

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

School Name: YORKVILLE COMMUNITY SCHOOL, PS 151
DBN (i.e. 01M001): 02M151
Principal: SAMANTHA KAPLAN
Principal Email: SKAPLAN18@SCHOOLS.NYC.GOV
Superintendent: BONNIE LABOY
Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Samantha Kaplan	*Principal or Designee	
Kimberly Givner	*UFT Chapter Leader or Designee	
Nesli Ciner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Emily Copp	Member/ Teacher	
Jessica Suarez	Member/ Teacher	
Sindy Weisinger	Member/ Teacher	
Michelle Gallietta	Member/ Parent	
Suzanne Klein	Member/ Parent	
Nancy Martin	Member/ Parent	
Lori Levin	Member/ Parent	
Jackie Filler	Member/ Parent	
Martin Woodard	Member/ Assistant Principal	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To develop early-childhood literacy skills by providing students with a rich literacy program that supports a lifelong love of reading through varied experiences. By June 2015, 85% of our students will have moved at least three reading levels, as determined by the Teachers College Reading and Writing Periodic Assessment Program.

Comprehensive Needs Assessment

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

Based on the fact that we are an Early Childhood School with only two years of ELA testing data, it is necessary to set goals that require our students to make progress on assessment measures beyond the yearly state tests; and meet end of the year benchmarks in order to be on-track.

Instructional Strategies/Activities

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

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

1. Small Group Instruction: Students identified as far below or at-risk of falling far below grade level will receive small group support from teacher. They will receive any needed remediation in phonics as well as support in developing fluency. These students will receive this instruction through daily guided reading lessons, Interactive writing and Extended Day instruction and push-in/pull out AI support. Students identified as on target or exceeding expectation will receive accelerated instruction. Classroom teachers will differentiate instruction through planning of small group work, including extended day groups.
2. Professional Development: Classroom teachers work twice a month with a PTA-funded literacy consultant. She provides support in assessment, planning for rigor, and instruction. She is placing an emphasis on small group practices.

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

1. Principal, Assistant Principal. data specialists, teachers, Academic Intervention and ESL teachers, parent coordinator and staff developer.
2. Principal, Assistant Principal. data specialists, teachers, and staff developer

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

1. Assessment data - reading levels, comprehension rate, conferring notes, progress towards target standards; teacher observation and conferences.
2. Artifacts from professional development sessions, followed by observation of teacher practice.

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

1. September 2014- June 2015
2. September 2014- June 2015

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

1. Small Group Instruction is provided by Intervention and ESL teachers daily; common planning time for classroom teachers to work with AI/ESL teachers.
2. Monthly grade team meetings to discuss assessment tools and strategies, review data, and plan instruction based on formal data and analysis; weekly teacher meetings during Monday PD time to review student work and TC reading assessment data is collected 4 times a year, from teachers by the Data specialist.
Assessment Administration Timeline : September, November, January, March, May

Strategies to Increase Parental Involvement

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

- The school will host a curriculum meetings and provide a parent resource library.
- Classroom teachers will host Family Fridays and workshops with parents this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- The Parent Coordinator, teachers, and the staff developers will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that includes information on academic expectations and school philosophy on learning
- Parents will be trained on how to use ARIS Parent Link.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, YCS will increase by 25% the number of students achieving proficiency as measured by the NYS ELA exam.

Comprehensive Needs Assessment

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

A review of state and school-level assessment data shows that while many of our students are attaining proficiency in the state ELA exam, we still have room for improvement. With higher expectations and more rigorous state standards, continued, targeted support for these students is needed.

Instructional Strategies/Activities

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

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

1. Improving Instruction – classroom teachers will employ research-based strategies in day-to-day literacy instruction to support student comprehension of complex texts and increase exposure to academic language.

2. Professional Development - classroom teachers work monthly with the ELA coach to review student work and plan for rigor through purposeful assessments and instruction. Teachers meet in weekly grade team meetings to discuss assessment tools and strategies, review data, and plan instruction.

