongoing, and timely manner
- Involve parents in the joint development of any School-wide Program plan, in an organized, ongoing, and timely manner
- Hold an annual meeting regarding Title I, Part A programs, requirements, and the parents' rights. The meeting will be scheduled for morning and evening in order to accommodate parents' needs. All students participating in Title I, Part A programs will be invited.
- Provide information parents of participating students in an understandable and uniform format, including alternative formats, and, to the extent practicable, in a language that parents can understand.
- Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Upon parental request, provide opportunities for regular meetings for parents to share suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to such suggestions as soon as practicably possible.
- Provide each parent an individual student report about the performance of their child on the NYS ELA and Math assessment.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences to discuss the child's achievement, 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 participating students to inform them of the school's Title I status and funded programs and their rights to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing, if necessary and funds are available, child care, for those parents who cannot attend a regular meeting;
- respecting the rights of ELL 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, PIP 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:

- securing interpretation services to staff if necessary;
- 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;

Parent Responsibilities:

- Monitor attendance
- Make sure that homework is completed
- Monitor amount of television children watch, as well as the types of programs
- Actively participate in child's class/education
- Participate, as appropriate, in decisions related to the child's education
- Promote positive use of child's extracurricular time
- Stay informed about child's education and communicate with the school by promptly reading all school or district notices
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory or policy groups.

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 PIP;
- 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;

- understand and adhere to the schools Homework Policy
- 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 PIP 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

Optional Additional Provisions:

Student Responsibilities (revise as appropriate to grade level)

- Coming to school ready to do our best and be the best
- Bringing all the necessary tools of learning, i.e., pencils, books
- Listening and following directions
- Participating in class discussions and activities
- Following the school's/class' rules of conduct and the school's discipline code
- Adhering to the school's dress code
- Completing homework daily and seeing assistance as needed
- Studying for tests and assignments
- Reading at least 30 minutes every day outside of school time
- Reading at home with our parents
- Getting adequate rest every night
- Using the library as a resource of information and to find books that we enjoy reading
- Giving our parents/guardian all school notices and/or information every day

SIGNATURES:

Rosa Argelia Arredondo, PS 128M Principal

Date

Elisabeth Pesantez, Parents' Association Co-President

Date

Kenia Amparo, Parents' Association Co-President

Date

2. **(Please note that signatures are not required)**

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$371,216.34	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$298,223.00	X	See action plan
Title III, Part A	Federal	\$25,004.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,672,386.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part A: School Information	
Name of School: Audobon	DBN: 06M128
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):

Part B: Direct Instruction Supplemental Program Information

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

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 128 M. will offer our English Language Learners (ELLs) in grades 2 through 5, a supplemental after school program which will concentrate on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The After School Title III LEP Supplemental Program will provide staff an opportunity to meet individual student needs on a small group setting through a diagnostic-prescriptive approach. The ELL supplemental program will target approximately 60 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. In addition, this program will also include SIFE students in grades 4-5, as well as some SWDELL students. Groups will be comprised of 10-12 ELL students. The ELL program will meet two days a week, Monday and Wednesday for two hours each day for 13 weeks during January through March. Teachers will provide instruction in the areas of literacy and math in order to ensure higher academic achievement and College and Career readiness.

The goal of the program is to support our ELLs in grades 2-5 in becoming competent writers and thinkers. Instruction will focus on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students will learn to write in every Common Core genre: informative, narrative and opinion. The students will also apply research and writing skills to real-world writing assignments, such as writing articles for the IndyKids Newspaper. Also, Math word problems will be used to enhance academic vocabulary. In addition, the After School Title III LEP Supplemental Program will have 1 art teacher working collaboratively to promote writing and math through art.

Students' progress will be assessed through writing pieces, ELA and Math Performance Based Assessments, rubrics and teacher made tests.

There will be materials purchased to support the implementation of the program. We will purchase the NY Ready Writing program, which is designed to provide explicit instruction with a focus on writing about reading in content area themes. The NY Ready Writing program covers Reading Informational Text and Literature Standards, as well as, the Writing and Language Standards.

Four certified Bilingual and/or ESL teachers with a minimum of three years experience, 1 Common Branch-Media teacher, and 1 Art teacher will provide instruction. The art teacher will rotate amongst the four groups; one hour per group, per week. This will ensure all four groups to have equal opportunity to synthesize math word problems via art. Similarly, the Common Branch-Media teacher will also push into each of the four groups, one hour per group, per week. The role of the Media teacher is to support the students in practicing and implementing research-based writing.

