

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

**School Name:** BILINGUAL BICULTURAL MINI SCHOOL P S 182  
**DBN (i.e. 01M001):** 04M182  
**Principal:** ALICE HERNANDEZ  
**Principal Email:** [AHERNANDEZORTIZ@SCHOOLS.NYC.GOV](mailto:AHERNANDEZORTIZ@SCHOOLS.NYC.GOV)  
**Superintendent:** ALEXANDRA ESTRELLA  
**Network Leader:** LUCIUS YOUNG

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Alice Hernandez	*Principal or Designee	
Carmen Rodriguez	*UFT Chapter Leader or Designee	
Sandra Pedroza	*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	
Nydia Melendez-Casa	Member/ Teacher/ Facilitator	
Monica Proano	Member/ Teacher/Time Keeper	
Yasmine Garcia	Member/ Teacher / Co- Chair	
Ellen Andres Ablir	Member/ Parent/ Co- Secretary	
Dulce Illescas	Member/ Parent/Chair	
Tatiana Pedroza / Margarita Pareja	Member/ Parents	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By June 2015, the medium adjusted growth percentile in ELA will increase to 38% from 28% as reported in the 2104 NYC DOE Progress Report School Quality Snapshot.

### **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.

Student performance in grades 3-5 on the 2014 New York State ELA reported 28% of students at Levels 3 and 4. The results reflect no increase nor decrease in performance not only in the objective portion of the test but also performance in the extended writing component. Comparing the Fountas and Pinnell Running Records Results from the Spring 2013 to the Fall 2014 administration, there was some increase in students at or above level in most grades with the exception of the ELLs in some grades. These results showed a decrease of students at or above grade level in reading. The results point to continuing to build on the existing reading and writing curriculum to provide more opportunity for students to meet the more rigorous demands of the Common Core standards in literacy and informational writing across the grades. The Common Core Writing Standards expects” that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas and they should address demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” The new shifts in the Common Core Standards call for complex text, academic vocabulary, content-rich non-fiction and informational texts.

In the spring of 2013, the New York City Department of Education identified specific standards to be taught that would prepare students to read and comprehend informational text in content areas of study. By the Fall of 2013 the DOE rolled out a new Reading Instruction Program, Ready Gen. Teachers have been implementing the prescribed units of study that are specifically aligned to the Common Core Standards. More specifically, in grades 3-5 students are expected demonstrate understanding of text by referring to explicit details. In order to meet these instructional expectations for grades K-5 in our school, in grade 3 students will be expected to refer explicitly to the text to answer questions. Students in fourth and fifth grades will be expected to draw inferences from the text. The City Wide expectations also include students in grade s 3-5 explaining and summarizing key details from the text. Teachers in grade K-5 will integrate social studies content in the form of informational text for the read aloud, shared reading and independent reading. All these skills and strategies will be taught through the implementation of the Ready Gen instructional Reading Program.

Beyond meeting the Citywide expectations, it is our goal to provide opportunities for students to demonstrate what they learn through tasks that are performance based. Ultimately, the tasks will allow students to demonstrate independent transfer based on benchmarks and standards in the area of reading both literature and informational texts. In order to meet the citywide expectations, teachers will conduct assessments that will require students to utilize the skills and strategies through different components of the literacy period linked to the units of study in reading informational text and literature.

These are portions of the components of Ready Gen.

### **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**

Sept – June: Teachers grade plan curriculum units aligned to the DOE Instructional Expectations and the Common Core Standards which include performance based tasks and assessments for each unit of study.

- All classes participate in 135 minutes literacy, program using the Reader's and Writer's Workshop Model with an optional component of Social Studies content being integrated into the literacy block with a focus on vocabulary, poetry and non-fiction aligning to the Common Core Curriculum Standards of 50% Non-fiction content and 50% Fiction content.
- Academic After school for grades 3-5 in reading that begins in January and ends in March –Title I
- Assess and identify students for Tier II academic intervention from October- November.
- Tier I and Tier II Academic Intervention through the Reading Specialist. Sept-June
- Three running records conducted throughout the school year which includes reading non- fiction text as well as an optional writing on demand assessment
- QRI screening conducted by the Reading Specialist to attain more student data for AIS students
- Administer diagnostic testing with the following instruments: Acuity, and Continental Press E-LAP
- Daily conferencing with students during independent reading and writing
- Independent reading period that increases 10 to 30 minutes by end of second grade and to 60 minutes by the end of 5th grade
- Open Court Phonics Program for grades k-2
- Classroom Teacher provides TIER I activities in the classroom to differentiate for students who need additional support
- Teachers grade plan units of study aligned to the revised NYC DOE scope and sequence and the Common Core Standards which include performance based tasks and assessments for each unit of study.
- November-April: Title III After school Program
- September – June: Bilingual Transitional Program of instruction for all bilingual classes K-5
- Sept: Teachers examine results of the 2012-13 Progress Report
- Sept-June: Teacher and students establish goals for each student in reading, writing, social studies, science and math with benchmarks.
- Sept-June: Teachers' conferences with students and more frequently with spotlight students.
- Oct-May: School Intervention Team meets monthly to discuss special education referrals meets monthly chaired by the Ms Harper
- Grade teams look at student work monthly using the Atlas protocol.

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

Ready Gen PD

- 2 Special Education Teachers

- CFN Network
- 16 Classroom Teachers K-5
- 6 Afterschool Teachers
- School Intervention Team
- 6 Grade Facilitators
- Literacy Coach
- Reading Intervention Teacher
- Network ELA, Math and Special Education Reform PD

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

- Literacy Block (Ready Gen Period Writer's Workshop Independent Reading Block)
- Fountas & Pinnell Benchmark Administration (Oct, Feb, April, June)
- Teachers and Administrator Goals and Objectives Conferences
- Tier II Services-End of cycle and ELA assessment – January – May
- Three Focused Walkthroughs and Feedback – Sept, January and March
- LABR – (NYS, IT, ELL) New entrants administrations
- Grade Teams PD – Accountable Talk, Questioning and Decision, Providing Effective Feedback
- NYSESLAT Results
- Grade Team Curriculum Planning
- Ready Gen PD

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

- Literacy Block-135 minutes (Ready Gen Lessons – 5x a week, Writer's Workshop Independent Reading Sept.-June)
- ELA Baseline and Benchmark Assessments – Sept. –June
- Academic Afterschool – Dec – march 2x a week
- School collaboration Team – 3-4x a month – Sept. – June
- Ready Gen PD – Oct, Jan. and March
- Grade Curriculum maps – Sept/Oct, Nov./Dec., Jan./Feb., Mar./April, May/June
- Special Education Reform Team
- Grade Teams 2-3x a week based on common prep schedules
- Bilingual Transitional Program 1x a month
- Grade Team Professional Development Sessions – monthly schedule from Oct. - June

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

Prep Schedule that supports mutual grade planning time and one weekly grade team inquiry team meeting