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

1. Principal, Assistant Principal, data specialists, teachers, ELA staff developer

2. Principal, Assistant Principal, data specialists, teachers, ELA staff developer

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

1. Unit / lesson plans, TC assessment data, formative teacher-made assessments, observation and feedback cycles

2. PD committee planning notes, artifacts from workshops, observations for implementation.

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

1. September 2014 through June 2015

2. September 2014 through June 2015

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

1. Informal / formal observation calendar, Teacher Leadership Program, AI / ESL programmed into student daily schedules as needed, TCWRP resources.

2. TLP, Monday PD time as per the UFT contract, common planning / team meetings programmed into teachers schedules, staff developer resources.

Strategies to Increase Parental Involvement

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

- The school will host curriculum and testing workshops for parents and provide parents with resources.
- Classroom teachers will host "family Fridays" to provide workshops and information sessions with parents throughout the year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator, teachers, AI providers and ELA staff developer will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

To create opportunities for parents to become more involved in child's education to ensure that families understand the correlation between attendance and emotional, behavioral and academic success and enhance their school experience. By June 2015, YCS will achieve a minimum average of 95% student attendance.

Comprehensive Needs Assessment

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

While YCS enjoys consistent attendance from the majority of students, we do have some chronic attendance issues with a subset of families. We aspire to have every student achieve minimum standard for attendance and hope to work with families to meet this goal.

Instructional Strategies/Activities

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

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

1. Monthly Newsletters: Administration and staff will compile monthly newsletters that provide overviews of the current and upcoming units of study focus strategies, and the importance of school attendance
2. Collaborative Problem Solving: Administration and Guidance will meet with families of students with 90% or lower attendance and implement collaborative problem-solving approaches to assist parents with attendance. They will receive support from outside specialists and the school guidance counselor.
3. Attendance Committee- Committee will meet monthly to review attendance data. Students will be flagged and a tiered outreach response protocol will be followed

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

1. Administration, school Secretary, Guidance Counselor, Parent Coordinator, Attendance Teacher, Classroom teachers
2. Administration, Guidance Counselor, Parent Coordinator, Attendance Teacher
3. Administration, school Secretary, Guidance Counselor, Parent Coordinator, Attendance Teacher,

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

1. Teachers will address attendance and its impact on instruction. Monthly unit overviews are supplied to share strategies and unit goals with families.
2. Individual student Reports are shared with families of students who are at-risk for or are chronically absent. Student assessment data is shared to show attendance and its impact on academic and social development. Outreach is provided to families who require more intensive support.
3. RESA Reports are run monthly and reviewed by attendance committee to assess increase/decrease in student attendance.

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

1. September 2014- June 2015
2. September 2014- June 2015
3. September 2014- June 2015

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

1. Templates provided for monthly newsletters
2. Parents provided multiple meeting opportunities to support their attendance at meetings. Follow up letters sent to update progress. Followup meetings held when attendance concerns continue.
3. Attendance Committee- Committee will meet monthly to review attendance data. Students will be flagged and a tiered outreach response protocol will be followed

Strategies to Increase Parental Involvement

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

- The guidance counselor, principal, parent coordinator, and attendance teacher will meet with parents about attendance and punctuality.
- The guidance counselor provides outreach for families to support attendance and punctuality.
- The school will create and distribute a parent handbook that explains the importance of attendance, school hours, and academic and social development expectations
- Parents will be trained on how to use ARIS Parent Link.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson/ Foundations, Words Their Way, interactive writing, shared reading, F & P Reading Intervention Program	Small Group, One-to –One During School Day, Extended Day (Per Session asd, Targeted AI	During and Before
Mathematics	TERC, Math in the City, Georgia	Small Group, One-to –One During School Day, Extended Day, Targeted AI	During and Before
Science	FOSS, Interactive Shared reading and writing	Pre-teaching / re-teaching, reinforcement of non-fiction comprehension strategies, strategies to decode and comprehend complex texts in small group or 1:1	
Social Studies	Integrated Units of Study with a focus on non-fiction text	Pre-teaching / re-teaching, reinforcement of non-fiction comprehension strategies, strategies to decode and comprehend complex texts in small group or 1:1	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Caring School Community	Whole Class, Small group	During School Day, Breakfast, Lunch