Part B: Direct Instruction Supplemental Program Information

Due to budgetary reasons, The Title III LEP Supplemental Program will be the only after school program running in the school. Therefore, Title III funds will be used to pay for one Assistant Principal to supervise the program.

Part C: Professional Development

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

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

Begin description here:

Research indicates that Professional Development (PD) is the key to improve student achievement. The Assistant Principal along with the ELA and Math Coach will offer a comprehensive Professional Development (PD) program to support the 6 teachers participating in the Title III Supplemental After School Program, as well as the Bilingual and ESL teachers in our school. The professional development program will address the needs of our new and experienced staff in order to align best teaching practices for ELLs with research based findings on language acquisition. The PD program will be scheduled once per month, for 1 hour during the months of December through June. The PD topics will include: Unpacking the Common Core Learning Standards (CCLS); Learning Targets aligned to the CCLS; Creating Rigorous Tasks for ELLs; and Scaffolded Questions to Promote Discussion. Experienced teachers will be assessed for their strength and weaknesses based on observations, questionnaires, classroom walkthroughs and supervisory input. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes, will be emphasized. Teaching strategies will also include activities and techniques to develop oral language and vocabulary, as well as reading and writing skills. Best practices in second language instruction will be modeled, analyzed and implemented in the classroom setting. In addition, non-ESL/Bilingual certified teachers will have the opportunity to attend workshop sessions offered by the Department of English Language Learners and Student Support to enhance their pedagogical skills. Title III funds will be utilized to cover the cost for per diem to facilitate coverage of teachers attending these workshops.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

The Assistant Principal will provide 4, one hour session, parent workshops that address the academic, social and emotional needs of the ELL students. All parents of ELL students will be invited and encouraged to attend these workshops. The parent workshop topics are aligned with the Title III program. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, activities to increase the listening, speaking, reading and writing, and creating games to increase mathematical concepts and fluency. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. During these workshops, refreshments will be provided.

Since 99% of our ELL parents are Spanish speakers, 25 parents of students participating in the Title III supplemental program will be invited to attend 2 cultural trips to El Repertorio Español to enhance their experiences. EL Repertorio Español, a DOE approved vendor, offers plays in Spanish that are relevant to the experience of Latinos, such as the challenges and misconceptions about the Spanish language, culture and traditions. We expect that these plays help reinforce cultural pride, and instill the love for the arts and theater. The cost of the trips will include an approximate amount of \$2,000.00 for admission and transportation.

Through the use of flyers and letters, as well as via the school website, the parents will be informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed during meetings and special workshops. These notifications will be provided in English and Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

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.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 128
School Name The Audubon School		

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

Principal Rosa Argelia Arredondo	Assistant Principal Cary Pantaleon
Coach S. Capella, Data Specialist	Coach T. Lucas, Literacy
ESL Teacher P. Vaccaro	Guidance Counselor L. Bitanga
Teacher/Subject Area T. Santiago, ESL	Parent Elizabeth Pesantez
Teacher/Subject Area I. Machuca, Bilingual	Parent Coordinator Alexandra Sanchez
Related Service Provider F. Saab	Other K. Chao, Math Coach
Network Leader(Only if working with the LAP team) Marlene Wilks	Other A. Betancourt, RTI

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	10	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	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	548	Total number of ELLs	200	ELLs as share of total student population (%)	36.50%
------------------------------------------------------	------------	----------------------	------------	-----------------------------------------------	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	22	25	29	27	24	22								149
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	8	10	15	5	5	9								52
SELECT ONE														0
Total	30	35	44	32	29	31	0	201						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	200	Newcomers (ELLs receiving service 0-3 years)	176	ELL Students with Disabilities	43
SIFE	8	ELLs receiving service 4-6 years	24	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	124	8	26	24	0	3	0	0	0	148
Dual Language										0
ESL	34	0	5	18	0	8				52

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	158	8	31	42	0	11	0	0	0	200
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	21	25	29	27	24	22								148
SELECT ONE														0
SELECT ONE														0
TOTAL	21	25	29	27	24	22	0	148						

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	10	15	5	5	9								51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	10	15	5	5	9	0	52						