- Prep schedule that supports an AIS program 2-3x a wk
- Monthly Per diem programming to release teachers to PD
- Per session afterschool for Title III ESL and Academic Afterschool
- CBO Afterschool program for 2nd grade students
- CBO Tutoring Program for 2<sup>nd</sup> grade students
- Network Special Ed Reform PD for IEP team
- Reading Specialist as ELA point person and Testing Coordinator
- Network Special Education Instructional Specialist
- Network Common Core Instructional Coach
- PD monthly schedule with Principal and AP
- Per session activity to support ELA , Bilingual Transitional and Behavior Management Team inquiry work

**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).

Parent Curriculum Night- September

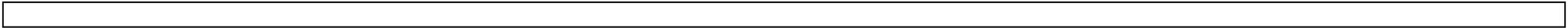
- Parent Association Executive Board meets monthly with principal to develop agenda for general parent meetings
- Monthly General Parent Association Meetings
- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents
- Parent Teacher Conferences- Nov, March and June
- DOE School Environment Survey-March
- School wide Parent Coordinator
- School Leadership Team- Meets Monthly
- Parent Association and Parent Coordinator Sponsored Workshops and Training
- Title I PA Committee Workshops
- Conduct monthly 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

**Budget and Resource Alignment**

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

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



## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, the medium adjusted growth percentile in Math will increase to 56% from 46% as reported in the 2103 NYC DOE School Quality Snapshot.

### **Comprehensive Needs Assessment**

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

Our school's results in the 2014 New York State Common Core Mathematics exam showed an increase in performance of 17% compared to the previous year. Our plan of action to continue with the full implementation of the Common Core Standards in Mathematics and the Department of Education Instructional Expectations for 2014-15 school year. To meet the goal, we will continue using Go Math. This program combines teaching approaches with components that offer everything needed to address the rigors of Common Core State Standards for Mathematics.”

All math units are developed to meet the learning shifts in Mathematics Common Core Standards. The Common Core Standards describe expectations for all students to develop expertise in the processes and proficiencies in mathematics learning

By implementing units of study aligned to the Common Core Standards and executing grade level performance tasks and assessments, math learning will become more focused and coherent which will lead to a deeper understanding of mathematical practices and content while also providing opportunities for students to demonstrate their mathematical knowledge and skills in this discipline, Structuring mathematical learning around these two constructs will give students more access to achievement and ultimately translate into improved performance on standardized

### **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**

- Sept. – Oct.: Daily minute block of instruction daily that features components of the workshop model
- Classroom teacher provides TIER 1 activities in the classroom to differentiate for students who need additional support
- Sept. – June: Bilingual Transitional Program of instruction for all bilingual classes K-5
- Sept.: Teachers examine results of the 2013-14 State Exam
- Sept. – June: Teacher and students establish goals for each student in reading, writing, social studies, science and math with benchmark.
- Sept. – June: Teachers' conferences with students in math and more frequently with spotlight students.
- Sept. – June: Teachers documenting feedback on student's performance tasks
- Oct. – May: School Intervention Team meets monthly to discuss special education referrals meets monthly chaired by the school's social worker
- Sept. – June: Teachers grade plan curriculum units aligned to the Common Core Standards and the DOE Instructional Expectations which include
- Performance based tasks and assessments for specific units of study in mathematics.
- Sept. – June: Grade level inquiry team meetings to discuss student work and assessments data. Team also identifies TIER I and TIER II services needed for spotlight students.

Sept. – June: Math Coach for grades K-5

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

1. 2.Special Education Teachers
2. CFN Network
3. Classroom teachers, K-5
4. RTI Team, After school Teachers
5. School Intervention Team (SIT)
6. Grade Facilitators
7. Math Coach
8. 9. Grade Planning/Grade Inquiry Teams

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

- Go Math! Program
- Baseline Assessments Grade 3-5
- Math Benchmark Assessments (DOE & Rally)
- Teachers and Administrator Goals and Objectives Conferences
- Tier II Services—End of cycle and Math Assessment—Jan., May
- Three Focused Walkthroughs and Feedback—Sept., Jan., March
- LABR—(NYSTL) new entrants administrators
- Grade Team PD—Accountable Talk, Questioning and Discussion, Providing Effective Feedback, Socratic Circles, Number Talks
- Math Common Core State Tests—June results
- NYSESLAT Results
- Grade Team Curriculum
- Go Math Professional Development

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

- Go Math! Block September-June 10X a week
- Go Math! Journal Writing
- Math Baseline and Benchmark Assessments (September-June)
- Academic Afterschool—Jan.—March (2X a week)
- RTI meetings 3X a month (Sept.—June)
- Go Math! PD—Oct., Jan., March

- Grade Curriculum Units (Sept/Oct, Nov/Dec, Jan/Feb, March/April, May/June)
- Bilingual Transitional Inquiry Team
- Professional Development and Implementation of Number Talks
- Grade Team Professional Development Sessions. Dec-June

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

- Prep Schedule that supports mutual grade planning time and one weekly grade team inquiry team meeting
  - Prep schedule that supports an AIS program 2-3x a week
  - Monthly Per diem programming to release teachers to PD
  - Per session afterschool for Title III ESL and Academic Afterschool
  - CBO Afterschool program for 2nd grade students
  - CBO Tutoring Program for 2<sup>nd</sup> grade students
  - Network Special Ed Reform PD for IEP team
  - Reading Specialist as ELA point person and Testing Coordinator
  - Math Cluster Teacher as math point person
  - Network Special Education Instructional Specialist
  - Network Common Core Instructional Coach
  - PD monthly schedule with Principal and AP
1.  Per session activity to support ELA , Bilingual Transitional and Behavior Management Team inquiry work

**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).

- Parent Curriculum Night- September
  - Parent Newsletter Oct.- June
  - Parent workshops focusing on Mathematics Standards
- Parent Association Executive Board meets monthly with principal to develop agenda for general parent meetings
- Monthly General Parent Association Meetings
  - School wide Parent Coordinator
- School Leadership Team- Meets Monthly
- Parent Association and Parent Coordinator Meetings
- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents

Parent Teacher Conferences- Nov, March and June

DOE School Environment Survey-March

***Budget and Resource Alignment***

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

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

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, 60% of all students in grade K-2 will achieve grade level standard or above as measured by the Fountas & Pinnell Reading Assessment as compared to 45% on level in June 2014 By February 50% of students demonstrate mastery of movement on the Fountas & Pinnell Reading Assessment

#### **Comprehensive Needs Assessment**

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

The Common Core Reading and Writing Standards expect that “students gain adequate exposure to a range of texts and tasks, demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas and they should address demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.” The new shifts in the Common Core Standards call for complex text, academic vocabulary, content-rich non-fiction and informational texts.

In order to meet these instructional expectations for grades K-5 in our school, the students in grades K-2 will engage in asking and answering questions about details in informational text. In grades K-2 students will be expected to answer questions about key details in a text. Teachers in grade K-2 will integrate social studies content in the form of informational text for the read aloud, shared reading and independent reading.

Beyond meeting the Citywide expectations, it is our goal to provide opportunities for students to demonstrate what they learn through tasks that are performance based.