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- 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 00	Borough Manhattan	School Number 151
School Name Yorkville Community 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 Samantha Kaplan	Assistant Principal Martin Woodard
Coach	Coach
ESL Teacher Marta Zagare	Guidance Counselor Kimberley Givner
Teacher/Subject Area Elyssa Spiegel	Parent
Teacher/Subject Area	Parent Coordinator Lori Resner Mcdermott
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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	485	Total number of ELLs	32	ELLs as share of total student population (%)	6.60%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	0
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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
Dual Language										0
ESL	30		0	1		1	1		1	32

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	30	0	0	1	0	1	1	0	1	32
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	2	1	4									11
Chinese														0
Russian	1		1											2
Bengali														0
Urdu														0
Arabic	1	1			2									4
Haitian														0
French			3											3
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	1	4	1	2	3									11
TOTAL	6	6	8	3	9	0	32							

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2		0	4									8
Intermediate(I)	2	2	2	1	2									9
Advanced (A)	2	2	6	2	3									15
Total	6	6	8	3	9	0	32							

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	3	1			4
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
YCS uses Teacher's college (TCRWP) and periodic assesments to assess the early literacy skills. The measurements are used for student reading assessment. Our goal is to have students improve by three reading levels over the course of the school year. The majority of students last year surpassed that goal. Eighty percent of students moved at least three levels. The greatest level of growth seen was

eleven reading levels, and the lowest was one. Teachers observed that students who did not meet their reading goals required oral language development. English language learners had difficulty moving multiple reading levels. Student attendance also played important role in their performance. In the coming year we will focus on bringing our English language learners to grade level benchmarks. Teachers met bi-weekly to reflect on student data collected, and to write curriculum that would challenge students, and bring them to the next level. Teachers have continued professional development, both internally and with our Aussie staff developers. The TCWRP will be the uniformed assessment to monitor student growth in reading and writing, for the 2013-2014 school year. All teachers are trained on the implementation of the periodic assessment systems using TCRWP. Bi-Monthly administration and data collection of TCRWP and the use Assessment Pro enables teachers to observe trends cross classes and grades. Teacher assessment shows that Beginner ELLs are performing below grade level in content areas, however, most Intermediate and Advanced ELLs are performing at grade level. Closer alignment of ESL instruction with classroom curricula can be accomplished through continuous communication and coordination between the ESL Teacher and classroom teachers.

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

Data patterns across proficiency levels and grades reveal several tendencies. Data show steady student progress and moving up in proficiency levels, however the pace tends to differ. Most YCS students test out of the program within three years (last years test out rate was 27%). Half of our ELL population is advanced level. For most of them this will be their third year in the program so based on the data analyzed most of the advanced level students are expected to test out.

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

NYSESLAT modality analysis shows students made a great deal of growth in listening and speaking while in reading and writing modality their gains were not as high as expected. The review of this data helped us make necessary changes in our instructional practices such as shifting our focus to developing reading and writing strategies, that would help students to become more independent readers and writers.

4. For each program, answer the following:

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

Teacher assessment shows that Beginner ELLs are performing below grade level in content areas, however, most Intermediate and Advanced ELLs are performing at grade level. Closer alignment of ESL instruction with classroom curricula can be accomplished through continuous communication and coordination between the ESL Teacher and classroom teachers. Our students have not taken tests in their native languages. Native language is used when possible with beginner level students, especially in upper grades where more abstract information needs to be processed. We use online dictionaries and other electronic educational documents that are content appropriate (eg. National Geographic has Spanish version of the magazine and the tasks).

