

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M145

School Name:

PS 145M. THE BLOOMINGDALE SCHOOL

Principal:

DR. NATALIA GARCIA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 03M145
School Type: Public Grades Served: PreK-5
School Address: 150 West 105th Street, New York, NY 10025
Phone Number: 212-678-2857 Fax: 212-222-4610
School Contact Person: Dr. Natalia Garcia Email Address: ngarcia52@schools.nyc.gov
Principal: Dr. Natalia Garcia
UFT Chapter Leader: Lisa Bandler
Parents' Association President: Jane Wisdom
SLT Chairperson: Barbara White
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent's Email Address: ialtschul@schools.nyc.gov
Phone Number: 212-678-5897 Fax: 212-222-7816

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Christopher Groll
Network Number: 408 Network Leader: Lucius Young

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Natalia Garcia	*Principal or Designee	
Sonia Lorenzi	*UFT Chapter Leader or Designee	
Jane Wisdom	*PA/PTA President or Designated Co-President	
Leyda Cruz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mark Van Dok	Parent	
Christine Padilla	Parent	
Lillie Edmondson	Parent	
Michelle Badillo	Parent	
Miguel Marquez	Staff	
Barbara White	Staff-SLT Chair	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 145, The Bloomingdale School is an Elementary school with 392 students from PK through grade 5. The school population comprises 27% Black, 63% Hispanic, 7% White, and 3% Asian students. The student body includes 13% English language learners and 19% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013 - 2013 was 94%. Most notably, we also have 10% students living in temporary housing.

We use technology to help our students develop 21st century literacy skills for children in Pre-K through 5th grade. We believe that technology innovation is part of the foundation of a 21st century model of teaching and learning. We use a blend of face-to-face and online teaching and learning, communication and collaboration. We strive to build global awareness, teamwork, problem-solving and presentation skills to improve reading comprehension, oral reading fluency and overall achievement.

Some of our partnerships include:

After-School All-Stars – a national organization which provides our students in Grades 3 – 5 a free 3-hour program after the school day ends. The program includes academic, enrichment and athletic components.

Studio in School – a national organization which teaches visual arts to hundreds of thousands of New York City children in under-served public schools.

Cool Culture – a local organization to provide families with free, unlimited admission to premiere cultural institutions. Each Pre-K and K family that registers will receive up to 5 passes for museums and zoos around the city. The Pre-K Family Worker leads weekly trips to cultural institutions around the city which are directly connected to the Early Childhood Curriculum.

Ben & Jerry's – a local retail store which provides students on a monthly basis free ice cream for excellent attendance. The school wide attendance has increased by 3% since the 2013-2014 school year.

PS 145 is also committed to the development of communication skills, specifically through the Arts. We have a full-time Music teacher and a full-time Dance teacher who help provide our students with a well-rounded education. We are committed to providing our students with ample opportunities to help them learn what their interests are and help them harness the skills they all have within them.

The instructional focus at our school is to regularly examine student data to identify the needs of our students to adjust instructional practices to improve achievement and progress. Teacher teams have been created to examine student work on a weekly basis in order to adjust instruction. The use of a Google Drive has served to monitor the analysis of student work. We are working to know our students more in-depth to meet them at their entry point and move them towards mastery.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 school year was one of transition: a new curriculum was implemented across all grades for both ELA and Mathematics instruction, and there was a change of administration as a new principal was assigned to provide leadership to the school. A School Quality Review was conducted in the late spring, and among its findings was the need for more effective teaching and assessment of student achievement. Although the performance on the NYS spring 2014 assessments indicate a low level of student proficiency, there was growth among all students in all grades on both the ELA and Mathematics exams. Most notable were the gains made by English Language Learners, Special Needs students, and Lowest Performing students. For the 2014-2015 school year, we will build upon these gains with rigorous instruction, professional development, academic intervention, parental engagement, and strong leadership.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the percentage of students in grades 3-5 who achieve a proficient score on the NYS assessment in both ELA and Mathematics will increase by 4% over the level of proficiency from the 2013-2014 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Classroom teachers will improve their ability to implement the Common Core Standards in both ELA and Mathematics with the use of curriculum maps, guidance from supervisors and staff developers, intervisitations, grade conferences, and professional development sessions.	All classroom teachers	September-May	Supervisors, staff developers, network support
Academic intervention specialists will provide intensive small group instruction to students with materials that support the Common Core	Identified students in grades 1-5	October – May	F status teachers, staff developer, ESL teacher, Special Ed coordinator

Parental involvement activities will be planned and conducted to better inform and engage parents in the learning process, the Common Core Standards, and strategies for success	All teachers, Parent Coordinator	September- June	Supervisors, grade leaders, staff developer, parent engagement team
Professional development activities will be designed and conducted to enable teachers to better engage students, to develop critical thinking, and to share best practices	All teachers	October- May	Supervisors, staff developer, professional development team
An after school program will be conducted to provide high needs and at-risk students additional academic support in both ELA and Mathematics	After- School All- Stars of New York City, Inc. (ASASNY) Select P145 staff	October- May	ASASNY supervisors, P145 administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources necessary to achieve this goal include a full time staff developer, F-status teachers, a professional development team, a parent/family engagement team, and after school instructors.

Supplemental instructional resources are needed to assist high needs and at-risk students to better understand and master the common core standards.

It will be necessary to develop and implement a schedule of academic-intervention services for students who are identified as at-risk.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

TL ELA Support, School Support Supplement TL NYSTL Library Books,
TL Math Support, School Supplement Support, Contract for Excellence

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

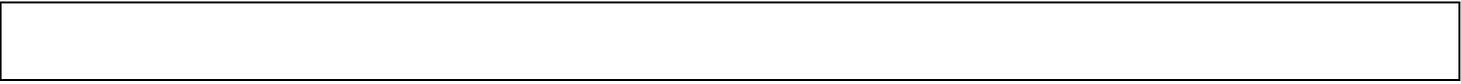
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark

By January 2015, 50% of students in grades 3-5 will demonstrate proficiency in both ELA and Mathematics as measured by tasks and assessments that are aligned with the common core standards.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Current data, which includes NYS achievement scores, MOSL’s, and school benchmark assessments, indicates the need to make the items listed below priorities for the 2014-2015 school year :</p> <ul style="list-style-type: none"> • To increase the number of students who are proficient in ELA; • To increase the number of students who are proficient in mathematics; • To increase the fluency level of students with disabilities and English Language Learners; • To provide all teachers with professional development in the implementation of the common core curriculum; and • To provide all students with multiple opportunities for achievement and success all areas. 	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, the number of students who are referred for infractions of the disciplinary code of conduct be reduced by 2% as evidenced by the OORS data.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>A school wide attendance initiative will acknowledge daily, monthly, and semester attendance rates for all classes and individual students with awards, announcements, and incentives.</p>	All students	September-June	Administration, Parent Association, ATS secretary
<p>A school wide academic intervention program will provide students with supplementary activities to better develop and reinforce skills and concepts contained in the common core standards.</p> <p>An after school academic program will offer students additional time</p>	Identified high needs and at-risk students	October-May	Administration, F-status teachers, After school(ASASNY)

to learn and master the curriculum.			staff
A monthly awards program will recognize and acknowledge students for their achievement and success in both academic and social areas	All students	October-June	Administration, Classroom teachers, Parent Association
Parental and family engagement workshops, meetings, and newsletters will offer parents and guardians multiple opportunities to partner with school activities and better enable them to support their children and extend their learning at home.	All parents, guardians, stakeholders	September-June	Administration, Parent Coordinator, Parent Engagement Team, Classroom teachers
A comprehensive arts in education program will be conducted to provide all students with multiple opportunities to explore develop their talents.	All students	September-June	Administration, Cluster Teachers, Studio-in-a-School