Ultimately, the tasks will allow students to demonstrate independent transfer based on benchmarks and standards in the area of reading both literature and informational texts. In order to meet the citywide expectations, teachers will conduct assessments that will require students to utilize the skills and strategies through different components of the literacy period linked to the units of study in reading informational text and literature.

#### **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**

Strategies/activities that encompass the needs of identified subgroups

- Sept – June: Teachers grade plan curriculum calendars aligned to the DOE Instructional Expectations and the Common Core Standards which include performance based tasks and assessments for each unit of study.
- All classes participate in 135 minutes literacy, program using the Reader’s and Writer’s Workshop Model with an optional component of Social Studies content being integrated into the literacy block with a focus on vocabulary, poetry and non-fiction aligning to the Common Core Curriculum Standards of 50% Non-fiction content and 50% Fiction content.
- Academic After school for grades 3-5 in reading and math that begins in January and ends in March –Title I
- Assess and identify students for Tier II academic intervention from September to October.

- From October to June provide Tier I and Tier II Academic Intervention through the following programs; Wilson, Read Naturally, SRA Corrective Reading Kit and Reciprocal Teaching
- Monthly ELA Data Inquiry Team Meetings- Focused on vocabulary acquisition research and resources in order to publish a teacher's handbook
- Three goals and objectives teacher conferences with the Principal and Assistant Principal throughout the year
  1.  Three running records conducted throughout the school year
    - QRI screening conducted by the Reading Specialist to attain more student data for AIS students
    - Administer diagnostic testing with the following instruments: Acuity, and Continental Press E-LAP
    - Monthly RTI Team Meetings to address referrals and plan Tier I and Tier II intervention
    - Daily conferencing with students during independent reading and writing
    - Independent reading period that increases 10 to 30 minutes by end of second grade and to 60 minutes by the end of 5th grade
    - Wilson intervention program for mandated SETTS students
    - Open Court Phonics Program for grades k-2
    - Classroom Teacher provides TIER I activities in the classroom to differentiate for students who need additional support
    - Teachers grade plan units of study aligned to the revised NYC DOE scope and sequence and the Common Core Standards which include performance based tasks and assessments for each unit of study.
    - November-April: Title III After school Program
    - September – June: Bilingual Transitional Program of instruction for all bilingual classes K-5
    - Sept: Teachers examine results of the 2012-13 Progress Report
    - Sept-June: Teacher and students establish goals for each student in reading, writing, social studies, science and math with benchmarks.
    - Sept-June: Teachers' conferences with students and more frequently with spotlight students.
    - Sept-June: Teachers documenting feedback on student work- Book Study of How to Give Effective Feedback
    - Oct-May: School Intervention Team meets monthly to discuss special education referrals meets monthly chaired by the School Social Worker
  2.  Grade teams look at student work monthly using the Collaborative protocol.

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

- Ready Gen PD
- Special Education Teachers
- CFN Network
- Classroom Teachers K-5
- RTI Team

- Afterschool Teachers
- Bilingual Pupil services Interns
- School Intervention Team
- Grade Facilitators
- Literacy Cluster Program
- Academic Intervention Tier II Services

1.  Network ELA, Math and Special Education Reform PD

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

Fountas & Pinnell Benchmark Administration (Oct, Feb, April, June)

- Baseline Assessments – Grade 3
- ELA Benchmark Assessments (DOE and Rally)
- Teachers and Administrator Goals and Objectives Conferences
- Tier II Services-End of cycle and ELA assessment – January – May

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- Three Focused Walkthroughs and Feedback – Dec, January and March
- LABR – (NYS, IT, ELL) New entrants administrations
- Grade Teams PD – Accountable Talk, Questioning and Decision, Providing Effective Feedback
- NYSESLAT Results
- ELA Inquiry Team Vocabulary Handbook completed and Presented in March
- Bilingual Transitional Program Inquiry Team
- Grade Team Curriculum Planning

6.  Ready Gen PD

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

- Literacy Block-135 minutes (Ready Gen Lessons – 5x a week, Writer’s Workshop Independent Reading Sept.-June)
- ELA Baseline and Benchmark Assessments – Sept. –June
- Tier III Afterschool – Dec – March 2x a week
- Academic Afterschool – Dec – march 2x a week
- RTI meetings 3x a month – Dec-March
- School collaboration Team – 3-4x a month – Sept. – June
- Ready Gen PD – Oct, Jan. and March
- Grade Curriculum maps – Sept/Oct, Nov./Dec., Jan./Feb., Mar./April, May/June

- Special Education Reform Team
- Grade Teams 2-3x a week based on common prep schedules
- ELA Inquiry Team 2-3x a month from Oct.-June
- Bilingual Transitional Program 1x a month

1.  Grade Team Professional Development Sessions – monthly schedule from Oct. - June

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

- Prep Schedule that supports mutual grade planning time and one weekly grade team inquiry team meeting
  - Prep schedule that supports an AIS program 2-3x a wk
  - Monthly Per diem programming to release teachers to PD
  - Per session afterschool for Title III ESL and Academic Afterschool
  - CBO Afterschool program for 2nd grade students
  - CBO Tutoring Program for 2<sup>nd</sup> grade students
  - Network Special Ed Reform PD for IEP team
  - Reading Specialist as ELA point person and Testing Coordinator
  - Network Special Education Instructional Specialist
  - Network Common Core Instructional Coach
  - PD monthly schedule with Principal and AP
1.  Per session activity to support ELA , Bilingual Transitional and Behavior Management Team inquiry work

**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).

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 PIP template is provided on pages 11 through 15 in this CEP.

- Parent Curriculum Night- October
- Parent Association Executive Board meets monthly with principal to develop agenda for general parent meetings
- Monthly General Parent Association Meetings
- Title I Parent Association Committee
- Interim Student Progress Reports sent home to parents
- Parent Teacher Conferences- Nov, March and June
- DOE School Environment Survey-March
- School wide Parent Coordinator
- School Leadership Team- Meets Monthly

- Parent Association and Parent Coordinator Sponsored Workshops and Training
- Title I PA Committee Workshops
- 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; Workshop for Parents include Crochet Class, Healthy Cooking, Math, Reading/Writing, Science, Social Studies,
- Bullying, ARIS, English Class.

***Budget and Resource Alignment***

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

x	Tax Levy	x	Title IA	x	Title IIA	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 #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**

6.