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](#).)

We look at the data gathered through formal and informal assessments on familiarity and exposure to English, the degree of proficiency in English and the native language where applicable. Beyond screening and identification for ESL services to support language development, the ELL students also take part in RtI screening to assess whether their literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student will receive targeted instructional support in this area. Teachers deliver explicit intervention to ELLs by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reaching out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA CCSS, using chants, songs, as well as teaching through practices where students participate in unit of study and topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc.

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

Flexible grouping is consistently used. Strategy building lessons are taught on a daily basis (How to choose a just right book, etc.) Concept of print, phonemic awareness and decoding is provided to students in small groups. We use guided reading groups using comprehension, fluency and vocabulary and phonemic awareness. Concept of print, phonemic awareness and decoding is provided to students in small groups and one to one. Implementation of research based strategies that support all learners. Teachers identify students not making progress and falling behind by using assessments and conferencing. Teachers teach reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through different content areas including science. We are providing

additional drill and practice in reading fluency for students with limited decoding skills. Comprehension skills are matched to the students reading levels.

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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use data from all the assesments (running records, TCRWP, baselines, NYSESLAT) to track student progress and guide our program evaluation. For some of our students it takes longer to show growth on a formal assesments so we also include the information on how well students are adapting to the different enviroment and culture in our school. Most YCS ELL students test out of the program within three years (Last years test out rate was 27%).

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](#).)
In our school when parents come to register a child and they indicate it is the first time the child is registering in a NYC public school, the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HLIS was not filled out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.
If the child is truly a new admit; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HLIS. If there is a need for a translator, the school provides one. If there is no staff member or parent volunteer who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.
After the HLIS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HLIS. The LABR is administered to the student within ten school days from registration date.
Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary. Parent coordinator (PC) is notified. The PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak language other than English. Translation is provided for the parents if needed.
At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offered at the school, the parent is informed that the program is not offered at the school that school year. The parent is informed of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and opt for the second choice until their school has the appropriate number of requests to open the program they've selected. For parents who do not attend Parent's Orientation Meeting at given time an individual meeting is set up with parents. If parents are not able to attend the meeting a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During parent information session ELL teacher explains options offered in our school and also shows DOE video explaining options. At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offered at the school, the parent is informed that the program is not offered at the school that school year. The parent is informed of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and opt for the second choice until their school has the appropriate number of requests to open the program they've selected. For parents who do not attend Parent's Orientation Meeting at given time an individual meeting is set up with parents. If parents are not able to attend the meeting a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator.

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 ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

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. Students are placed based on their test results and modality needs (e.g. speaking and listening or reading and writing) as well as parent program choice. Information from parent survey and program selection forms is used to update ELPC screen on ATS as soon as forms are returned to school but no later than 20 days after registration. In the beginning of school year school wide orientations are organized and during school year individual meetings are set up with parents of newly enrolled ELLs. When available/ or if needed (by parent request) we provide information in native languages however we have come across opposite requests - we have provided information in native language and parents request it in English instead.

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.

Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compared to the ELL coordinator list and discrepancies are corrected. ELL coordinator together with Assistant Principal plan and schedule slots for all modalities, arrange proctors and train them. Ensure that the CD players are available for the listening part. During the test we make sure that all the guidelines of test administration manual are followed.

Any student who was entitled as per the HLIS and LAB-R to receive ELL services will take the NYSESLAT test that year. Beginning of next school year all students that took NYSESLAT will receive entitlement or non entitlement letter based on their results. Letters are sent home with students explaining results and further actions and a copy is kept on file with ELL coordinator.