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources necessary to achieve this goal include a full time staff developer, F-status teachers, a professional development team, a parent/family engagement team, after school instructors, and an artist in residence. Supplemental instructional resources for the after school program are needed to better develop and reinforce skills and concepts that are a part of the common core curriculum. A schedule of parental/family engagement activities will be created and implemented. A schedule of Awards Assemblies will be established and conducted.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL ELA Support, School Support Supplement TL NYSTL Library Books, TL Math Support, School Supplement Support, Contract for Excellence, TL SE Transitional Funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By January 2015, OORS data will indicate a 2% decrease in the number of students referred for disciplinary action.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Across classrooms there is evidence of the development of teaching practices that are more closely aligned to the curricula, and additional opportunities for student engagement and academic rigor. There are uneven levels of opportunities for multiple entry points into the curricula for all students. It has been established that the expectations for effective classroom practices include:

- high levels of student engagement;
- the development of critical and higher level thinking;
- the constructive use of resources and materials;
- clearly established student outcomes;
- student products that reflect an understanding of the curriculum content;
- the grouping of students based on ability and interest; and
- an environment that establishes a culture for learning.

An ambitious professional development calendar, and the creation of both a Professional Development Team and a Staff Developer position are all designed to support, guide, and better enable teachers to achieve success in their classrooms within a culture of respect and continuous improvement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of teachers who were previously rated Ineffective or Developing in June 2014 will receive an Effective rating as indicated in the advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

A staff developer position will be created and designed to support, mentor, and guide classroom teachers in the implementation of the common core curriculum.	New teachers, teachers rated as developing	September-June	Principal, Staff Developer
A professional development team will be created to help design, plan and conduct workshops and opportunities for teachers.	All teachers	September-June	Administration, Staff Developer, Team Members
A professional development plan will be created and published to identify the topics that will be addressed on the weekly Monday professional development sessions.	All teachers	September-June	Administration, Staff Developer, Team Members
<ul style="list-style-type: none"> Teacher observations will be coordinated with the assistant principal to ensure the alignment of feedback and assessment of practices in a timely manner. Professional development activities will be adjusted to address areas in need of additional focus. 	All teachers	September-June	Supervisors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Human resources necessary to achieve this goal include a full time staff developer, a professional development team, and the administrative team.</p> <p>It will be necessary for the professional development team and administration to secure additional resources, which may include network support personnel or other external consultants to implement the professional development calendar of activities.</p> <p>The administrative team will plan and implement a schedule for both classroom observations and timely feedback/review with teachers.</p>

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL Citywide Instructional Expectations, Contract for Excellence									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By January 31, the number of teachers who were observed and received ineffective/developing ratings (5) will show a decrease by 25% when compared to the June 2014 ratings.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
By January 31, 2015 40% of teachers who were previously rated Ineffective or Developing in June 2014 will receive an Effective rating as indicated in the advance system.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A review of most current data, which includes NYS achievement scores, School Quality Review, and the School Quality Snapshot, the focus of the school leadership for the 2014-2015 school year is as follows:

- To monitor the impact and effectiveness of professional development, feedback and teacher team work that will lead to an increase in the quality of instruction and student achievement. The indicators outlined in the Danielson Framework for Teaching will be utilized to both assess and provide feedback to teachers.
- To develop the use of school wide assessment practices to determine appropriate and timely next steps for improved student achievement. Current assessments practices indicate the need to better share information about individual student progress and better develop multiple strategies for mastery of skills.
- To strengthen parent and family engagement to provide parents and guardians with expectations and information to better enable student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the principal will have conducted 75% of 40 Professional Development sessions for the faculty.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Creation of a comprehensive professional development plan that targets the needs of all staff 	All teachers	September-June	Administration, Staff Developer, Professional Development

<ul style="list-style-type: none"> • Creation of teacher teams to focus on specific areas of instruction and to look at student work to better understand how to assess • Implementation of systematic school wide assessment practices to better inform next steps in instruction <hr/> <ul style="list-style-type: none"> • To monitor lesson plans and conduct grade level meetings to review best practices and how to group students for more effective instruction <hr/> <p>To create and implement a Parental/Family Engagement Plan that will include workshops, meetings, conferences, and newsletters to provide parents and guardians multiple opportunities for partnership in the educational process of their children</p>	All teachers	September-May	Team Supervisors, Staff Developer
	All teachers	October-June	Administrators, Staff Developer, Grade Leaders
	All teachers	October-June	Administrators, Staff Developer,
	All teachers	October-June	Administration, Parent Coordinator, Parent Engagement Team, Classroom teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources necessary to achieve this goal include a full time staff developer, a professional development team, a parent/family engagement team, teacher teams, and all faculty members.

Teacher teams will identify and administer benchmark assessments to better identify the needs of students.

A schedule of parental/family engagement activities will be created and implemented.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

TL Citywide Instructional Expectations, Contract for Excellence

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
By January 31, 2015, the principal will have conducted 60% of 20 Professional Development sessions for the faculty.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The current Elementary School Snapshot indicates that 91% of parents are satisfied with the education their child has received at the school, and that 90% of parents believe that the school offers a wide variety of extracurricular activities and services, percentages that closely mirror both citywide and district averages. With a number of faculty members who are a part of the school community, and a diligent Parent Coordinator, a strong partnerships exists between the school and the parents. There is, however, the need to better engage parents and equip them with the information they need for their children to be successful. Attendance at parent workshops last year averaged 10% of parents invited; attendance increased to more than 75% with activities that included performances by students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of families will attend at least 2 of 6 school wide parental/family engagement activities as measured by their attendance at workshops, meetings, assemblies, and other extracurricular activities to which they are invited.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
A Parental/Family Engagement Plan will be created to provide parents and guardians multiple opportunities for involvement.	All parents	September-June	Administration, Parent Coordinator, Classroom Teachers
A partnership with Wellness in the Schools (WITS) was created to provide community members with opportunities to learn about proper nutrition and fitness	Parents and students	September-June	Administration, WITS personnel

Newletters will be distributed on a monthly basis to all parents; they will contain individualized information about each students' progress in both ELA and Mathematics	All parents	October-June	Administration, All classroom teachers
The Parent Coordinator and Staff Developer will conduct bi-weekly workshops for parents to keep them informed about school policy, curriculum matters, and how to better work with their children at home	All parents	September-June	Principal, Staff Developer Parent Coordinator
Phone messenger service will be used to communicate information and up coming events in a timely manner to all parents	All parents	Daily basis	Principal, ATS secretary
Parents are invited to assemblies that are conducted to acknowledge and recognize students for their achievement and success	Identified parents	Monthly	Principal, Classroom teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources necessary to achieve this goal include a full time staff developer, a parent coordinator, an ATS secretary, a parent/family engagement team, teacher teams, and personnel from Wellness in the Schools. Parents will be provided with supplemental instructional materials at workshops and meetings. A schedule of parental/family engagement activities will be created and implemented.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
• TL Parent Coordinator, TL Parent Teacher Conferences									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By January 31, 50% of families will attend at least 2 of 6 school wide parental/family engagement activities.				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)	
English Language Arts (ELA)	4 th & 5 th Grade: Level 1 on the ELA State Test 3 rd Grade: Low 30% on the September ELA Baseline Assessment	Focused Reading Intervention by TCR; Levels 2,3,4 Explicit Instruction; modeling; guided practice; repeated readings; use of graphic organizers & templates; guided writing instruction	Small group (6-8 students) 3 times a week 45 minute period	During the school day	
Mathematics	4 th & 5 th Grade: Level 1 on the Math State Test 3 rd Grade: Low 30% on the September Math Baseline Assessment		Small group (6-8 students) 2 times a week 45 minute period	During the school day	
Science	4 th & 5 th Grade: Level 1 on the ELA State Test 3 rd Grade: Low 30% on the September ELA Baseline Assessment	Focused Reading Intervention by TCR; Levels 2,3,4 Explicit Instruction; modeling; guided practice; repeated readings; use of graphic organizers & templates; guided writing instruction	Small group (6-8 students) 3 times a week 45 minute period	During the school day	
Social Studies	4 th & 5 th Grade: Level 1 on the ELA State Test 3 rd Grade: Low 30% on the September ELA Baseline Assessment	Focused Reading Intervention by TCR; Levels 2,3,4 Explicit Instruction; modeling; guided practice; repeated readings; use of graphic organizers & templates; guided writing instruction	Small group (6-8 students) 3 times a week 45 minute period	During the school day	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School	Students identified for AIS are identified within	1) Counseling: Pre-referral strategies for a period of six	1) Counseling : Parent is contacted. At this point counselor can	During school day.	