#### **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**

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

6.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• A review and analysis of data is conducted in order to identify students in need of AIS support. This includes data from running record assessments and other formative and summative data.</li> <li>• For the current school year all students who demonstrated low performance as determined by the New York State Department of Education are automatically programmed for targeted Academic Intervention Services. These students include all Level 1 and Low Level 2 performance.</li> <li>• Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified.</li> <li>• Several research-based intervention programs are used to support students in reading. In previous years Reading Recovery teachers provided at-risk first graders with daily individual specialized support. Due to continued budget constraints, the Reading Recovery program</li> </ul>	<ul style="list-style-type: none"> <li>• When a student needs more intensified academic intervention, student need are reviewed by the classroom teacher and the grade team. An Intervention Plan is developed which includes specific goals. Timelines are established to support monitoring of student progress. Targeted students are scheduled for Tier II services according to their individual needs.</li> <li>• Budget constraints have impacted the number of academic intervention providers available to support student progress. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. Tier II and Tier III intervention services are provided during the school day in individual or small groups.</li> <li>• Intervention Plans are developed and student progress is closely monitored by the classroom teacher and the grade team.</li> </ul>	<p>Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to the an academic after school program that supports targeted student.</p>

	<p>remains on hiatus. The program will be reestablished once budget allocations are restored. The Wilson Reading Program is used to improve decoding skills</p> <ul style="list-style-type: none"><li>• The Reading Intervention Teacher will target students performing on levels 1 students and the Low Level 2s.</li><li>• Budget constraints have impacted the academic intervention providers available to support student progress. We will use the NYU student partners and America Reads students to provide to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Tier II and Tier III intervention services are provided during the school day in individual or small groups.</li><li>• Intervention Plans are developed and student progress is closely monitored by the classroom teacher.</li><li>• All AIS providers are using the</li></ul>	<ul style="list-style-type: none"><li>• Teachers provide Tier I individual and/or small group differentiated instruction for students struggling with reading and/or writing in their classrooms. Teachers set individual goals for targeted students, and monitor progress according to established timelines. If a student does not demonstrate adequate progress, the teacher refers the student to an academic after school program supports targeted students.</li><li>• Guided Reading groups are established to provide both Tier I and Tier II support.</li><li>• SRA Corrective Reading Comprehension Skills and SRA Decoding Strategies are two additional research based resources that are currently being used for Tier I intervention.</li><li>• Reciprocal Teaching remains an important component in improving reading comprehension.</li><li>• AIS providers closely examine the Common Core Learning Standards for ELA and Mathematics in order to identify what foundational skills are needed in order to develop a plan for individual students. This supports developing highly specific plans for all students in need of Tier I, II and III services.</li></ul>	
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	<p>refers the student to the an academic after school program supports</p> <ul style="list-style-type: none"> <li>• Guided Reading groups are established to provide both Tier I and Tier II support.</li> <li>• SRA Corrective Reading Comprehension Skills and SRA Decoding Strategies are two additional research based resources that are currently being used for Tier II intervention.</li> <li>• Reciprocal Teaching remains an important component in improving reading comprehension.</li> </ul>		
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• In order to identify students who are in need of AIS support, a complete review and analysis of data is conducted.</li> <li>• Grade level inquiry teams meet to discuss student performance on the grade level. Students in need of academic intervention services are identified.</li> <li>• For the current school year all students who demonstrated low performance as determined by the New York State Department of Education are automatically programmed for targeted Academic Intervention Services. These students include all Level 1 and Low Level 2 performance.</li> <li>• Differentiated activities from Marilyn Burns "Do the Math" is one resource used to support the intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Students in need of academic intervention services are identified.</li> <li>• Teachers provide Tier I individual and/or small group differentiated instruction for children struggling with mathematics in their classroom.</li> <li>• Teachers set individual goals for targeted students, and monitor progress according to established timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget constraints have impacted the number of mathematics academic intervention providers. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. Tier II and Tier III intervention services are provided during the school day in individual or small groups. Intervention Plans are developed and student progress is closely monitored by the classroom teacher. Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Mathematics.</li> <li>• Teachers set individual goals for targeted students, and monitor progress according to established</li> </ul>

	<ul style="list-style-type: none"> <li>• Students in need of academic intervention services are identified. Teachers provide Tier I individual and/or small group differentiated instruction for children struggling with mathematics in their classroom. Teachers set individual goals for targeted students, and monitor progress according to established timelines.</li> <li>• Budget constraints have impacted the number of mathematics academic intervention provided. In order to maintain Tier II support, all teachers are interventionists as members of a grade level inquiry team. Cluster teachers and other support staff provide Tier II support to targeted students. Tier II and Tier III intervention services are provided during the school day in individual or small groups. Intervention Plans are developed and student progress is closely monitored by the classroom teacher.</li> </ul>		<p>timelines.</p>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Science.</li> <li>• Teachers set individual goals for targeted students and monitor progress according to established timelines.</li> <li>• Tier II and Tier III support includes support in reading informational Text</li> </ul>	<p>Science support can occur in Tier I, II, and III as part of the Literacy program.</p>	<p>The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Science within the classroom.</p>

<p><b>Social Studies</b></p>	<p>Teachers provide Tier I individual and/or small group differentiated instruction for children struggling in Social Studies. Teachers set individual goals for targeted students and monitor progress according to established timelines.</p> <p>□ Tier II and Tier III support includes support in reading information text</p>	<p>The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Social Studies.</p>	<p>The Common Core Learning Standards for Informational Text K-5 and the appropriate writing standards of the Writing Standards K-5 are used to support student success in Social Studies within the classroom.</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Social worker provides at risk Small groups small group sessions are conducted counseling services to 14 students to address issues such as social skills, attention focus, anxiety, anger management, and behavior management skills.</p>	<p>Small groups</p>	<p>Small group sessions are conducted during the school day.</p>

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

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

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

**Title I Status**

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

**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.

Our staff is almost entirely bilingual and bicultural, and most have spent the majority of their careers at BBMS. Many of our teachers and administrators have educated generations of families which has created a true sense of community and has fostered trust and confidence in our ability to educate and care for their children. This sense of community is reflected in the number of years the majority of the staff has served this school community.

Sixteen of the twenty five members of our faculty have been teaching in our school for a minimum of ten years We attribute the high retention rate of our teaching staff to the strong professional development program, which addresses teacher needs, and strengths, as well as a strong mentoring program. Our partnership with the City University of New York student teaching program contributes to our recruitment efforts. In addition, the principal and assistant principal are instrumental in building capacity within the staff. Teachers are afforded opportunities to chair committees, spearhead new instructional approaches, and conduct primary research on the best teaching techniques currently available. Lastly, but very important there is shared vision among staff that sustains staff stability .Regarding teacher assignments, teachers are given a preference sheet at the end of the school year and through administrator and teacher dialogue, teacher assignments are made. The goal of this process is to ensure that all teacher assignments are made so that students will most benefit from the teacher's experience, qualifications and expertise. Currently 100% of all teaching staff is highly qualified.

The following professional development will take place throughout the school year.