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](#)

The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is registered and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. No names or selection are disclosed. As soon as the school has enough requests to offer a particular program, parents are notified that a new program now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' requests. We continue to monitor parents' requests so we can align the programs offered at our school with parents' choices. 99,5 % of parents in previous years have requested ESL as their first choice.

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])?

At all levels, the ESL teachers utilize a variety of methods to reinforce concept; phonics flash cards, electronic dictionary, maps, computers, DVDs and listening centers all to increase vocabulary. Phonics, basic skills and content is taught through Readers and Writers Workshop. The monolingual teacher uses the mini-lesson for Reader's Workshop with scaffolding techniques and frontloading vocabulary. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. Teachers plan specifically for language within the structure of the Balanced Literacy mini-lesson provides for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. It reinforces listening/speaking skills, reading skills and writing via the student book with authentic literature, utilizing authentic literature that provides a balance of fiction and non-fiction.

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)?

The organization model consists of a push-in and pull-out model. Students are clustered by proficiency levels (LAB-R and NYSESLAT scores). Where more than one proficiency level per group is necessary, Beginners will be grouped with Low Intermediate students and High Intermediates will be grouped with Advanced students. Beginner and Intermediate students will receive 360 minutes of ESL instruction per week, while Advanced students will attend ESL classes for 180 minutes per week.

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.

Our plan focuses on reinforced content area instruction where students receive academic intervention/support in growing as an English Language Learner. In addition, these students are targeted for Academic Intervention in a reading/math pull out small group instruction. All teachers are trained in ESL methodologies to support ELL growth.

Content areas are addressed by making teachers aware of the necessary modifications for ELLs as well as training teachers to use ESL approaches. Teachers use these strategies to differentiate instruction for ELLs. ELLs are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by-side in instruction. Literacy materials during balanced literacy are often utilizing content area books and texts.

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

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teacher uses Periodic assesment as one of the tools as well as data that has been gathered by classroom teachers (running records, TC) and ongoing informal evaluation.
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).

Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into an after school program for SIFE, as well as receive academic intervention services throughout the day. PS 151 currently has no SIFE students. However, PS 151's plan for the SIFE population includes a strict, content-based approach to language acquisition to help compensate for their missed time in school in addition to the in-place ESL methodologies. The plan for newcomers is to provide as much academic language and English instruction as possible. Newcomers are receiving the ELL mandated services. Instruction is scaffolded and differentiated by all teachers to meet students academic needs. The plan for long term ELLs is to use various assessments from all teachers as well as the ESL teacher to identify areas of weakness and plan instruction based on academic area of need with increased academic rigor. ELLs with special educational needs are provided with additional modifications specific to their IEP and identified needs. ESL teacher and Special Education teachers and special service providers (speech, OT, PT and guidance councilor) meet regularly (once a month) to discuss and implement ESL strategies to help students accelerate their learning.

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?

Various instructional methods are used to make content comprehensible to enrich language development. A balanced literacy approach is in place that follows Teacher's College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffolded for the individual student and their proficiency ability. All lessons provide students with social and academic language development that stimulates student's own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Teachers also incorporate various components of the SIOP model during instruction. Teachers provide students with English instruction that is just a little above their comprehension or ZPD. Teachers are aware that for newcomers being exposed to a new language can cause anxiety which is why the affective filter is low in order for the input to be noticed. Total Physical Response (TPR) is used as well as an emphasis on making input more comprehensible.

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?