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)	22	12	8	5	9	8								64
Intermediate(I)	0	16	23	11	12	7								69
Advanced (A)	12	6	13	15	7	14								67
Total	34	34	44	31	28	29	0	200						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	14	9	5	9	6							
	A	0	9	16	13	14	13							
	P	0	0	12	17	3	11							
READING/ WRITING	B	0	25	13	4	12	7							
	I	0	5	19	6	12	10							
	A	0	2	8	18	3	17							
	P	0	2	3	6	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	5	4	0	25
4	27	5	0	0	32
5	9	14	0	0	23
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	16	2	5	1	1	0	0	27
4	8	17	5	6	0	0	0	0	36
5	2	7	2	13	0	1	0	0	25
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	3	1	8	9	9	5	1	36
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)	6	8	20	9				
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.
 Paste response to questions here:
 The following assessment tool: ECLAS2, EL SOL and Fountas and Pinnell are used in order to assess the early literacy skills of the ELLs. The data indicates that our ELL Students in K and 1 are making strides in the development of phonemic awareness, and listening and

writing strand. However, they are still not meeting benchmark by the end of grade 1. Our ELLs in monolingual setting are showing progresses in the area of reading. The data further shows that our entire ELL population is struggling in the area of writing development. Upon closer look at the strand, we found that most students fail the strand due to their inability to master the use of grade appropriate vocabulary, spelling, use of mechanics and language interference/code switching. Our Advanced ELL students in bilingual settings were able to complete and meet benchmark tasks on each grade level more so than ELL students who have always been in monolingual settings. This information is vital when identifying students for Academic Intervention Services, and after school programs. The EL-SOL assessment, comparable to the E-CLAS, reveals that our students show significant gains in the phonemic awareness and phonics strand in grades k-3. However, in k-2 students scores reveal deficiencies in reading and writing. In the listening and speaking strand in grades k-3, students demonstrated weaknesses. This is due to the lack of experiences to augment language opportunities and academic knowledge.

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

Paste response to question here:

In the early grades K, 1st and 2nd, the weakest areas appear to be in the Reading , Writing and Listening strands. In grades 3, 4 and 5, most of the ELLs test out of the program. Those remaining are mainly at the advanced level of English proficiency who lack proficiency in the writing strand. This group requires more intensive support in writing. Intensive ESL instruction in the content areas will be provided to all students at the Beginning, Intermediate and Advanced levels of English proficiency. Lower student/teacher ratio for ESL instruction in grades K-5 will facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs. Reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas.

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

Paste response to question here:

The patterns across NYSESLAT modalities-reading/writing and listening/speaking indicate that our ELL students struggle in the modality of reading and writing. As a result, reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas. In addition, all cluster program including art, dance, media, MST, and PE will increase reading and writing in their daily program. Furthermore, there is lower student/teacher ratio for ESL instruction in grades K-5 to facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs.

4. For each program, answer the following:

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

Paste response to questions here:

Careful analysis of the data indicates that ELL students in the Bilingual Program that began at our school in kindergarten or the first grade become proficient in approximately three years. After 3 years, those that do not show proficiency reach the advanced level. They are also able to perform better in assessments administered in their native language – Spanish. However, we have also noticed a trend for students that enter our school at any grade later than second grade. It appears that these ELL students do not “test out” or become “proficient” according to the NYSESLAT test in a three year period.

Periodic assessments are used as a tool to guide student learning. It helps teachers identify students' strengths and weaknesses in order to plan for targeted instruction. The Periodic assessment predicts student performance on the New York State exams to ensure that all students meet or exceed State Learning Standards. It helps teachers measure student learning on an on going basis. The School Leadership Team analyzes the data to better understand the needs and academic progress within our school.

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](#).)

Paste response to question here:

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

Paste response to question here:

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

In addition to taking the ELA exam, ELLs in bilingual classes also took the ELE (Spanish reading test). In comparing ELA scores with ELE scores, we realized that we can only compare the scores of those ELL students who have been in an English language school system for the same number of years. In grades 3 through 5, a high number of students who have scored within Quartile 3 (51-75 percentile) and Quartile 4 (76-99 percentile) in the ELE, scored level 2 and level 3 in the ELA. This clearly shows a correlation between the level of native language skills and English language proficiency because students who have low native language skills also have a low English Language proficiency. The goal in the bilingual classes is to increase native language skills through effective daily instructions so that ELLs can transfer these acquired skills to English. Recent research done by the CREDE and NLP, show that literacy and other skills and knowledge transfer across language. This means that if a skill is learned in one language, it is easier to learn it in another language because you only learn to read once (American Educator, 2008).