- September-Individual teacher goal planning and observation selection conferences conducted. Review of Danielson components were referenced during the conferences to identify individual and school wide goals.
- ELA Inquiry Team composed of seven staff members. The team's focus is on publishing a teacher handbook on vocabulary development based on the latest research and resources to strengthen our current vocabulary program..
- CFN Network support in grade teams creating units of study in literacy and math that meet the Common Core Standards and the DOE Citywide Instructional Expectations for 2014-15 school year. A network achievement coach meets two-three times a month with the third grade team to assist in the planning of the units of study using the principles of Universal Design of Learning.
- A school collaboration team was formed last year to meet the NYC DOE Special education Reforms.. The team meets to discuss IEP services and monitor progress of student with IEPs. The goal of the team is to develop and organize school resources (programming, services and certified personnel) that will meet the needs of all IEP students .The team will also complete " A Shared Path to Success " action plan to ensure a cohesive program of services for all students with IEPs.
- Monthly grade level inquiry team professional development sessions focused on Questioning and Discussion Techniques-Sessions will be devoted to the attributes of this component in Danielson's Framework through classroom observation , video observations and modules on ARIS and book study of Number Talks and Socratic Circles.
- Sept – April: Three goals and objectives teacher conferences with either the Principal or Assistant Principal
- Sept-June: two to three weekly scheduled grade level inquiry teams which consists of specific instructional planning activities. Each grade team consists of grade teachers and support staff .The teams plan units of study that include the Dept. of Education Instructional Expectations aligned to the Common Core Shifts in English Language Arts and Mathematics, and use the ATLAS protocol to look at student work..
- IPE team trained all teacher in the use of the SESIS system that documents all activity related to special education services for students with IEPs NYC DOE or CFN Network training offerings and workshops ( Respect For All Training, ESL, ELA & Math Common Core Standards, Charlotte Danielson Teaching Framework, Performance Based Assessments, Response to Intervention, Special Education Reforms)
- Focused inter class visitations throughout the school year
- Mentor assignments for one new teachers and mentoring schedule from September to June.
- Bilingual Transitional Program inquiry team that meets three times a month . The team will study the latest research on Dual Language education to

inform their instructional practices.

- Grade level teacher teams attend all training sessions on the new Literacy and Math curriculums. ( Ready Gen and Go Math)

### **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).

- Grade teams plan monthly units based on the new Common Core literacy and math programs (Ready Gen and Go Math)Curriculum mapping of monthly science and social studies units aligned to the Common Core Standards
- CFN Network professional development series in the following: Common Core Standards in ESL, ELA and Math September -June
- Grade level teacher teams attend all training sessions on the new literacy and math curriculums. ( Ready Gen and GoMath)- July- June

### **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.).

School Wellness Committee- ( Mighty Milers Program, Youth Bucks Program, )

- Union Settlement Tutoring Program
- Manhattan Youth Baseball Program
- Music Cluster Program K-5
- After school Piano Classes
- SEA/CASA Theater and Dance Program
- Concrete Safaris
- Mount Sinai Pediatric Children's Clinic K-5
- Randall's Island Soccer Program- Grade 5
- Asphalt Green Swimming Program
- Team Building Cluster Program K-5
- School wide Attendance Incentive Program K-5

### **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.).

- School screening process to identify reading and writing readiness for all incoming kindergarten students.
- Parent school tours with local head start programs hosted by the Assistant Principal and /or Parent Coordinator.
- Turning five special education evaluation process for entering kindergarten students.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

A committee was formed to identify assessments that would be used to determine city and state measures of performance. The committee was composed of six teachers representing all grades level (K-2 and 3-5) as well as teachers who teach other disciplines. The committee reviewed assessments identified by the state and city as well as universal assessments used at the school level. The committee selected from each category to measure student progress.

Through teacher teams, professional development is provided to analyze assessment results listed below in order to inform instruction.

1. State ELA and Math Results – Item Skills Analysis
2. New York City Performance (Baseline and Benchmark) Assessments – Individual student's performance
3. Fountas & Pinnell – Miscue analysis to provide conference support to student during independent reading.
4. Go Math Pre and Post (Unit) Tests – Class and individual student testing performance
5. Ready Gen – End of Unit Performance Based Assessment

### **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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$253,639.98	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$195,192.00	X	See action plan
Title III, Part A	Federal	\$14,448.00	X	See action plan
Title III, Immigrant	Federal	\$2,390.00	X	See action plan
Tax Levy (FSF)	Local	\$1,948,156.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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Tax Levy (FSF)	Local	\$1,948,156.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

**Important Note:** The following funds may not be consolidated:

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- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>182</b>
School Name <b>P.S. 182 The Bilingual Bicultural School</b>		

### 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 <b>Andrea Hernandez</b>	Assistant Principal <b>Wanda Fontanez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Marisol Rodriguez</b>	Guidance Counselor <b>Sarah Martin</b>
Teacher/Subject Area <b>Jennifer Martinez</b>	Parent <b>Omari Ojeda</b>
Teacher/Subject Area <b>Diana Gomez</b>	Parent Coordinator <b>Maria Torres</b>
Related Service Provider <b>Aimee Jimenez</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>379</b>	Total number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>31.66%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	109	ELL Students with Disabilities	22
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	109	4	16	11	0	6				120
Dual Language										0
ESL										0

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		
<b>Total</b>	<b>109</b>	<b>4</b>	<b>16</b>	<b>11</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>120</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	23	23	14	21	16								120
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>14</b>	<b>21</b>	<b>16</b>	<b>0</b>	<b>120</b>						

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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)	7	3	5	2	6	3								26
Intermediate(I)	3	6	10	0	11	2								32
Advanced (A)	13	14	8	12	4	11								62
Total	<b>23</b>	<b>23</b>	<b>23</b>	<b>14</b>	<b>21</b>	<b>16</b>	<b>0</b>	<b>120</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	11	6	0	0	17
4	2	4	5	1	12
5	2	6	0	0	8
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	13		5		1		0		19
4	2		3		8		3		16
5	6		4	0		0			10
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		0		9		7		16
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.  
The students in our school are assessed in early literacy skills using the Fountas and Pinnell Benchmark Assessment System. The students in Kindergarten are assessed in Spanish. This year's results showed that 19 students were at level AA and 4 students were not ready to be tested. The students in First Grade are assessed in Spanish. The results showed that 14 students scored level AA, 4 students