<p>Psychologist, Social Worker, etc.)</p>	<p>the weekly IST meeting which is a multi-disciplinary meeting.</p>	<p>weeks are provided by counselor, teacher writes anecdotes of interventions to counselor. 2) Speech and language: Therapist provides a screening of student after receiving parental consent through short assessment and teacher questionnaire. Provision of findings is reported to teacher and parents. 3) Occupational Therapy: Observation of student in the classroom setting is done by therapist once parental consent is received. 4) Physical Therapy: Pre-referral strategies for a period of six to eight weeks are provided to teacher by therapist. Anecdotal are provided by teacher to physical therapist to determine progress.</p>	<p>determine if an FBA and BIP are needed. Counselor provides therapy at risk in small group or individual. Counselor determines if student needs to be referred for special education evaluation. 2)Speech and language: Referral strategies for a period of six to eight weeks are provided by therapist, teacher provides progress documentation to speech therapist to determine if a full evaluation is needed. 3) Occupational Therapy: Recommendations by provider to teacher as to strategies for a period of six weeks. Teacher will provide documentation of pre-referral strategies. If there is no progress, occupational therapist will refer student for a full evaluation. 4) Physical Therapy: If no progress is noted, physical therapist will refer for a full evaluation.</p>	
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

A collaboration exists between both Hunter College and NYU's School of Education for the purpose of Student Teacher Placement and the recruitment of certified teachers. The school encourages and provides opportunities for both internal and external professional development to all faculty members. The Network Support team offers additional support in this area.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

A comprehensive Professional Development plan was created to provide all faculty members with multiple opportunities to extend their professional growth. The principal is a part of both the New Principals focus group and the Dual Language focus group which provides extended learning opportunities to new administrators. The Network provides additional opportunities for the Assistant Principal and resource personnel.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The early childhood staff developer, the parent coordinator, and the Pre-kindergarten family worker collaborate with the pre-kindergarten teachers to assist the parents in the transition process. This includes home visitations, individualized conferences, workshops, and the dissemination of information necessary for parents to make informed choices.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A professional development team was established to assist in the creation of a professional development plan for the school year. Grade leaders and the staff developer are a part of the process in the identification of assessment materials and their use. Monthly meetings are used to look at student work and inform the next steps for instruction in the classroom.

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 (CEP) 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	200,181	X	8, 11, 14, 16, 19, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	86,341	X	8, 21
Title III, Part A	Federal	11,200	X	8, 19, 21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,956,896		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P145M**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P145M** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

P145M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 3	Borough Manhattan	School Number 145
School Name The Bloomingdale 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 Dr. Natalia Garcia	Assistant Principal Loushonda Mack
Coach	Coach
ESL Teacher Maria Ramirez/ELL Coordinator	Guidance Counselor Andres Reyes
Teacher/Subject Area Sonia Lorenzi/Dual Language	Parent
Teacher/Subject Area Barbara Iglesias/Dual Language	Parent Coordinator Carlos Salamnaca
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	406	Total number of ELLs	53	ELLs as share of total student population (%)	13.05%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	1	2	1	1	0	0	0	0	0	0	0	0	0	5
Freestanding ESL														
Pull-out	1	2	2	1	0	1	0	0	0	0	0	0	0	6
self-contained	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Total	2	4	3	2	1	1	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	19	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	0	0	0	0	0	0	0	0	0	0
Dual Language	24	0	2	5	0	0	0	0	0	29
ESL	8	0	7	16	0	5	0	0	0	24

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	32	0	9	21	0	5	0	0	0	53
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	9	19	12	30	3	11	5	16	0	0	0	0	0	0	0	0	0	0	29	76
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	9	19	12	30	3	11	5	16	0	29	76									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 35

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 30

Asian: 0

Hispanic/Latino: 41

Native American: 0

White (Non-Hispanic/Latino): 1

Other: 4

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	2	1	8	6	0	0	0	0	0	0	0	23
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2	4	2	1	8	7	0	24						

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)	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Intermediate(I)	8	0	0	1	1	3	0	0	0	0	0	0	0	13
Advanced (A)	6	4	6	6	3	9	0	0	0	0	0	0	0	34
Total	14	4	6	8	6	13	0	51						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2	1	0	13
4	6	2	0	0	8
5	8	0	0	0	8
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	0	0	2	0	0	0	11
4	8	0	1	0	0	0	0	0	9
5	7	0	1	0	1	0	0	0	9
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, TCRWP Running Records and students' math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others. The second language of the EP in the Dual Language program is assessed through ESTRELLITA assessments for Native Language Arts (Grades K-2), and the ELE (Grade3).

In addition, the LAB-R and NYSESLAT results are used to plan classroom and program instruction. Students who are beginners intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified teacher.

The language proficiency levels of our actual ELL student population is broken down as follows:

Test Scores of All Students			
Grades K-5	Beginner	Intermediate	Advanced
Grade K =11	1	2	8
Grade 1 =16	1	8	7
Grade 2 = 5	1	1	3
Grade 3 = 6	0	0	6
Grade 4 = 8	1	1	6
Grade 5 = 7	3	1	3
Total = 53	7	13	33

Overall, the performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at PS145M engage in rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: Rtl small group Tier 2 and Tier 3 interventions, guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, extended day, and the Saturday CALLA program.

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

Both, the LAB-R and the NYSESLAT provide us with in depth language proficiency information about our ELLs. Specifically, ELLs are making incremental gains on the NYSESLAT by moving to the next proficiency level to become language proficient. As per Spring 2013 NYSESLAT results, 10 students achieved proficiency level as follows: Three (3) in grade 2, two (2) in grade 3, four (4) in grade 4, and one (1) in grade 5.

The ELL students' home language does not reveal academic differences in the students' language progressions. At PS145M, home languages include a majority of Spanish speaking students. Also, there are some Arabic, Chinese and Italian speaking students.

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

The AMAO report is highly used to analyze the ELL data across grades and programs at PS145M. This report is carefully reviewed by the administration, the ESL/ bilingual teachers and all other teachers of ELLs to plan the instructional goals and monitor the students' English language progressions during the coming year. The NYSESLAT along with the AMAO data includes the proficiency levels in the 4 modalities (reading, writing, speaking and listening), the students' language development growth and their performance on NYS ELA and Math. However, ELL students who achieved English proficiency, therefore, no longer entitled to ESL services, still receive language development supports.