The LAP is used to guide instruction in all bilingual and ESL classes in our school. The Transitional Bilingual classes provide instruction in English and Spanish based on the students' results on the NYSESLAT scores and in accordance with the NYS and NYC Bilingual Regulations and Guidelines. Bilingual classes provide at least 45 minutes of Native Language instruction in order to continue to enhance skills in reading and writing; since research shows that developing the native language will foster the transition in learning the English language at a higher level (as per research by Jim Cummins). However, as part of our LAP and school policy we enhance our instruction for all ELL students in all classes, monolingual as well as bilingual, by including a language development objective along with the content teaching point.

The success of the programs for ELLs are evaluated through informal and formal observations, Learning Walks, interclass visitations, students results on exams, students work and portfolios. Instruction is monitored by supervisors to assure that the mandated number of instructional minutes is provided according to the proficiency level in each program. Schedules are determined by the grade supervisors, program coordinator, and ESL teachers to service the target population. Schedules are reviewed and revised as needed throughout the school year.

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](#).)

Paste response to question here:

In order to identify all "other than English" speaking students all parents of newly enrolled students complete a home language inventory survey at registration, which includes an oral interview in English and Spanish if applicable, conducted by an experienced licensed ESL teacher. Students who speak a language other than English are screened and assessed with the LAB-R within the first ten school days of attendance to determine their English language skills. The student whose "home language" is Spanish is also administered the Spanish Language Assessment Battery (LAB) in order to identify language of dominance.

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.

Paste response to question here:

If the student is determined to be an English Language Learner (ELL) we invite the parents to attend a parent orientation session. During the orientation, the parent views the Program Choice video "The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners" presented in their dominant language. In consultation with the school representative, the parent makes the final decision to place their child in a "Transitional Bilingual Education Program" class setting, a Dual language program or they may opt for the Free-Standing English as a Second Language program. If the parent opts for the Dual Language Program we refer him/her to a neighboring school that has a Dual Language Program. We encourage all families to make the choice that best meets their child's language proficiency needs.

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].)

Paste response to question here:

After the students are administered the Lab-r assessment, we send home an entitlement letter indicating the student's score. This letter also describe the three bilingual programs offered in New York City. At the same time, we encourage all families to make the choice that best meets their child's language proficiency needs. Parents are urged to complete and return the parent surveys and program selection forms immediately after attending the orientation sessions. Students are then place in accordance to the parent's choice within the first 10 days of student attendance.

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.

Paste response to question here:

The students who have been identified as ELL students are placed in a Bilingual Education or free-standing ESL program. The parents of these students are notified of their child's placement in a bilingual or free-standing ESL via a letter. This placement letter is sent home in English as well as in the language spoken at home. If the parents have questions and concerns, they are advice to speak with the supervisor responsible for the Bilingual and 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.

Paste response to question here:

In order to accurately identify all ELLs eligible to receive the New York State English as a Second Language Achievement Test (NYSESLAT), we generate the ATS report "RLER." All identified ELLs are evaluated annually, each Spring, using the NYSESLAT, administered under the Department of Education's standardized testing procedures. To ensure that all four components of the NYSESLAT are administered to all ELLs, we download the New York State Testing Memorandum, and the NYSESLAT assessment manual. Also, we create an in-house Testing Memo highlighting students to be tested, instructions, time and procedures. Through a master list, we verify that eligible ELLs have completion of all four components of the test. Finally, we cross reference all four components with students' documents prior to packaging. Upon receipt of the NYSESLAT and/or the LAB-R test scores, program entitlement letters are distributed to parents. Parents have the option to request conferences to discuss student's proficiency scores.

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. 

Paste response to question here:

After carefully reviewing the 'Parent Survey' and 'Program Selection' forms for the past few years, we have noticed that most of the parents have been requesting the Transitional Bilingual Educational Program and the Free Standing English as a Second Language programs as their preferred program. However, in the last two years, there has been an increase of parents requesting the Dual Language program. As a result, we are starting a Dual Language program in the 2014-2015 school year to align our school program options to our parent choices. We will begin with one kindergarten class and continue adding throughout the years depending on the demands

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])?