scored level A, 2 students scored level B, 0 students scored level C, and 3 students scored level D. The students in Second Grade are assessed in Spanish and English. In English, the results showed that 4 students did not reach a level A in English, 7 scored level A through level C in English, and 12 scored level D through level G in English. In Spanish the students ranged from level A to level L. The results indicate that the students are learning how to read in their first language at a more advance rate than their native language in kindergarten through second grade. In second grade, the students are scoring higher in Spanish, but are making progress in English. This data will help inform the school's instructional plan in terms of designing the instructional program, purchasing materials for the ELLs, and making decisions for after school programs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data that is revealed from the LAB-R and NYSESLAT is that our schools has 26 students that are at the beginner level of English proficiency, 32 are in the intermediate level, and 62 are in the advanced level. We have students in the beginner level throughout the grades. The ELLs at the beginner level are 22% of all the ELLs. Kindergarten and fourth grade has more students at the beginners level than the other grades. Second grade and fourth grade has more students at the intermediate levels. The intermediate level is comprised of 27% of the ELL population. First grade and third grade has more students at the advanced level than the other grades. The majority of our ELLs, 62 out of 120 students, or 51%, are at the advanced levels of English proficiency.
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](#))  
The patterns across the NYSESLAT modalities have shown that our students score the highest in the areas of listening and speaking, but need to strengthen the areas of reading and writing.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In all the grades (kindergarten through fifth grade) most of our ELLs are in the advanced levels of English proficiency. The students are faring better in reading exams in Spanish in grades K-2, as opposed to students in grades 3 – 5 that are reaching English proficiency and are taking exams in the second language. The results of the ELL periodic assessment are used to determine if students are meeting the standards and to determine what interventions are needed. The school leadership uses the information from the ELL Periodic Assessments to meet with teacher in order to determine the goals and objectives for the students. Teachers use the information to design and implement targeted supplemental supports, to make recommendations to the RTI team, and to identify students for after school programs.
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](#).)  
Referrals are made to the RTI committee by classroom teachers. During the RTI meetings, the committee draws on multiple sources of information to examine achievement at the classroom level such as standardized exams, unit tests, teacher produced exams, and classroom observations. The data is analyzed through a language acquisition lens. The teacher, with the assistance of the RTI committee, designs and implements targeted supplemental supports, that include tier 1 interventions. The progress is monitored over time and the plan is adjusted when necessary.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The child's second language developpment is considered in instructional decisions based on the the child's eductaional background and the interview with the parent. Teachers use this information to develop schedules indicating the period s of English as a Second Language and classes in their native language given throughout the school day. Teachers form flexible groups in their classroom to deliver instruction. The students are placed in one of three groups depending on their level of English proficiency. Each bilingual class has a Bilingual Pupil Services Paraprofessional that supports instruction in the classroom.
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?

We have no dual language program in our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our Transitional Bilingual Education program is measured by analyzing data to determine if students are meeting adequate yearly progress. We look at data such as the NYS ELA exam, the NYS Mathematics Exam, and the NYSESLAT. Additional data used to evaluate success include Fountas and Pinnell Running Records and NYS Performance Assessments.

## 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](#).)  
When a parent arrives to the school with their child for registration there is an interview in English or in the native language given by the assistant principal, Wanda Fontanez or the parent coordinator, Maria Torres. The parent is given the Home Language Identification Survey (HLIS) in their native language by a licensed pedagogue. After it is determined that the student may be an English Language Learner, a language assessment called the LAB-R is administered within ten days by the testing coordinator, Diana Guiterman. The LAB-R is administered to determine ELL status and proficiency level of the student. If a student scores below proficiency on the LAB-R, then the Spanish LAB is also administered to determine language dominance and to plan instruction. Students who score below proficiency on the LAB-R become eligible for state-mandated services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The structures that are in place to ensure that parents understand the three program choices for English Language Learners are the parent interview during registration process, a general parent meeting during the month of September, and periodic notices sent home. When necessary, outreach is made through phone communication by the second week of school.
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 [\[see tool kit\]](#).)  
Our school ensures that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned by assigning a staff member to distribute materials to our ELL parents. Follow up calls are made by office personnel. If forms are not returned, the default program for ELLs is the Transitional Bilingual Education Program as per CR Part 154.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The criteria and procedures used to place identified ELL students in bilingual programs is to review the Home Language Survey, review the performance on the initial student assessment, and consult with the parent during the parent interview in their native language. Parents are informed of the students' performance in the initial assessment and the programs available in the district as well as the programs available in their local school. The assistant principal, parent coordinator, and office staff communicate with the parents in Spanish.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The steps taken to administer all the sections of the NYSESLAT are the following:
  - A schedule is developed to administer the speaking section one on one.
  - Classroom teachers, literacy cluster, and reading teacher administer the speaking section.
  - A schedule is developed to administer the reading, writing, and listening sections within a time frame of one week.
  - The reading, writing, and listening sections are administered one section per day.
  - The NYSESLAT is standardized across the grades
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.   
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that 95% of the parents choose to place their students in a Transitional Bilingual Education program. The remaining 5% choose Freestanding English as a Second Language.  
The program models offered in our school are aligned with parent requests. We currently have a Transitional Bilingual Education class in every grade level from Kindergarten to Fifth Grade. We also have a title III English as Second Language after school program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our organizational model is composed of six grades (kindergarten through fifth grade). On each grade there are three homogeneous classes which are English Language Learners, English Dominant, and Gifted and Talented. In each ELL class there is one licensed classroom teacher and one full time Bilingual Pupil Service Intern that is preparing to be a classroom teacher. The BPS intern co-teaches with the classroom teacher in a push - in model. Our program model is a block model where our ELL students remain together as a class throughout the school day. These classes are heterogeneous, where students of mixed proficiency levels work together.

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 of our staff ensures that students receive the mandated number of instructional minutes by allotting time for curriculum planning, meeting with teachers to discuss goals and objectives, and scheduling observations throughout the school year. In grades K and 1, we will be following the mandated model, 25% instruction in English, 75% of instruction in Native Language Arts (Spanish).

In grade 2, we will be adhering to the 50-50 model, 50% instruction will be in English and 50% will be in the native language, which is Spanish.

In grades 3 through 5, we will be following a 75 – 50, 75% will be in English, and 25% in the native language which is Spanish. For newly arrived students in grades 2 through 5, differentiation is necessary. Students who are new to the U.S. school system, and score at the beginners' level in the LAB-R or NYSESLAT, will follow the beginner's model for language acquisition which is the 25-70 model. They will receive 25% instruction in English and 75% instruction in their native language.

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.

The content area is delivered in the transitional bilingual education program in the following way:

Grades K – 2

A.M. Schedule

Readers' and Writers' Workshop – 90 minutes (Native Language)

One Cluster Period (Art, Music, Gym, or Literacy ) – 45 minutes

Grades K – 2

P.M. Schedule

Math Workshop – 60 minutes (Native Language)

Social Studies - 30 minutes (ESL)

Science – 30 minutes (ESL)

Grades 3 – 5

A.M. Schedule

Readers' and Writers' Workshop – 120 minutes (English Language)

Social Studies – 30 minutes (ESL)

Grades 3 – 5

P.M. Schedule

Math Workshop – 75 minutes (English Language)

Native Language Arts – 60 minutes (Spanish Language)

Science – 30 minutes (ESL)

One Cluster Period (Art, Music, Gym, or Literacy ) – 45 minutes

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

The school ensures that ELLs are appropriately evaluated in their Native Language by purchasing assessments in the students' native language. Teachers also translate their own assessments and materials in the students' native language. The teachers share the results with the administration through progress reports and goals and objective conferences.

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

ELLs are evaluated in the four modalities throughout the year as teachers conduct classroom lessons. They observe students' listening and speaking skills to determine what are the areas of need that will drive instruction. They also conduct individual student conferences to evaluate students reading and writing skills.