Although the AMAO report is not available yet, as per the RLAT/NYSESLAT report, ELLs at PS145M are making steady gains on the NYSESLAT, specifically, after looking at the students' modalities -- reading/writing and listening/speaking--- the data shows that across programs and grade levels in reading and writing is where students are having the most difficulties.

TO BE CONTINUED ONCE THE 2013 AMAO REPORT BECOMES AVAILABLE.

4. For each program, answer the following:

a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the

native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) We have a total of fifty-three (53) English language learners broken down as follows: 29 in Dual Language, 1 in General Education, 12 in ESL-ICT and ESL Self-contained, 4 in ICT monolingual classes. There are seven (7) ELLs in Special Education self-contained classes.

It is interesting to note that the majority of our ELL students in kindergarten, second, third and fourth grades across the classes/programs (except Special Ed self-contained) scored at an advanced English language proficiency level. All ELLs in the first grade are at intermediate and advanced levels, and in the fifth grade they are at beginner or advanced levels. On the other hand, all ELL-SWDs in the Special Ed Self-contained classes scored at beginner or intermediate English language proficiency levels, and all newcomer ELLs across the grades are at the beginner level of English language proficiency as per the Lab-R. level. Therefore, our intervention services are mainly focused on the reading and writing modalities; however, emphasis is on all four modalities for the newcomers, ELL-SWDs and all other ELLs still at beginner and intermediate levels.

Additionally, the English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State exams. In fact, all our ELLs met the standards on the NYS ELA and Math this school year and scored at level 2 or higher on the Science assessment as well. It is noticeable that former ELL students are often outperforming the non-ELL students across the grades. The vast majority of our newcomer ELLs have met or exceeded the standards when taking standardized tests in their native language. On the other hand, the third grade dual language class will be taking the ELE (Spanish assessment) for the first time this year.

The overall performance data on the ELA and Math assessments shows that our ELL population should work on their linguistic and cognitive/academic language skills in the four English language modalities (speaking, reading, listening and writing) along with test taking strategies. Therefore, all teachers are focusing on the ELL students' linguistic demands through CCLS aligned Tier I instruction that incorporates scaffolding strategies and differentiated instruction.

b) School leadership and teachers of ELL students in grades 3-5 not only use the results of the ELL Periodic Assessments but also the ELA and Math periodic assessments (e.g. Performance Series), the data analysis on NY Start, SchoolNET, along with formative assessments for future planning and the implementation of intervention supports. In the lower grades, teachers of ELLs use the ELL Periodic Assessments, LAB-R, NYSESLAT, TCRWP Running Records and many other formative assessments (i.e. ReadyGEN literacy benchmark and unit tests, reading and writing logs; and GO Math benchmark and unit assessments, classroom observations and math logs) to inform instruction.

It is important to note that diverse assessments are needed to measure ELL students' language progressions in the four modalities -- reading/writing and listening/speaking. All ELLs receive the intervention supports as needed.

In general, the implications for the school's LAP and instructional policies are derived from the strengths and needs noted on the NYSESLAT along with the aforementioned formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, extended hours and the Saturdays CALLA program. We also offer additional support in listening and speaking language development for newcomer ELLs including an increased use of technology resources in the classroom, the computer lab and our multimedia center. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level.

c) The ELL data collected from the periodic assessments is used to assist our students in developing their linguistic and cognitive skills and achieve higher academic performance.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The ELL students take part in an RtI screening beyond their identification for ESL services to support language development. Newcomer ELL students are required by State rules as a first step in the universal screening process the completion of a Home Language Identification Survey (HLIS).

The RtI screening is used to assess whether the ELL student's literacy skills and competencies are meeting grade level benchmarks. When an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives Tier 2 targeted instructional support to strengthen development in this area. This support is delivered along with language support services.

To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, our RtI plan includes the following:

- Collaboration between classroom, content area and ESL/bilingual teachers to make lessons meaningful in Tier 1 instruction and to create Tier 2 targeted interventions within the integrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
- Analyze our Ells' performance data through TCRWP Running Records, Performance Series, ARIS, SchoolNET and STARS to make sound educational decisions/adjust instruction as needed and for progress monitoring.
- ESL/bilingual and cluster teachers also implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
- Ensure that teachers analyze and use the universal screening data that helps identify students' strengths and weaknesses in both literacy and math, to bolster their classes' Tier 1 instruction with scaffolding strategies for ELLs and minimize the ELLs' learning gaps.
- Use of bilingual dictionaries and content area glossaries, especially, in grades 3, 4 and 5.
- Provide and encourage teacher participation in professional development opportunities focusing on the CCLS aligned literacy and math instructional curriculum which integrates differentiated instruction for ELLs, RtI intervention strategies for ELLs, and technology CCL standards-based online/software programs.

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

First, we identify our ELL target population to ensure that our ELLs' second language development is considered in all instructional decisions. Briefly, when a new student is registered in our school the parent completes the Home Language Identification Survey (HLIS) to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. If the child does not score above the cut off score is then provided with ESL instruction as per CR Part 154 mandates. Additionally, all ELL students take the NYSESLAT in the spring every year. Students scoring below the proficiency level remain in the ESL program.

To provide the best language development support to our present and former ELLs at PS145M teachers from our general education, ICT, Special Education and Dual Language programs, as well as service providers of bilingual children, have been participating in ongoing professional development focused on ELLs. These PD opportunities that are facilitated either by our ELL Coordinator, the Office of English Language Learners, cluster network 406, among others, make possible the sharing of ESL best practices and strategies and are stressed throughout the building. For instance, over the past years we have noticed that our students score the lowest in the reading and/or writing sections of the NYSESLAT. Our focus has been in teaching specific writing and reading strategies to develop fluency and vocabulary to support ELLs (i.e. how to take notes, use graphic organizers to focus their writing, and strategies to use to support self-editing). Specifically, work on creating a variety of lessons to support writing about a main idea, how to write a topic sentence, write supporting paragraphs and a conclusion with ELLs is emphasized. Developing vocabulary in context and reviewing student work to see how the lessons are being utilized are key to our success in developing the students' second language. ELL students also participate in CCLS aligned computer based programs such as Skills Tutor and Imagine Learning to strengthen their listening and reading comprehension skills along with their vocabulary development. Furthermore, teacher of ELLs use small group instruction to assist students in reading and writing. Our school-wide ELA program, Ready GEN, provides differentiated strategies that help ELLs develop their fluency, reading comprehension as well as their listening, speaking and writing skills. All teachers of ELLs help to build the students' prior knowledge through interdisciplinary project based instruction in the areas of Social Studies and Science.

7. For dual language programs, answer the following:

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

a) The second language of the EP in the Dual Language program is assessed through ESTRELLITA assessments for Native Language Arts in grades K-2. In 2013-14, there will be a third grade dual language class taking the ELE for the first time. The EPs are also assessed in the second language (Spanish) through math and writing portfolios and informal assessments which include but are not limited to: conference logs, journals and readingfolders, among others.

b) EP students in the Dual language classes make consistent academic progress in the second language as determined by the ESTRELLITA's benchmark assessments. The proficiency levels of the EPs in third grade will be determined by the ELE exam.

c) The ELA and Math performance levels of the EPs in the third grade Dual Language class will be measured by the NYS ELA and Math tests in the Spring 2014.

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

The success of the bilingual program at PS 145 is measured based on ELL students' NYSESLAT results, their movement from one proficiency level to other, and across the four English language modalities. Also, we analyze all data available across the grades, for example, results of NYSESLAT, Math and ELA periodic assessments, TCRWP running records, among others. We expect all ELLs to make yearly academic progress on all State and Citywide assessments in literacy, math and the content areas as well as on the NYSESLAT.