Paste response to question here:

Academic instruction is provided in English and Spanish . Classes are organized in accordance to the student's proficiency level as measured by the NYSESLAT and the LAB-R. Since we only have one Transitional Bilingual class in every grade, students are grouped heterogeneous (mixed proficiency levels). However, we have created customized instructional programs specifically geared to meet students' individual proficiency level. Hence, through flexible grouping and differentiated instruction, beginning ELLs receive instruction in English 40% of the time and Spanish instruction 60% of the time. Intermediate ELLs receive 50% instruction in both English and Spanish and Advanced ELLs receive 70% instruction in English and 30% in Spanish.

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)?

Paste response to questions here:

Research-based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per The National Reading Panel. The Balanced Literacy program consists of a 120-minute block which includes a 30 minute writing session. Students' specific learning or language needs are addressed through individual conferencing, mini-lessons and academic intervention instruction. The components of the literacy program are: read alouds, accountable talk, independent reading, shared and guided reading and small group instruction. The classroom libraries are supplemented by the Voyager's New York Passport Program, the Weekly Reader Series and the Computer Literacy Program including Imagine Learning English, Compass Learning Odyssey and Lexia. GoMath Program is also used in both languages. Sheltered English is used to teach English in the content areas (interdisciplinary instruction, thematic-based curriculum, ESL strategies).

In order to insure that the mandated number of instructional minutes is provided, ESL teacher schedules are determined based on NYSESLAT levels. Our supervising coordinators and coaches monitor that this ESL program model is adhered to, and classroom teachers are provided with student lists for those students who require ESL services. These student lists include the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and service providers work together to make sure that all students receive the mandated services.

The two certified ESL teachers will use the push-in and pull-out model of ESL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the Push-in model the ESL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the Pull-out model the ESL teachers provide ESL services by level and by grade regardless of class and travel together to an ESL classroom. Beginning and Intermediate level students will receive 360 minutes of ESL per week and Advanced level students will receive 180 minutes of ESL per week. Explicit ESL instruction is facilitated through content area teaching. Professional development is provided to enhance the teachers' best practices in second language acquisition methodology including scaffolding instruction.

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.

Paste response to question here:

In the Transitional Bilingual program, literacy, math, and science are taught in Spanish, while social studies is taught in English using ESL methodology. In the Free-Standing ESL program all content areas are taught in English and ESL strategies are used through all

content areas to foster language development. All pedagogical staff are trained with ELL strategies, including using visuals, Total Physical Response (TPR), infusing language objectives in all lessons, and scaffolding instruction to support language development.

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

Paste response to question here:

In order to ensure that ELLs are appropriately evaluated in their native language; they are assessed with Estrellita Benchmark assessments, ECLA2, Fountas and Pinnell in Spanish, unit tests in the content areas as well as Standardized assessments including Math and Science.

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

Paste response to question here:

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition, teachers use different summative and formative assessments. To assess students' reading and writing skills, students complete a common core aligned task for literacy and math at the end of each unit. Also, students' listening and speaking skills are assessed through writing celebrations where students have to present their published work to an audience. Finally, one of the school's goal for the last two year is to engage students in rigorous discussions, which is another way teachers can assess students' speaking skills.

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).

Paste response to questions here:

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include streaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school. Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and HB Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning. As a participating school of SES programs, we encourage parents to register their children in programs to support one to one instructional services.

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in a beginning bilingual class, receiving 60% of their instruction in Spanish and 40 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes pull-out/push-in reading during the day as well as after school tutoring programs. In addition, the computer based programs such as, Imagine Learning English and Lexia will be used to support all strands of English language development.

Our long-term ELLs utilize, the Ready Gen, which is a Common Core Aligned curriculum to support literacy instruction. This is a thematic, developmental reading program that has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons will be developed to target children's specific learning and/or language needs. As part of previous Inquiry Team Work, Long Term ELLs have been our target population. The focus of the Inquiry Team was to study the causative agents impeding ELLs from reaching a proficiency level in the NYSESLAT. In studying this population, we found that some characteristics of Long Term ELLs include: frequent absences and/or long term absences, interrupted schooling, low socio economic levels, at risk home environment, lack of family support, literacy in the home, illiterate parents, lesser value placed on education, learning disabilities, at risk behavior requiring counseling and other interventions. As a result of these findings, we will continue providing weekly parent workshops to address the academic, social and emotional needs of the ELL students. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, and activities to increase the listening, speaking, reading and writing. We will also include our Long-term ELLs in the Title III after school program to provide additional support.