6. How do you differentiate instruction for ELL subgroups?

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

Differentiation for ELL subgroups and SIFE students is conducted in the following manner:

- Our instructional plan for a student with interrupted formal education or SIFE may include working in small group with a bilingual paraprofessional, receiving intervention services such as AIS, or participating in an ESL After School program.
- An ELL student who has less than three years of school will receive instruction in his native language by classroom teacher and Bilingual Pupil Services intern. In Kindergarten through second grade, students receive extra help through an after school Title III ESL program. Students in third grade through fifth grade, who have been in the U.S. for more than one year, attend an Academic Math and Reading after school program to prepare them for the standardized exams.
- Our plan for ELLs receiving services for 4 to 6 years is to provide continued support in a transitional bilingual class. The NYSESLAT is reviewed to determine English proficiency level and the areas of need. These students will work in a small group in the classroom with classroom teacher or an intern. They will also receive support in AIS programs, and after school programs.
- Our school does not have any English Language Learners that have received more than 6 years of services.
- Our former ELL students remain in a bilingual class or are placed in a monolingual setting after meeting with the parent to

discuss student progress and options available in the school. In addition, these students participate in the Academic Afterschool Program where they receive support in Reading and Mathematics.

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?

The instructional strategies and grade level materials that teachers of ELLs –SWDs use are the following:

- Strategy: SIOP model is used for vocabulary development, text adaptation, and hands on learning
- Strategy: Reciprocal Teaching for comprehension development
- Materials - Wilson Reading System
- Materials - Ready Gen Reading Program
- Materials - Go Math tiered activities
- Materials – Tiered Vocabulary Program

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?

Our school uses curricula, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and obtain English proficiency in the following ways:

- Establish a schedule where teachers push in to support ELLs with disabilities
- Provide common planning for the general education and special education teacher to plan around the students' IEP goals and language needs
- Utilize various instructional models of co-teaching
- Teachers participate in inquiry work in their grade teams, data inquiry teams, and bilingual instructional team

**Courses Taught in Languages Other than English **

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

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

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

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

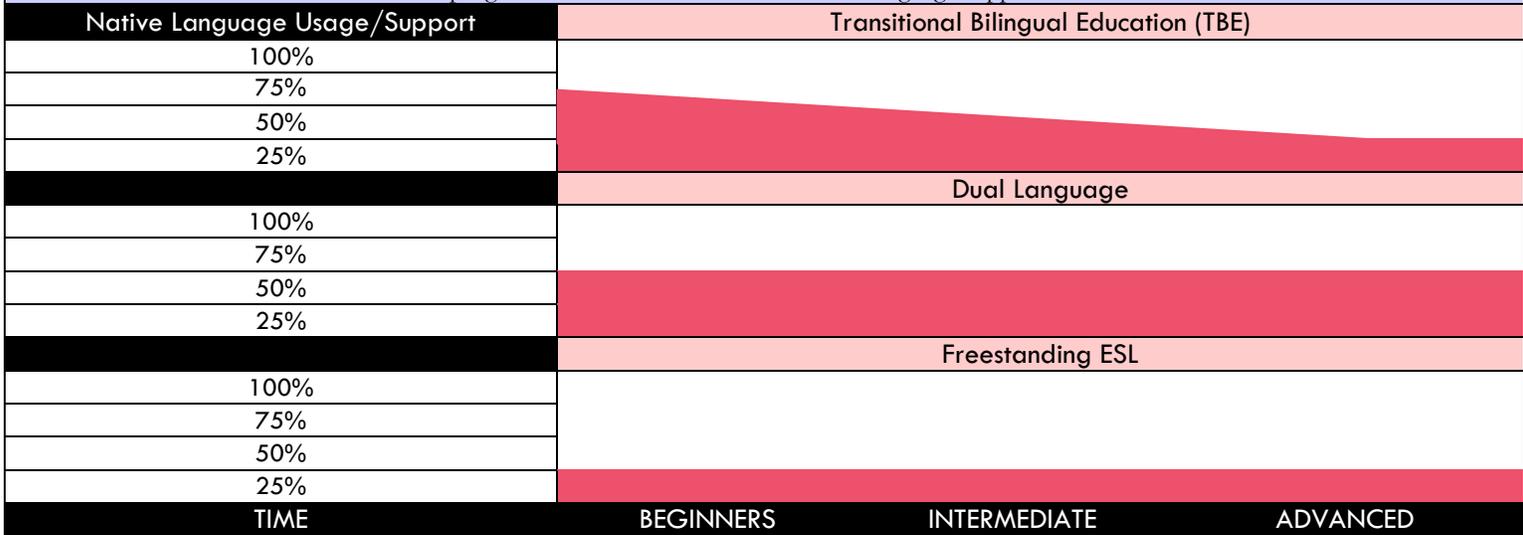
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention programs for ELLs in ELA, math, and other content areas are:
- In grades kindergarten through fifth grade, a full time Bilingual Pupil Services paraprofessional works in a small group with students in to provide support in ELA, math, and other content areas to ELL students. The teacher works with students in Spanish and English depending on the students' English proficiency.
  - Students in kindergarten through fifth grade also receive Academic Intervention Services through a literacy and math specialist in a push – out program. These services are given in Spanish and English.
  - ELL students participate in an ESL after school program (10 students per class). Students who score at the beginners or intermediate level of the NYSESLAT receive these services. Students in grades Kindergarten to Second grade participate in this after school program from October to January. Students in grades 3 to 5 participate in the ESL after school from January to April. The ESL after school classes are conducted twice a week for 120 minutes.
  - Students in grades 3 to 5 also receive support in the area of literacy and math during the academic after school from November to March. Reading is taught in English in preparation to the NYS ELA and math is taught in both English and Spanish.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current transitional bilingual program is effectively meeting the needs of our ELLs in helping them to acquire English proficiency within four years and equipping them to learn standard based content material.
11. What new programs or improvements will be considered for the upcoming school year?
- For the new year, we expect to expand our leveled libraries, and fully implement our new math program, Go Math.
12. What programs/services for ELLs will be discontinued and why?
- No programs 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 are afforded equal access to all school programs. Teachers work together in grade level teams in order to ensure cohesive instruction. Teachers also plan trips together and special events. The ELLs are given the opportunity to participate in the Title III ESL after school program, the Academic after school program, and the Randall's Island soccer program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials such as leveled books, text books, and big books are provided in Spanish and English for ELLs. Supplementary materials are also used such as picture cards, manipulatives, and science instruments. Teachers use the Smart boards to present lessons and engage students in interactive games.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The students in the transitional bilingual education program receive support in their native language in the Readers and Writers' Workshop and during the Math workshop. Students have materials in Spanish. Teachers include Spanish word walls in their classroom. Students are also given homework in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- There is one transitional bilingual education per grade level. Students receive the support needed in each class by the classroom teacher and the Bilingual Pupil Services para professional. The textbooks purchased are according to grade level, but the libraries contain various leveled books in both Spanish and English.
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.
- Students and parents receive an orientation upon registration by the assistant principal and the parent coordinator. Teachers provide a packet of information and activities. Information of after school programs are made available. Appointments for physicals are scheduled for newly enrolled students by the school based Mt. Sinai Pediatrics Clinic
18. What language electives are offered to ELLs?
- Our school does not offer language electives.
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)?

There are no dual language programs in our school.