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](#).)
P.S. 145 is a Pre-K through 5th grade school which provides ESL services (Push-in/Pull-out/Self-Contained and Dual Language Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher helps to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language (if other than English). If the child is identified as an eligible candidate for ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a qualified pedagogue proficient in the language.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given ELL periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non-Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

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.
The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. On the other hand, continued entitlement or non-entitlement letters are sent to parents of ELLs remaining or not in the ELL programs as soon as the results of the Spring administration of the NYSESLAT become available in ATS.

Initially, the HLIS is administered to all parents according to their home languages during the registration process. All students with home languages other than English as per the HLIS are administered the Lab-R within ten (10) days after registration. Once there is an ELL determination based on the Lab-R scores, parents receive a non-entitlement letter if their children pass the Lab-R, otherwise, they are invited to a Parent Orientation of newly registered ELLs. During the orientation, they receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form in their home languages. The Parent and ELL Coordinators inform parents with clarity and objectivity about the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. Also, a parent orientation video, available in nine languages, is used to effectively inform parents of newly registered ELL students their program choices. Parents are also provided

with information on the NYS Common Core Standards, NYS assessments, school expectations and the general requirements of the ESL programs at PS145M. Once parents complete their program selection forms the administration along with the ELL coordinator then place all newly registered ELLs according to parental choices. Since its inception at PS145M four years ago, most parents choose our Dual Language Program as their program choice. All meetings are translated in Spanish and any other parental home language when a translator is available. Finally, placement letters are sent home quickly and along the aforementioned parental notifications, they are maintained in a school binder in the office.

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

The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ELL Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

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

The criteria and the procedures followed to place newly identified ELL students in any of the bilingual instructional programs available at PS145M include as follows: 1) At the beginning of the school year, parents receive continued entitlement or non-entitlement letters to ELL programs as soon as the results of the Spring administration of the NYSESLAT become available in ATS. Additionally, once there is an ELL determination based on the Lab-R scores, parents receive a non-entitlement letter if their children pass the Lab-R or an invitation to a Parent Orientation of newly registered ELLs. At the orientation, parents are informed of the ELL program choices before completing their program selection forms. Then the administration along with the ELL coordinator place all newly registered ELLs according to parental choices and placement letters are sent home quickly. All of the aforementioned parental notifications are maintained in a school binder in the office. Also, parental notifications and meetings are translated in Spanish and any other parental home language when a translator is available; 2) Grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; 3) Inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights and additionally, 4) The Parent and ELL Coordinators organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.

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

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs each spring. The RLER report for students eligible for the NYSESLAT as well as eligible for Lab-R is generated to ensure that all ELLs are tested accordingly. The ESL teacher along with all teachers of ELLs create a plan for NYSESLAT test prep prior to its administration. Additionally, the NYSESLAT Periodic Assessments are administered each year and the results are used to minimize the students' learning gaps. Then, a testing plan is created in the Spring for the administration of the NYSESLAT's four modalities. The test is administered as per Assessment Memorandum #5 from DAPS as follows: First, ELL students are assessed in the Speaking component on an individual basis; then, school-wide testing conditions apply for the administration of the listening, reading and writing modalities in subsequent days by ESL and/or bilingual certified teachers; and last, the scoring of the writing component is done as per the new directives from DAPS. The NYSESLAT scores printed out from ATS in August/September are used to determine if the

student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Also, the AMAO report is carefully reviewed by the administration, the ESL/ bilingual teachers and all other teachers of ELLs to plan the instructional goals and monitor the students' English language progressions during the coming year. The NYSESLAT along with the AMAO data includes the proficiency levels in the 4 modalities (reading, writing, speaking and listening), the students' language development growth and their performance on NYS ELA and Math. However, ELL students who achieved English proficiency, therefore, no longer entitled to ESL services, still receive language development supports.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- All parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Dual Language and Freestanding English as a Second Language programs. Our Dual Language Program successfully educates native English speakers and English language learners with a curriculum designed to foster an appreciation for the students' own culture along with the cultures of others. In our Freestanding English as a Second Language program which includes the ESL Self-contained and ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL/Bilingual certified teachers effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Common Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave PS 145M.

The ELL program models offered at P.S.145 are aligned with parental requests. To continue aligning parental choice with our program offerings we do every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in both, the Dual Language and Freestanding English as a Second language programs.

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])?

Our program implements Dual Language and Freestanding English as a Second Language (ESL) which includes ESL Self-Contained classes and Push-in/Pullout ESL instruction. The language of instruction is English; however, in the Dual Language it is both English and Spanish. All ELL students in the Dual language kindergarten through third grade and ESL Self-Contained classes in grades 4 and 5 receive ESL instruction by ESL/Bilingual certified teachers as a part of their language development and daily academic instruction. Specifically, in Grade 4, ELLs are clustered in a classroom with a certified general education teacher, while an ESL certified teacher follows the Push-in model. In ICT, Special Education and general education classes ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogenous model in the Dual Language and ESL Self-contained classes and the homogeneous model by language proficiency within age parameters in the Push-in/Pullout program. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. The Ready Gen and GO Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support for the ELLs. We address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, the computer lab and promethean white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Imagine Learning, Renzulli Learning, Skills Tutor and Destination Math/Reading technology based programs we also develop ELLs' linguistic, cognitive and academic skills.

All our ELL students across grades K-5 are in heterogeneous classes and they are provided with adequate levels of ESL instruction throughout the school year to accelerate their English language development in the four modalities: listening, reading, writing, and speaking. The school directly provides other support services/programs that may be needed by ELL students in order to attain English language proficiency and maintain satisfactory levels of academic performance. These additional interventions include as follows: guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school, extended day, and the Saturday CALLA program.

Professional development for teachers of ELLs focuses on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to strengthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards. There is also ongoing articulation between classroom and ESL/bilingual teachers to effectively support ELL students in achieving English language proficiency so they can attain the same CCL standards established for all students across the grades. This communication plan helps to inform CCLS aligned ESL instruction.

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)?

Organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the

advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students in Dual Language and ESL Self-contained classes receive ESL services by ESL/bilingual certified teachers during their daily content area instruction. ELLs with IEPs in the Special Education Self-contained classes in grades K-5 receive ESL instruction by certified ESL or Bilingual Special Education teachers through collaborative planning for for small group ESL instruction. All other ELLs in ICT and general education classes receive ESL services by ESL and/or bilingual certified teachers through a Push-in/Pullout Model. In addition, ELL students in grades 3-5 participate in our Extended Day, After-School and/or Saturday CALLA programs with ESL/bilingual certified teachers. On the other hand, all ELL students in our Dual Language kindergarten through third grade classes receive NLA through the Two Way Immersion Model where there is 50%/50% instruction in English and Spanish in all content areas of the NYS core curriculum.

The content area subjects of the core curriculum for all students includes as follows: Literacy, math, science, social studies, technology, physical education and music.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL program, we utilize collaborative core curriculum planning in ELA, Math and other content areas between classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration among teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. In social studies, teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our Juanita Lorenzo Multimedia Center, the computer lab and Promethean white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL/Bilingual along with the general education teachers utilize ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding strategies and differentiated instruction are essential components of the instructional delivery for ELLs. Additionally, Tier I instruction incorporates language objectives to meet the ELLs' linguistic demands. The use of ESL strategies include but are not limited to: TPR, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, questioning techniques and academic accountable talk. In fact, the CCLS aligned Ready Gen and GO Math curriculums support differentiated instruction, provide scaffolding strategies and Tier II RtI interventions in targeting our ELL students. Students participate in guided, shared and independent literacy and math instruction along with mini-lessons. ESL and cluster teachers implement the sheltered English approach to deliver academic content area instructional support. In essence, we strongly target English language development across the grades and content areas by creating many opportunities for active meaningful engagement.