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?

Paste response to question here:

Our ELL Students With Disability (SWD) receive the same curriculum materials as all our mainstream students. They are instructed with grade-level materials using scaffolds strategies for language development and content knowledge. ELLs with special needs are serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As part of our daily ELA instruction we have implemented a "Reading Is Enlightening" (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita, Words Their Way, Voyager Passport, and HB Intervention Kit.

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?

Paste response to question here:

We have implemented flexible programming for our ELL-SWD students in order to attain English proficiency within the least restrictive environment. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Also, ELL-SWD students participate in the Good Dog Foundation to help promote language development and self-esteem.

At PS 128M, we believe in incorporating all students in the general framework of the school. As such, we have integrated a flexible schedule within the ELL-SWD program to ensure the social, emotional and intellectual needs of students are met. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All ELL-SWD students are integrated in all school-wide activities; including monthly writing celebrations, assemblies, science and social studies fairs where they are paired with general education classes.

Courses Taught in Languages Other than English

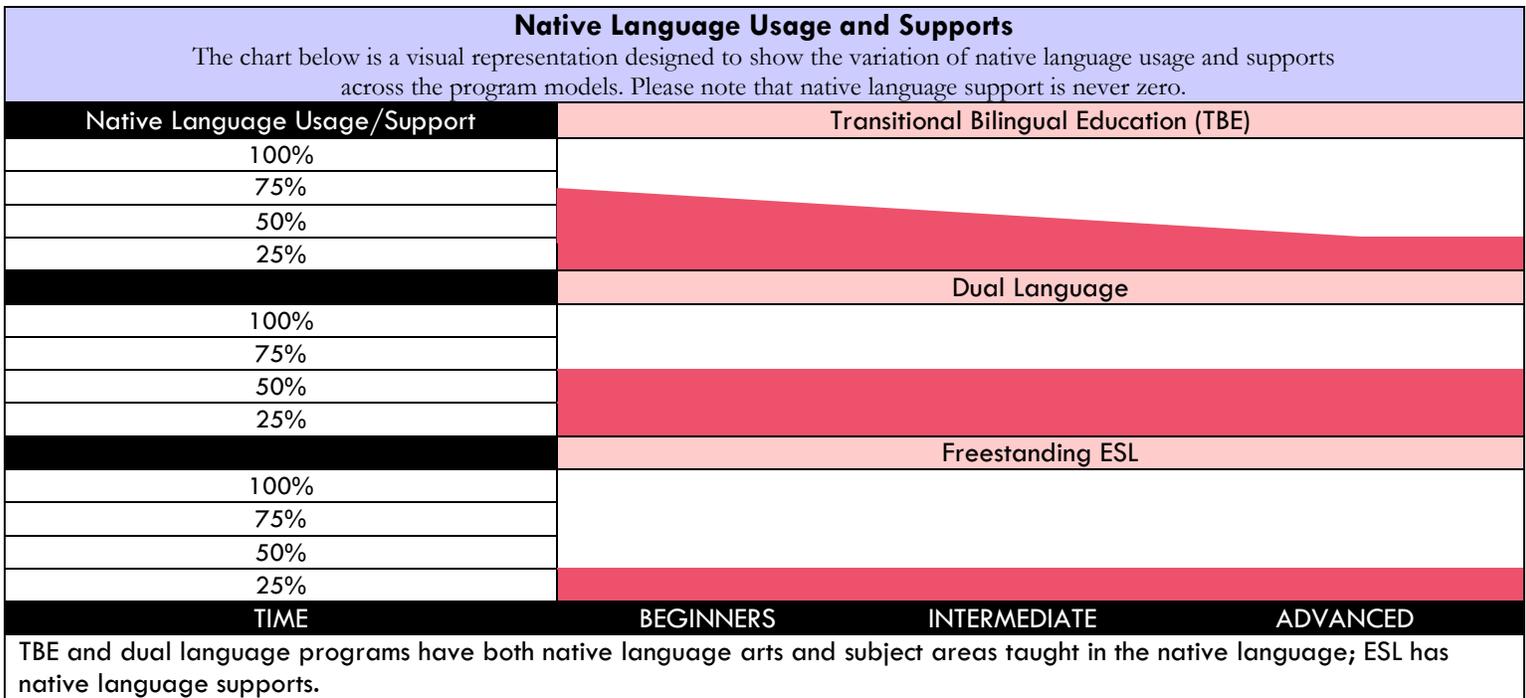
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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