When scheduling we ensure that no academic enrichment (92nd street Y programs, chess, choir, Salvadori, Lego Robotics, field trips, visiting artists) or special services (Speech , Ot, PT) or specials (art, music, dance, PE, science) overlap so that all ELLs are exposed to maximum variety to achieve and attain English profeciency within least restricitve environment. We also use Wilson Language Basics (Foundations), Words their way for English language Learners, National Geographic literacy programme that is secifiacly geared towards attaining language proficiency.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

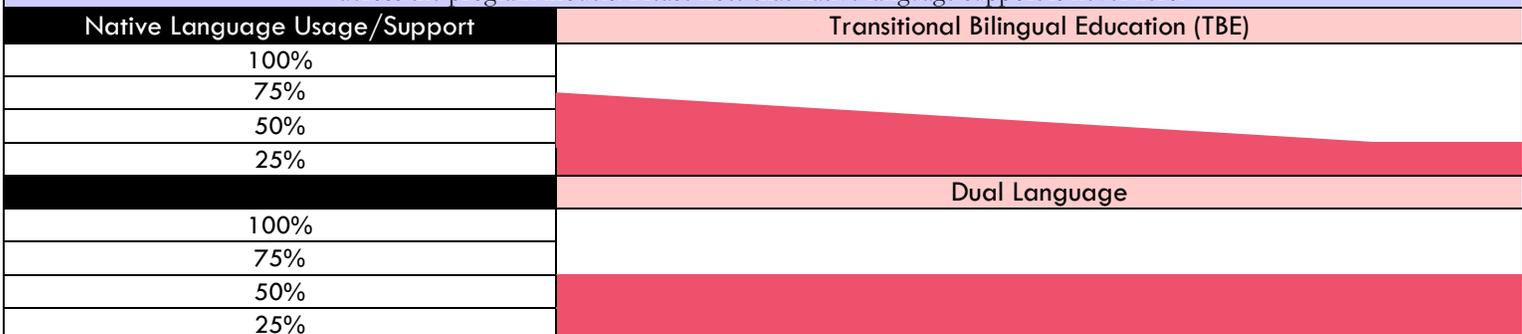
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Teachers deliver explicit intervention to ELLs by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reaching out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA CCSS, using chants, songs, as well as teaching through practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc.

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

Flexible grouping is consistently used. Strategy building lessons are taught on a daily basis (How to choose a just right book, etc.) Concept of print, phonemic awareness and decoding is provided to students in small groups. We use guided groups using comprehension, fluency and vocabulary and phonemic awareness. Concept of print, phonemic awareness and decoding is provided to students in small groups and one to one. Implementation of research based strategies that support all learners, including students struggling with math concepts. Teachers identify students not making progress and falling behind by using assessments and conferencing.

Teachers teach reading strategies, such as comprehension, main idea, phonemic awareness, syllabication through different content areas including science. Providing additional drill and practice in reading fluency for students with limited decoding skills. Comprehension skills are matched to the students reading levels.

Readers and Writers Workshop model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners. :

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

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

No programs or services will be discontinued.

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

ELLs have equal access to all enrichment programs offered in our school. We offer academic enrichment (92nd street Y programs, chess, choir, Salvadori, Lego Robotics, field trips, visiting artists) or special services (Speech , Ot, PT) or specials (art, music, dance, PE, science). We also use Wilson Language Basics (Foundations), Words their way for English language Learners, National Geographic literacy programme that is secifiacly geared towards attaining language proficiency.

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

At all levels, the ESL teachers utilize a variety of methods to reinforce concept; phonics flash cards, electronic dictionary, maps, computers, DVDs and listening centers all to increase vocabulary. Phonics, basic skills and content is taught through Readers and Writers Workshop. The monolingual teacher uses the mini-lesson for Reader's Workshop with scaffolding techniques and frontloading vocabulary. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. Teachers plan specifically for language within the structure of the Balanced Literacy mini-lesson provides for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. It reinforces listening/speaking skills, reading skills and writing via the student book with authentic literature, utilizing authentic literature that provides a balance of fiction and non-fiction.

Currently there is Freestanding ESL program in the school based on parent survey choices. No programs will be discontinued hence there is no need for that.