### 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.

Professional development plan for teachers:

- Grade Level PD in Questioning and Discussion Techniques
- Grade Level PD in Mathematics based on Number Talks
- Ready Gen Training (Four sessions)
- Go Math Training (Four sessions)
- Instructional Expectations & the Common Core Standards PD

Support to staff in order to assist ELLs as they transition from elementary to middle school is the following:

The school's middle school liaison, teachers, parents and students attend meetings, fairs, and open houses to become aware of what each middle school in the district has to offer. Fifth grade support staff which include teachers, school social worker, and middle school liaison, meet with students to discuss possible schools that would meet the specific needs and interests of ELL students. Students receive guidance and materials throughout the middle school choice process.

During Chancellor's Conference Days, in September and November, teachers receive more than 10 hours in ELL training.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs.

Parents attend meetings hosted by the Parent Association. They also attend workshops that are scheduled by the Parent Coordinator. Parents are involved in organizing special events such as EL Dia de Ninos (Children's Day), Teacher Appreciation Luncheon, and Cinco De Mayo assembly program. Parents are also enrolled in English classes conducted in the school building by an agency called Union Settlement.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, the school partners with Community Based Organizations such as Metropolitan Hospital, NY Fire Department, Union Settlement, Violence Intervention Program (VIP), and Vida Y Esperanza to provide workshops and services to ELL parents.

3. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through a parent survey and open discussions during meetings hosted by the Parent Association and the Parent Coordinator. The needs of the parents are also determined by the needs of the students. Our school has developed workshops to assist parents in navigating the Department of Education ARIS website. Other workshops include ways to help children at home in reading and other academic areas.

4. How do your parental involvement activities address the needs of the parents?

Parent involvement activities such as the English as a Second Language classes and help parents to grow personally. Math Workshops, Literacy Workshops, and ARIS workshops help parents become aware of the academic needs of their children. The school's health fair, HIV/AIDS Workshop, asthma workshop, and other health related activities help parents become aware of issues that can affect the wellness of their families. Activities organized by the Parent Coordinator and sponsored by parents such as EL Dia de Ninos celebration, El Cinco de Mayo assembly program, and the Scholastic book fairs help parents become an integral part of the school community

## 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: 04M182 School Name: P.S. 182

Cluster: 04 Network: 408

**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**

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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.

Parents' interpretation needs are assessed through various data and methodologies.

When parents register students, oral interviews of the parents are conducted by office staff in either Spanish or English. In addition, parents are required to complete the Home Language Survey which indicates what language is spoken at home. Classroom teachers also send out surveys in the first week of school to determine what language parents speak and in what language they prefer to receive communication. School staff also gathers information from ATS reports such as the Ethnic Census Report.

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

The findings indicate that 88% of our students are Hispanic and 12% are African American. About 60% of our parents prefer communication in English. About 40% of the parents prefer communication in Spanish. The findings were reported to the school community through written communication, parent meetings, and general assemblies.

## Part B: Strategies and Activities

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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.

Written translation of school notices will be provided by the principal or assistant principal who are both fluent in English and Spanish. Classroom teachers and office personnel are also able to translate letters sent home. Parents receive double sided notices in English and Spanish. No outside vendors are necessary.

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.

Oral interpretation is provided by school staff such as administrators, parent coordinator, and office personnel. No outside vendor for oral interpretation is necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All written and oral interpretation services for parents will be provided by our bilingual school staff during Parents Association meetings, parent workshops, parent teacher conferences, and IEP meetings. Bilingual personnel are available from 8:00A.M. to 3:30 P.M. to address parent concerns (in person, by telephone, or written communication). Limited English Speaking parents are provided with meaningful opportunities to participate in and have access to programs and services in our school with the support of our bilingual staff.



**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: The Bilingual Bicultural Schoo	DBN: 04M182
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 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 Program that is being developed at P.S. 182 is a direct instructional supplemental program. It will consist of an afterschool ESL program focusing on developing literacy skills in the areas of speaking, listening, reading, and writing in order to build English proficiency. We will build on what students already know and provide the necessary scaffolding that is responsive to the needs of our English Language Learners. The program will target students who score at the beginners or intermediate levels of the NYSESLAT or below the cut score of the NYSITELL. The program will consist of 60 students. The Title III program will be a two year program that will take place November 2014 to April 2015 and November 2015 to April 2016. Students in grade Kindergarten through second grade will participate in the program from November through January, in each school year. Students in third grade through fifth grade will participate in the program from February to April, in each school year.

The ESL after school classes will be conducted every Wednesday and Thursday from 3:00 P.M. to 4:30 P.M. for a total of 60 hours of activity per school year. The language of instruction will be English. The staff will consist of 3 certified bilingual teacher, and 1 supervisor. The Title III afterschool program will need a supervisor because there are no other programs operating at the same time as the Title III program in P.S. 182. The supervisor will provide instructional leadership by organizing professional development, conducting walkthroughs, and providing feedback. The supervisor will oversee the dismissal process and communicate with parents.

The personnel cost for the program will be \$12,000. The cost of new materials will be \$2,448 for books, charts, notebooks, and writing materials. The books that we will be using are Continental's New York ELLs workbooks, and leveled libraries.

**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

### Part C: Professional Development

- name of provider

Begin description here: Title III teachers will receive professional development through in-house workshops led by the assistant principal, literacy coach, and classroom teachers. The rationale behind the following workshops is to provide professional instruction that will assist teachers in planning effective instruction, develop literacy strategies, and enhance their assessment techniques.

The teachers to receive training are six teachers who teach transitional bilingual education classes during the school day and a reading teacher. Two of these teachers will be participating in the Title III ESL Afterschool program.

The duration of each workshop listed below will be for 45 minutes.

Topics to be covered	Schedule	Provider
Teaching Models for SWDs and ELLs	October 2014	Ms. Jimenez & Ms. Rivera (Special Education Teachers)
Scaffolding Learning	November 2014	Ms. Wanda Fontanez (A.P.)
Designing Formative Assessments	December 2014	Ms. Diana Guiterman (Coach)
Preparing students for the NYSESLAT	January 2015	Ms. Diana Guiterman (Coach)

### 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: Parents of ELLs will participate in a series of workshops to help families understand the academic expectations for students and ways to support them at home.

They will also participate in nutrition workshops and asthma workshops that are designed to help improve the health of our students by bringing awareness on important health issues that impact physical and cognitive development.

The parents will be notified about these workshops through monthly calendars distributed in English

**Part D: Parental Engagement Activities**

and Spanish.

The workshops are scheduled during the school day and during the after school parent engagement block. There will be similar trainings the following school year for the Title III ELL parents and all parents of ELLs will be invited. The duration of the workshops listed below are from 40 to 60 minutes:

Topic	Date	Provider
Healthy Cooking Workshop	October 2014	Ms. Escamilla – Parent Volunteer/Chef
Nutrition Workshop	November 2014	Columbia University
Reading Independently at Home	December 2014	Ms. Guiterman – Reading Coach
Motivating Math Games	January 2015	Ms. Sanchez – Math Coach
Asthma Workshop	February 2015	Mt. Sinai School Based Clinic

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____