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.
- Paste response to question here:
- The school intervention programs for ELLs in ELA and Math has been designed to incorporate supplemental instruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, Imagine Learning English, and Compass Learning Odyssey and Lexia.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
- Our current program has been effective. Our ELL students have been showing progress in the areas of reading and math as measured by the NYS tests. In addition, our ELL students have also shown improvement in the area of language development as measured by the NYSESLAT. In close analysis of the NYSESLAT, we notice that our students are moving from one proficiency level to the next, to then becoming proficient.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
- The following school year (2014-2015) we are starting a dual language program. This program will not only meet the demands of our parents, but also provide our student with more options to compete in the 21st century and become college and career ready.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
- We will continue with all our current programs and services since they have shown to be effective for our ELL students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here:
- All ELLs are provided with equal access to all curricular and extracurricular programs. In an effort to improve our ELL students' skills in reading and writing, ELL students participate in RTI interventions provided by the ESL teachers as part of their daily instruction. Also, we offer intervention programs during the day that focus on diagnostic prescriptive instruction, and flexible grouping for differentiated instruction. ELLs in grades 2-5 participate in the ELL after school program. This program provides instruction to foster English language development . This 2-5 tutorial program provides staff an opportunity to meet individual student needs on a "one-to-one" basis or small group setting through a diagnostic prescriptive approach. Our SIFE students are provided with academic intervention services during the day. The SIFE intervention program consists of an intensive phonics and math program that utilizes an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities through games and group activities in Spanish. In addition, a CBO off-site after school program, FYI Welcome Program, supports newly arrived ELL students get acclimated to their new environment. We give priority to our ELL student to take part on any intervention programs we offer during and/or after school hours. To ensure ELLs participation in these programs, we send home invitation letters to the parents and phone calls are made to recruit ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here:
- In the TBE program, native language support is delivered through the content areas, such as literacy, mathematics and science. In the ESL program native language is support is offered though projects.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
- All ELL students are provided with age-grade level materials and resouces. Teachers are train to scaffold instruction and differentiate activites to meet the students' needs.
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.

Paste response to question here:

ELL students that are newly enrolled in our school are provided with a packet of activities to complete before the beginning of the school year. In addition, we encourage newly enrolled ELLs to participate in the Welcome Program from Fresh Youth Initiatives throughout the school year. The Welcome Program offers students who have recently arrived to the USA activities to get them acclimated to the culture by visiting museums, parks, theaters, etc.

18. What language electives are offered to ELLs?

Paste response to question here: 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)?

Paste response to questions here:

The school intervention programs for ELLs in ELA and Math has been designed to incorporate supplemental instruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, and Compass Learning Odyssey.

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. These Former ELLs are provided with additional time and are also supplied with an English/Spanish Glossary on Standardized assessments. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT). After review of our available resources we considered purchasing additional English and Spanish leveled library books in order to support the guided reading in our balanced literacy program. In addition, we will implement Imagine Learning English, a computer-based program that focuses on English language development by creating learning path for each individual student based on their English language proficiency.

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.

Paste response to questions here:

During the school year we will provide five two hour sessions devoted to best practices in teaching the ELL student to all staff members, including newly appointed teachers in order to support them . Staff will also share ESL methodologies during faculty conferences, teacher team and monthly grade meetings. The Literacy Coach, the Math Coach and the Bilingual/ESL Administrator will support peer coaching sessions, after school workshops, and planning sessions. All newly appointed teachers will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Intervisitations will be arranged to support teachers' needs. In an effort to support teachers in meeting the 7.5 hours of ELL training, we include them in the ELL Institute, which provides Bilingual, ESL and mainstream teachers an opportunity to research, learn and implement second language development strategies that support ESL instruction in content area. All teachers are advised and encouraged to maintain records of all agendas and handouts provided in these workshops to serve as evidence of their participation. As part of our PD plan, the CFN-ELL Specialist will train Cabinet members, including the Principal, Assistant Principals, Data Specialist, Literacy Coach and Math Coach to make sure that all members share the same lense regarding best practices. Paraprofessionals are also trained with Reading Rescue, Estrellita, Wilson as well as how to deliver guided reading so that they can provide intervention services to our students. In addition, all staff members are part of teacher teams. They meet every week; first week of the month is to conduct inquiry work around a common need, the second and third week of the month is to plan collaborativly around their curriculum maps, and the last week of the month is for professional development. The professional development is under the topics of; common core standards, creating rigorous summative tasks, the shifts in Literacy and Math to meet citywide expectations, and the Dannielson's Framework for Teaching and Learning.