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

Native language support is delicered on as needed basis (using online programs where aplicable (google translator as it offeres voice option), printed materials and visuals with more familiar images to students from their respective geographic areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Curriculum used is varied based on age level/ ability level. Words their Way curriculum specifically developed for ESL instruction/students. Foundations curriculum designed for ELL's also used. Students are grouped by age/ grade and proficiency level. We have two age groups (K-1 and 2-4 grade) and two levels within each age group.
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.
Meet and Greet for families of newly enrolled ELLS and bi-monthly family Fridays
18. What language electives are offered to ELLs?
YCS does not have any language electives yet.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

We will continue to plan differentiated staff development based on staff needs, mandates, learning walks, observations, consultant and Network feedback. We will continue to use the information gathered from the goals and objectives collected from the teachers in the fall, as well as the one-to-one conferences held with individual teachers' mid-year and end of the year, to plan staff development. We will continue the process of assessing our staff development through grade meetings, discussions with Aussie consultants, teacher feedback, conducting walkthroughs, learning walks, and taking an in depth look at student work on a regular basis. The outcomes of the aforementioned will determine next steps in the planning of staff development that focuses on lesson planning, fortifying conferring, using conference notes to plan instruction, using student assessment results to drive instruction, concept development within the content areas, creating academic rigor in the thinking curriculum, using the CCSS, and the teachers' perception of moving from sub-standard work to standard meeting work.

PS 151 plans to have a number of professional developments in the Spring of 2014 on how to develop language and content goals during planning, and explored strategies for: building background knowledge, developing content vocabulary, differentiating instruction to accommodate academic and linguistic differences; promoting interaction among students, scaffolding content and tasks in ways appropriate to the linguistic levels of the students providing comprehensible input during instruction, and assessing learning through two languages.

In addition, our CFN Network will provide staff development for monolingual teachers who worked with the ELLs but did not have as much experience or training as bilingual and/or ESL teachers. This work will be ongoing this year and will be applied towards our mandated 7.5 Jose P. hours.

This year the ESL Teachers will continue to receive training at the CFN Network Level, on working with ELLs. They will use the knowledge acquired to support teachers with the instruction of ELLs, turnkey for other teachers and plan professional development.

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?

Beginning of the year:

- Family information session
- Continue to establish Parents Association Executive Board and support elections and new members.
- Family curriculum night
- Social events to build community
- Disseminate school calendar, what to expect in Kindergarten, and Family Handbook to entire community

During the year:

- Monthly parent/guardian meeting with general PA and Executive Board as per bylaws.
 - Monthly newsletter informing parents of Curriculum being covered by grade
 - Workshop conducted by school Guidance Counselor
 - School-wide activities and parent outreach/invitations to participate in student presentations and performances
- Semi-monthly family Friday events that focus on parents/guardians as learning partners.

In addition, we will provide parent workshops conducted by school staff and specialists, including:

- Math Investigations
- Literacy with Staff Developer and Teachers
- Social Emotional Learning with Guidance Counselor
- Information on special education means and how we meet the needs of our students
- Science and Social Studies Discovery
- Reading support including ESL strategies
- Parents as Arts Partners

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M151 School Name: Yorkville Community School

Cluster: 1 Network: CFN 103

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.

In our school when parents come to register a child and they indicate it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is truly a new admit; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

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.

After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date. Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into an after school program for SIFE, as well as receive academic intervention services throughout the day. Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary. Parent coordinator (PC) is notified. The PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents if needed.

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 the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offered at the school, the parent is informed that the program is not offered at the school that school year. The parent is informed of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and opt for the second choice until their school has the appropriate number of requests to open the program they've selected. For parents who do not attend Parent's Orientation Meeting at given time an individual meeting is set up with parents. If parents are not able to attend the meeting a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compared to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year. Beginning of next school year all students that took NYSESLAT receive entitlement or non entitlement letter based on their results. Letters are sent home with students explaining results and further actions.

The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is registered and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. No names or selection are disclosed.

As soon as the school has enough requests to offer a particular program, parents are notified that a new program now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' requests. We continue to monitor parents' requests so we can align the programs offered at our school with parents' choices.