Finally, our performance data on ELA and math shows that our ELL population needs to work on their academic language skills and test taking strategies. Therefore, teachers are focusing on academic vocabulary development in both subject areas along with reading comprehension and writing skills during CCLS aligned classroom instruction. The performance on the NYSESLAT and other standardized tests also informs future planning for teachers of ELLs. Additionally, we actively support students throughout the work periods, do conferencing in and out of class, and administer informal assessments and running records for progress monitoring. ELL students are provided targeted small group instruction during extended day and after school to build on the common core literacy and math skills needed to succeed in all state assessments. Technology is also a key element in promoting ELL achievement and progress.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab. Students in Dual Language kindergarten and first classes implement the ESTRELLITA program. We use this programs' assessments to evaluate their native language. Additionally, ELL students in grades 3-5 take the NYS Math and science assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given ELL periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals and monitor the ELL student English language progressions during the coming school year. ELL students who achieved English proficiency, therefore, no longer entitled to ESL services, still receive language development supports.

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).

The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

Once SIFE students are identified, P.S. 145 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 145 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.
- We encourage student participation in literacy and math after-school programs as well as the Saturday CALLA program and other enrichment activities such as chess, Music Mentors and Family Literacy.
- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 3rd grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required to participate in our Extended Day program. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science assessments. Word to word dictionaries and glossaries are provided to support them on the Math and Science city and state assessments and translated versions of the test can be used as available. Otherwise, we provide a translator when the test has not been translated in students' native language. Students may also work in small groups with their classroom teachers to target specific areas of need, especially, for test taking skills practice.

c) Plan for ELLs receiving ESL support services 4 to 6 years. An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d) Plan for Long Term ELLs:

In elementary schools we have fewer long terms ELLs than across the grades up to high school. An analysis of their scores on the

NYSESLAT, ELA and Math assessments suggests that their problem is on reading and writing. Our action plan for this group involves:

- Monitoring the students' progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills.
- Participation in the school's literacy and math after-school and Saturday CALLA programs.
- Ongoing communication with parents to monitor their children's progress.

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

ELL-SWDs follow the core core curriculum as required for all students in the school. PS145's literacy and math instruction is provided through the research-based ReadyGEN English language arts program and GO Math. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, GO Math and ReadyGEN, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Imagine Learning, Renzulli learning, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills.

The school does periodic student progress monitoring through formative and summative assessments including Rtl's AimsWeb to identify and provide instructional support and/or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: Rtl small group Tier 2 and Tier 3 interventions, SETSS, ESL, Extended Day, Literacy and Math after-school, Saturday CALLA program, Wilson, Occupational and Physical therapy, Speech and language and Guidance counseling.

Briefly, the bilingual program at P.S. 145 provides ESL services as per CR Part 154 to its special education students. The latter are in Dual Language, ICT, Special Education Self-contained and general education classes in grades K-5. Many of our ELL-SWDs are in the mainstream ESL program under the guidance of the ELL Coordinator. Overall, there are 14 ELL-SWDs of which 5 students are in grades 3-5. Only 1 student in grade 5 is in a least restrictive environment. In grades K-2 there are 9 ELL-SWDs of which 3 are in Special Ed Self-contained and 6 in a least restrictive environment.

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?

PS145's policy for ELL-SWDs in least restrictive environments includes all of the above mentioned instructional strategies and materials. Our plan also includes:

- Collaboration between the classroom and ESL teachers, school psychologist, social worker, child study team and service providers.
- Monitoring newcomers and/or SIFE students for possible special needs status.
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates.
- Ongoing communication with parents to monitor their children's progress.
- Support for ELAND/ELL X-coded students and assist teachers through articulation

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Science:				

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

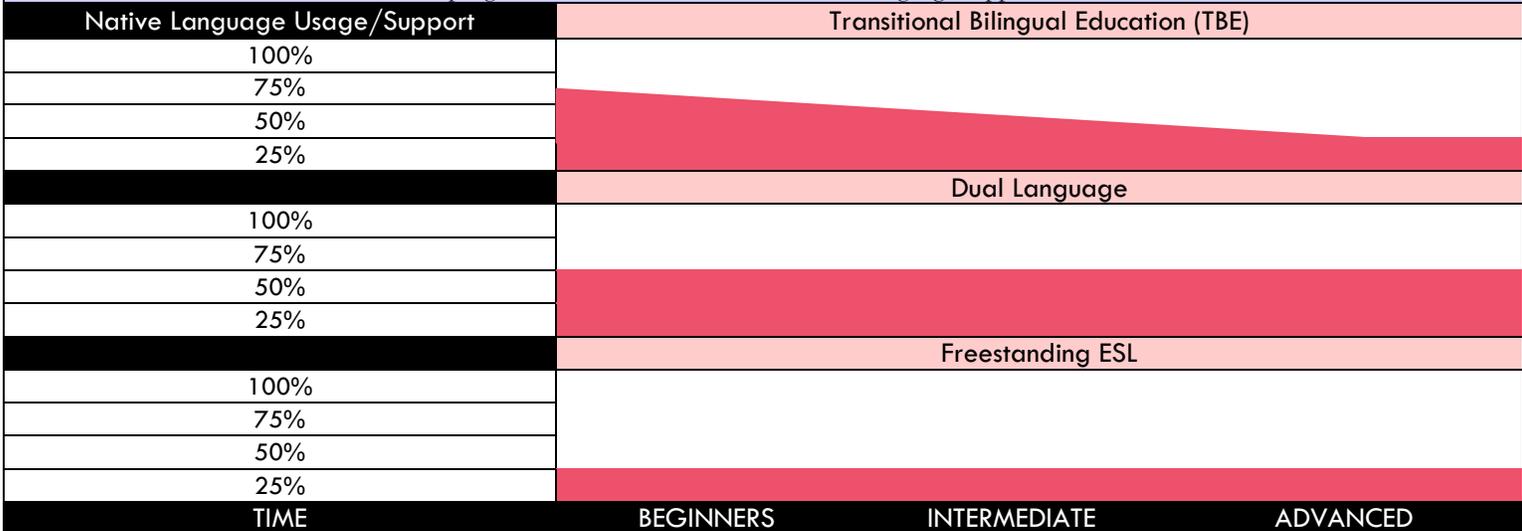
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for all ELLs at P.S. 145 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School, Wilson, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. The language of instruction and/or services is English and/or Spanish as needed. Our bilingual paras are assigned to work with ELL bilingual students with IEPs so they can serve as translators. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the ELL programs at PS 145 is measured by the progress shown on our ELL students' NYSESLAT results, the movement from one proficiency level to another, and across the four English language modalities. Also, as we analyze all data available across the grades, for example, results of Performance Series in Math and ELA, Periodic Assessments in School NET, running records, among others, we plan, monitor and adjust instruction to close the learning gaps of our ELLs in both content and language development. We support all ELLs and former ELLs' academic instruction and expect students to make yearly academic progress on all State and Citywide assessments in literacy, math and the content areas as well as on the NYSESLAT. Additionally, the development of ELLs' native language and the EPs' new language in the Dual Language program is measured through ESTRELLITA assessments for Native Language Arts (Grades K-2), and El Sol and the ELE (Grade3).
11. What new programs or improvements will be considered for the upcoming school year?
- Several new software programs are available for all ELLs. These include: Imagine Learning, Skills Tutor, Destination Math/Reading, and Renzulli Learning. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards, the computer lab and our Juanita Lorenzo Multimedia Center. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.
12. What programs/services for ELLs will be discontinued and why?
- None of the services and programs will be discontinued next year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, Wilson, chess, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, JCC Literacy and Math Program, After-School, Saturday CALLA, Family Literacy, Music Mentors and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5.
- In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, , Hispanic Heritage Celebration, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional Materials:

The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the research-based ReadyGEN English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement GO Maths, a curriculum that is CCLS aligned which also provides strategies to differentiate math instruction.