Staff working with ELLs are scheduled to meet with the school counselor and grade supervisor to discuss how they can assist ELLs transitioning from elementary to middle school.

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?

Paste response to questions here:

The Bilingual/ESL Administrator will provide 6, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. These workshops focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. At the end of each workshop, parents complete a reflection sheet to be use in order to evaluate their needs.

Our school partners with outside agencies and Community Based Organizations to provide workshops and/or services to ELL parents. Some of these organizations and agencies include Alianza Dominican, Turn2 Us foundation, Healthy School Healthy Families, Police Academy League , etc.

Through the use of flyers and letters to parents, the Bilingual/ESL Coordinator will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual/ESL Coordinator during meetings and special workshops.

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: PS 128M**School DBN: 06M128****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Argelia Arredondo	Principal		11/15/13
Cary Pantaleon	Assistant Principal		11/15/13
Alexandra Sanchez	Parent Coordinator		11/15/13
Pat Vaccaro	ESL Teacher		11/15/13
Elizabeth Pesantez	Parent		11/15/13
Idalia Machuca	Teacher/Subject Area		11/15/13
Iris Antonetty	Teacher/Subject Area		11/15/13
Stacey Capella	Coach		11/15/13
Tosha Lucas	Coach		11/15/13
Lolita Bitanga	Guidance Counselor		11/15/13
Marlene Wilks	Network Leader		11/15/13
Terrie Santiago	Other <u>ESL Teacher</u>		11/15/13
Alicia Betancourt	Other <u>RTI Point Person</u>		11/15/13
Kinsley Chao	Other <u>Math Coach</u>		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M128 School Name: The Audubon School

Cluster: 2 Network: 209

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.

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership Team and all school wide events. The majority of our parents speak Spanish. As part of our effort to keep all parents informed, all correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translation of vital documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parent's needs are also determined during our Parent Orientation weeks each September and January, when parents have the opportunity to meet their child's teachers. Similarly, through ongoing meetings, such as Parent Teacher Conferences, and/or those held by our Parent Coordinator and/or Bilingual Coordinator, the school receives information as to the parents' language needs. Surveys are also distributed to parents, which are sectioned into topics related to the language, academic, physical, and mental health development of the family so that needs and interests of individual families may be identified. Parent needs will also be ascertained by feedback received from school personnel.

Part B: Strategies and Activities

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

The school provides all documentations, letters and meetings with translations as mentioned above. The following strategies will be used to involve parents in school-based planning and decision-making:

- Workshops and instructional programs will be planned and designed according to the analysis of these aforementioned responses and input.
- Workshops will be offered on a weekly basis as part of the school's ongoing effort to keep parents informed, and to enhance their knowledge and skills in areas related to the education of the whole child.
- The Community School Professional Development Team will network with the Region, Central Board, and the community to bring additional resources into the school community.
- The school administration, will met with the Parents' Association Executive Board to request their continued representations on the School Leadership Team. Parents will be trained as SLT members.
- The Parents' Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.
- Schools volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- The Parents' Association will publish a parent newsletter (English/Spanish) to share school efforts and accomplishments.
- A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures.

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

All oral interpretation services to parents are provided as needed. Oral translations are provided by in-house staff members: Parent Coordinator, Bilingual Coordinator, as well as any staff member and school volunteers who are provided to us by the NYC School Volunteer Program. In addition we have Community Based Organizations (CBO) such as Turn 2 Foundation, PAL, the Dominican Women's Associations, ACDP that assist the school with parents and also provide activities that are geared to the development of parenting skills and adult training through out the year.

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>.

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