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.

If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation.

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>.

If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The Translation and Interpretation Unit shall:

- (a) translate such critical communication in a timely manner, in each of the covered languages; and
- (b) work with the office responsible for the critical communication to make such translations available to the schools.

Our School will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

When the Translation and Interpretation Unit, a school, or office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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: Yorkville Community School	DBN: 02M151
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III Enhance Language Proficiency Program will take place before school starting December 1st through June 1st. The program will run three times a week from 7:40am to 8:40 am (one hour) on Wed/Thu/Fri. The program targets third, fourth and fifth grade students who have not met the NYSESLAT and/ or ELA and Math NY State tests. We will have three groups of students, each group working with one of our Three ESL certified teachers utilizing "Words Their Way". Words their Way is word study for phonics, vocabulary, and spelling instruction. Students develop a general knowledge of English spelling. Teachers will teach how to examine words in context through active exploration using a hands-on, manipulative approach. Students will also discover generalizations about spelling, instead of just spelling rules. Teachers will teach the regularities, patterns, and conventions of English orthography needed to read and spell. One day a week the teachers will work on test preparation. Teachers will use "Getting Ready for the NYSESLAT" books. All activities will focus in all four modalities to enhance language acquisition and increase test scores. Language of instruction is English.

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: For our Professional Development we'll have two different programs:

1. We will do a book study of "Classroom Instruction that Works for English Language Learners" for all teachers in the building. The three ESL teacher will serve as a facilitator for these sessions. This activity will commence on December 1st and will run though June 1st. Teachers will meet in group of 9 with one of the certified ESL teachers every other Monday during Professional Development time. They will discuss chapters in the book and its application in their classes as well as providing direct instruction on

Part C: Professional Development

strategies they use in their classes and the outcomes to students performance.

2. In addition, Thirteen teachers in grades 3, 4, and 5 will also meet on the first Thursday of February and last Thursday in May, afterschool, for an hour; from 3:00pm to 4:00pm. Teachers will meet as a whole group to share successes and experiences in using strategies learned and how to build on it. Teachers will be paid per session out of Title III funds for the two times they meet after school.

Part D: Parental Engagement Activities

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

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

Begin description here: Enriching parent engagement activities and securing appropriate translation and interpretation services through parent workshops/ meetings for all ELL parent. Meetings will take place once a month in the afternoon on the 2nd Tuesdays of the month for an hour, run by one our ESL teacher, Marta Zagare. Parents will be notified by email and a note in the homework folder. Letters are translated in the parents main language.

These workshops will cover topics of interest for new to NYC ELL parents: Criteria for Exiting and Placing Students in ELL Programs, September; Second Language Acquisition, October; BICS and CALP, November; How to Navigate NYC DOE (e.g. middle school applications), December; Help with School Work and HomeWork), January; How to Get Most of Parent Teacher Conferences (also explaining report cards), February; State Testing, March; Selecting to Books and Reading with Children at home; April; Summer Months- Ways of helping your Child with Language Development, Summer Programs, May; Celebrating students' Accomplishment, June. All workshops will be run by one of our ESL certified teachers, Marta Zagare.

Refreshment will be served during this meetings, and translation and/or interpretation provided.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9,066	Before school program: 3 teachers x \$51.51 x 46 sessions x 1 hour each = \$7,108.38 Professional Development: 13 teachers x \$51.51 x 2 sessions x 1

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		hour each = \$1,339.26 Parent Workshop-Tuesday pm 1 Teacher x \$51.51 x12 sessions=\$618.12
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. 	\$1,884	NYSESLAT Prep: Getting Ready for the NYSESLAT 3-10 pack of books x \$303.00 = \$909 Professional Development: Book Study 39 books x \$25 each=\$975.00
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$250	Parent Meetings: 10 meetings x \$25 for refreshments=
TOTAL	\$11,200	_____