We enhance ESL instruction through computer software and online programs that include: Imagine Learning, Renzulli, Skills Tutor and Destination Math/Reading. Students use these programs to improve their vocabulary, phonics and comprehension skills in English. On the other hand, Promethean white boards support the multisensory needs of ELLs, especially, ELLs with disabilities. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, and New York State CCLS Ready English Language Arts and Math. Technology is also used to accelerate ELL students' English language development.

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

At P.S.145 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations.

In the Dual Language program the ESTRELLITA reading readiness program is used to develop Spanish language proficiency of all dual language participating students. The Skills Tutor online program in Spanish helps students develop their vocabulary, reading and math skills. We also use assessments in both languages including standardized exams, teacher made tests, portfolios, conferencing, projects and technology based reports. These assessments are aligned with state content and language standards, and program bilingual and bi-literacy goals as well as grade-level academic expectations. The latter are integrated into curriculum and classroom planning for language and literacy development and cross-cultural competence.

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

The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy, math and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, bilingual coordinator and the school's secretary. They conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

18. What language electives are offered to ELLs?

Students are permitted to use their native language with each other and bilingual dictionaries/glossaries can be used in the classrooms as well.

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)?

Response to questions a-e.

P.S. 145 provides Dual Language instruction in self-contained grades K-3 classes through a standards-based curriculum in both English and Spanish languages, enabling them to meet the NYS and city Common Core learning standards. The instructional

program focuses on developing bilingual/bicultural literacy. Experienced teachers in the Dual Language Program provide rigorous instruction to English proficient students and English language learners. They ensure the linguistic and cognitive/academic success of each child through the ongoing collaboration among students, parents and staff.

All Dual language students follow the same curriculum as required for all students in the school. The core curriculum includes daily English instruction in literacy and math and other content area subjects through the Two-Way Immersion Model in which 50%/50% is taught in English and Spanish. PS145's literacy and math instruction is provided through the research-based ReadyGEN English language arts program and GO Math. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, GO Math and ReadyGEN, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Juanita Lorenzo Multimedia Center, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Imagine Learning, Renzulli learning, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills. The core curriculum is aligned with the Common Core Learning Standards for NYC and NYS Native Language Arts, English Language Arts, English as Second Language, Social Studies and Science standards. Classroom leveled libraries are in both English and Spanish. Additionally, the ESTRELLITA reading readiness program is used to develop Spanish language proficiency of all dual language participating students. The Skills Tutor online program in Spanish helps students develop their vocabulary, reading and math skills. Students participate in special events that recognize the diversity of their cultural backgrounds.

Although the ideal situation is to have a perfectly balanced classroom, in which half of the students are Spanish native speakers and half are English proficient students, this may not be possible. At least one-third of the students who enter the dual language program at kindergarten are Spanish monolingual, one-third are Spanish/English bilinguals, and one-third are English monolingual.

The LAB-R, NYSESLAT, running records, math and writing logs are used as assessment tools for planning ESL instruction in the content areas to ensure that 360 minutes of ESL/weekly are provided to beginning and intermediate ELL students, and that advanced ELL students receive 180 minutes of ESL per week consistent with CR Part 154 ESL requirements. Other assessments in both languages include standardized exams, teacher made tests, portfolios, conferencing, projects and technology based assessments. The aforementioned assessments are aligned with state content and language standards, and promote our program bilingual and bi-literacy goals along with grade-level academic expectations. The school directly provides other support services that may be needed by dual language students in order to achieve satisfactory levels of academic performance. These additional support services and interventions include as follows: Rtl small group Tier 2 and Tier 3 interventions, guidance counseling, speech and language, occupational and physical therapy, SETSS, after-school and Saturday enrichment programs.

The teachers' professional development plan includes participation in professional conferences, for example, Children's First Network workshops, Dual Language Symposium and inter-visitation to other established programs. These professional training opportunities address effective ways of stimulating literacy, math and content area language development in the second language of both English and Spanish dominant students. As a result, English speakers will develop English language competency in speaking, listening, reading and writing without compromising academic performance by their involvement in a dual language program. Likewise, the English language learners will develop high levels of speaking, listening, reading, and writing ability in their native language without foregoing its development as they accelerate their English language development.

Because it is essential to have a community of parents that is committed to the program and work collaboratively with teachers and staff to strengthen it, we continue to build on our current parent involvement activities. A Saturday Family Academy will be expanded to support all parents. The Parent Library program installs parental skills directly related to parent-child relationships, promotes independent learning, personal involvement and capacitates parents to better prepare their children to learn. Ongoing workshops include second language lessons in Spanish and English so that parents can become familiar with both the language their child is learning and the process of second language acquisition. An additional resource for parents of dual language students is our bilingual children's library collections.

Parent orientations are provide for newly enrolled kindergarten and first grade dual language students/parents by the parent and dual language coordinators. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to Parent-teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

C. Professional Development and Support for School Staff

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

1. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by the Bilingual Coordinator, Children First Network and the NYCDOE Office of English language learners. Workshops and conferences have included: Designing Exemplary practices for ELLs, Beyond Assessment: Data Driven Instruction for ELLs, RtI for ELLs' Academic Success, Providing Native Language Support to ELLs, Content Area Strategies for the Mainstream Teacher of ELLs and Improving ELL Outcomes. Other in-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Imagine Learning, Skills Tutor, Destination Math/Reading and Renzulli Learning. Students use technology to accelerate their English language development. On the other hand, teacher training on Promethean white boards increases the technology resources that teachers have to differentiate instruction.

2. Professional development includes all the aforementioned opportunities. Additionally, there is ongoing training in the CCLS aligned ReadyGEN and GO Math (Spanish and English) new curriculums as well as our magnet program units for Social Studies and Science.

3. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that help them make the right choices.

4. The minimum 7.5 hours and 10 hours for special education teachers of ELL training is given for all staff accordingly. Every year, the ELL Coordinator/ESL teacher, the Children First Network and the NYCDOE Office of English language learners (OELL) provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.

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?

Questions 1 and 2

Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent and the ELL Coordinators to provide them with information about the Dual Language and ESL programs at P.S. 145. Parents are informed of program descriptions, instructional requirements and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under Part 154, parents of newly enrolled ELLs are also invited in the Fall and Spring semesters to Parent-Teacher Conferences to discuss student performance. Information shared with parents of ELLs includes: The Language Allocation Policy; the NYSESLAT, ELA, Math, and the Science state tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly PA (Parent Association) meetings and workshops. For example: computer workshops include Creating GoogleDocs, Getting to know Renzulli, Using My Skills Tutor and Destination Read/Math. All parents are also trained to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday Family Academy, holiday celebrations, NY Cares, school assemblies, and graduation ceremonies.

Flame's academic program and Attanasio/Lectorum's Dual language libraries were purchased to increase bilingual resources for parents. Flame's parent library program installs parental skills directly related to parent-child relationships, promote independent learning, personal involvement, and capacitate parents to come to school better prepared to learn. Our dual language parent library offers additional resources for parents, especially, for parents of children in the dual language program.

3. Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration do every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

E. Additional Information

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

Part VI: LAP Assurances

School Name: 145

School DBN: 03M145

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Natalia Garcia	Principal		9/23/13
Loushonda Mack	Assistant Principal		9/23/13
Carlos Salamanca	Parent Coordinator		9/23/13
Maria Ramirez	ESL Teacher		9/23/13
	Parent		
Sonia Lorenzi	Teacher/Subject Area		9/23/13
Barbara Iglesias	Teacher/Subject Area		9/23/13
	Coach		
	Coach		
Andres Reyes	Guidance Counselor		9/23/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M145 School Name: The Bloomingdale School

Cluster: _____ Network: 406

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

Part A: Needs Assessment Findings

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

At PS145M, we determine the best language to use when providing our parent population with appropriate and timely information by looking at the Home Language Identification Survey (HLIS) and the latter's informal interview section. Since almost all of our English Language Learners and at least 65% of our total school population are from Spanish speaking households we provide these parents all information in Spanish and English. It includes but it is not limited to school notices, announcements, report cards and IEP related materials. Among our many bilingual staff members who help facilitate information in both languages there are: a school secretary, an ELL and Parent Coordinators, a group of qualified Dual Language teachers, guidance counselor, school psychologist, social worker and educational assistants. During the Parent Orientations provided by Ms. Ramirez and Mr. Salamanca, the ELL and parent coordinators respectively, and based on the school's ELL target population, we found a small group of parents whose home languages are other than Spanish and English. These other languages are as follows: one of each- Chinese, Italian, Haitian Creole and French, and two Arabic. Although the home language surveys, parental letters, program videos and guides have been provided in their first language as well during the orientations, these parents have requested all school related information in English since at least a member of their household speaks English. Ms. Ramirez has spoken directly with members of these families to make sure that they prefer to communicate in English. In some instances, the parent coordinator has facilitated translators and translations to these families in their home languages as needed. At PS145 we continue to work to have translation services to better involve all families in the school community.

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.

Our findings show that we consistently continue to work with parents in households whose English is the primary language. On the other hand, if Spanish is the household's home language, the parents' written and oral interpretation needs are easily met through the diligent work of our bilingual parent coordinator along with a large number of Spanish-English speaking pedagogues and staff members who are trained to deal with parents, families and the immediate school community. We find that our Dual Language program continues to expand thanks to a consistent group of Spanish speaking families whose siblings and extended members of the family continue to enroll and opt into the program. As a result, our school's Spanish language population remains constant after four years with a Dual Language program. All PS145 school information and announcements are provided in Spanish and English. During our school tours, and parent principal chats, the Spanish translation is provided by Carlos Salamanca, our parent coordinator. Additionally, parents with home languages other than English or Spanish are aware that they can meet with Mr. Salamanca and/or Ms. Ramirez if they want a school announcement or letter translated into their first language. We use the NYC Department of Education's translation service to support these families with their written documents and/or by using the telephone translation service. While we have data on our ELLs' home languages and their many Spanish speaking families, we are working hard to provide translations services for families of English speaking students whose languages are other than English or Spanish. Up to date we know that all these families have at least one family member who speaks English. However, to ensure our communication with ALL family members we are in the process of collecting additional data. Because our school community is aware of the languages other than English/Spanish present in our school, Ms. Ramirez and Mr. Salamanca have been conducting a language survey among all staff members to facilitate, if possible, one on one communication with these additional family members. Our goal is to provide ALL families with the appropriate and timely translations and support when necessary or as requested by any family member.

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.

At PS145M, the school-wide parent communication is always conducted in both Spanish and English to meet the language needs of the English as well as the Spanish speaking parent population. Because many school community members including the administration, the ELL and parent coordinators, teachers, and educational assistants are fluent in English and Spanish, we work as a team to provide individual translations as needed. Additionally, translation is provided to families at parent workshops, parent teacher conferences, and other parent gatherings to ensure full access for all family members. We have found that in households whose home language is other than English/Spanish there is a parent or family member who speaks and reads English and can understand the school's communication in English. If necessary, we request the professional support of the NYCDOE Translation Services to help our school parents through telephone conferences or to transcribe documents in their home languages. As of today we have been able to provide all in-school translations making it more personal and comfortable for non-English/Spanish speaking families.

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.

Because more than 95% of our English Language Learners speak Spanish we rely mostly on the many PS145 staff members that are fluent in Spanish/English to provide individual translation services when needed. Also, the parent coordinator works to ensure that translation is available to all parents in a timely manner to make communication as smooth as possible. We have used the office of translation services to provide Arabic and Chinese translations, for instance, the use of a translator for an Arabic student taking the NYS Math test. Throughout the years, we have had telephone translations during parent teacher conferences as needed.

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>.

PS145's parent coordinator aims to provide ongoing appropriate and timely translations to better involve families in the school community. Also, we rely on the many bilingual staff members available to facilitate Spanish/English translation services as needed. We are doing every effort possible to make sure that we communicate with all our students' families in the languages that they understand. The schools' parent coordinator ensures that all families have equal access to the information provided. When families join the school community we take notice that materials can be translated into eight languages by the NYCDOE's Translation Services. For instance, we have electronic access of all School Rules and the Parents Bill of Rights in any of these eight represented languages. If a family speaks another language, our parent coordinator may call the translation unit to request an interpreter. We are working to provide signage throughout the building in Spanish and English as these are the two prevailing languages of the majority of our families. Periodically, the ELL and parent coordinators attend training from the office of translation services to ensure that we continue to meet the translation and interpretation needs of all the families.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: P.S. 145, The Bloomingdale Sch	DBN: 03M145
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: 52
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 5
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: Funding will be used to support 52 ELL/SWDs in Grades K-5 with additional time on task in cognitive academic language learning and development of reading, writing, listening and speaking in the content areas. ELL/SWDS will receive additional reinforcement in linguistic and academic skills through ESL teaching strategies, and webbased tutoring. Five (5) ESL/Bilingual certified teachers will provide the supplemental and direct services for 2 hours on Thursdays and Fridays for 8 weeks (48 Hours) to the 52 ELL students. StarFall and ABCYa are Webbased programs that will be used to engage students in contextualized listening, reading and writing skills development in math and social studies content. The programs provide individualized tracking and reporting of skills and language development. National Geographic Magazines will be use for content based reading, speaking and writing in informational text. Students will be required to develop 2 independent investigatory projects of interest which involve research, use of technology and oral presentation.

Part C: Professional Development

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

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

Begin description here: The Title III five ESL/Bilingual Teachers will engage in an initial 3 hour planning session to review ELL achievement data and IEPs, profile student needs and strengths, develop 4 instructional units and assessments incorporating linguistic and academic goals in the content area that will engage students in listening, speaking, writing, reading and use of the webbased StarFall and ABCya for ELLs/SWDs. Teachers will review the National Geographic Materials and plan for ESL scaffolding strategies that will support the students to understand the content and engage students in diverse responses to the text in their learning logs and projects. Teachers will receive Professional development on Cognitive Academic Language teaching and learning for ELLs that will be facilitated by the Principal and Bilingual Coordinator.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Title III will provide ELL parents of ELLs and ELL parents whose children also have disabilities will be provided with 2 Hour training sessions on the use of StarFall and ABCYa web based programs to be used at home or at the library for independent work with students. Additionally the parents will be provided with guidance on the citywide expectations for meeting the CCLS and its impact on the ELLs/SWD. The Bilingual Coordinator and Parent Coordinator will communicate to bilingual parents through backpacking bilingual notifications calendars, principal letters, and phone calls.

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 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	_____	_____

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.
Other	_____	_____
TOTAL	_____	_____