

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

School Name: WASHINGTON HEIGHTS ACADEMY
DBN (i.e. 01M001): 06M366
Principal: RENZO MARTINEZ
Principal Email: RMARTIN8@SCHOOLS.NYC.GOV
Superintendent: MANUEL RAMIREZ
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Renzo Martinez	*Principal or Designee	
Raymond Albino	*UFT Chapter Leader or Designee	
Sorelys Irizarry	*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>	
Felix Matos Inwood Community Services	CBO Representative, if applicable	
Cristina Pichardo	Member/ Parent	
Suzana Ramos	Member/ Parent	
Marlene Concepcion	Member/ Parent	
Zamara Ortega	Member/ Parent	
Jeannette De Los Santos	Member/ Teacher	
Nicole Bonheur	Member/ Teacher	
Cynthia Rivera	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- By June 2015, K-6 students will demonstrate progress by moving from 5 to 8 points above in the Measures of Student Learning (MoSL) Reading and Writing Assessment from their October MoSL baseline.

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 **Student Performance** section of our **2013-2014 Progress Report** indicates that only 22.4.7% of last year's Grade 3 students scored on grade level (Levels 3 and 4) on the 2013 NYS ELA Exam. The school experienced a percentile change of 7% in ELA and math. Furthermore, according to October 2014 MoSL data, more than 50% of our students scored at a levels 1 and 2.

Instructional Strategies/Activities

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

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

1. ReadyGEN curriculum will be implemented as school wide literacy program.
2. Teachers will analyze student reading performance and develop individualized Literacy Action plans in response to data.
3. Teachers will implement regular Guided Reading sessions as a supplement to ReadyGEN.
4. Teachers will focus on strengthening students' phonetic awareness, word attack, and reading comprehension skills.
5. Students will receive targeted support during Extended Day, ESL and/or AIS instruction.

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

1. Instructional Leadership Team and Literacy Consultant will provide Professional Development to strengthen teachers' understanding of the Grade 2 CCLS for ELA/Literacy/Social Studies; all teachers will receive on- and off-site Professional Development to support effective implementation of ReadyGEN.
2. Instructional Leadership Team will support teachers in administration of Developmental Reading Assessment (DRA) and provide data tracking forms for DRA and ReadyGEN end-of-unit assessments.
3. Instructional Leadership Team has provided teachers with training and materials for CAFÉ strategies-based reading system (Comprehension, Accuracy, Fluency, Expanding vocabulary), as well as new, CAFÉ-aligned reading conference forms to support Guided Reading instruction.
4. Classroom teachers and ESL/SETSS teachers have received Reading Reform training; Reading Reform Foundation will provide twice-weekly, one-on-one coaching for teachers in first year of program implementation.
5. Additional ESL, SETSS and AIS staff have been hired in order to create smaller targeted instructional groupings.

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

1. Teachers will use ReadyGEN BOY, MOY, and EOY assessments, as well as formative assessments and end-of-unit Performance Based Assessments to measure students' reading comprehension skills.
2. Students should move a minimum of 1-2 levels between each administration of DRA, using ongoing reading assessments to assess students' current reading levels.
3. Student conference notes will be used to assess student's effective use of reading strategies introduced and modeled in CAFE system.
4. Teachers will administer BOY, MOY, and EOY Reading Reform inventories to assess students' progress in phonetic awareness and word attack skills.
5. SETSS teachers will monitor students' progress toward IEP goals; ESL teachers will monitor progress toward individualized language goals for each student, based

on NYSESLAT results, DRA levels and Literacy Action Plans.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015

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

1. Teachers have been provided with weekly common planning periods, in addition to weekly Professional Learning Team (PLT) and Professional Planning Team (PPT) meetings, to support effective implementation of ReadyGEN.
2. Out-of-classroom teachers will be assigned to support administration of DRA in October, January, and May.
3. A minimum of 5 periods per week have been specifically allocated for Guided Reading on each teacher’s classroom schedule.
4. A minimum of 5 periods per week have been specifically allocated for Reading Reform on each teacher’s classroom schedule; teachers in first-year of implementation. have been provided with additional prep periods for one-on-one coaching from Reading Reform Foundation trainers.
5. ESL, SETTS and AIS providers have maximum student loads of 30-35 students, in order to provided targeted instruction in groups of 6-10, on a push-in or pull-out basis; providers attend weekly PLT and PPT meetings with grade-level teams, and weekly meetings of ESL/SETSS/AIS PPT.

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).

In order to support parents and families, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children’s education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can understand;
- provide assistance to parents in understanding City, State, and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills, and cultural competencies in order to build stronger ties between parents and other members of our school community.

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

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Goal and Action Plan #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, students in Grades 3, 4 and 5 will demonstrate 2% increase s and Mathematics as evidenced by the New York State exams.

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 Student Performance section of our 2013-2014 Progress Report indicates that 25.9 percent of last year's Grade 3 students scored on grade level (Levels 3 and 4) on the 2014 NYS Mathematics exam. The Student Performance section of our 2013-2014 Progress Report indicates that 32.4% of the students in fourth grade and 32.% of the students in fifth grade scored on grade level(Levels 3 and 4) on the 2014 NYS Mathematics exam.

Instructional Strategies/Activities

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

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

1. Go Math! Program will be implemented as school wide Mathematics curriculum.
2. Teachers will analyze student math performance and develop targeted instructional groupings in response to data.
3. Teachers will focus on strengthening students' skills in the areas of Numbers & Operations in Base Ten (NBT) and Operations & Algebraic Thinking (OA).
4. Teachers will develop questioning practices that require students to draw on higher-order thinking skills.
5. Students will receive additional targeted support during Extended Day, ESL and/or AIS instruction.

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

1. Instructional Leadership Team and Math Coach will provide Professional Development to strengthen teachers' understanding of the Grade 2 CCLS for Mathematics. All teachers will receive on- and off-site Professional Development to support effective implementation of Go Math!
2. Math Coach will support teachers in administration of end-of-unit Go Math! Assessments.
3. Math Coach will support teachers in implementation of Think Central, the on-line component of Go Math! Curriculum; teachers will assign targeted practice for individual students based on identified areas of need
4. Math Coach will support teachers in implementation of Math Centers, Math Journals and small-group guided math instruction designed to address higher order mathematical thinking skills
5. Additional ESL, SETSS and AIS staff have been hired in order to create smaller targeted instructional groupings

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

1. Teachers will use Go Math! BOY, MOY and EOY assessments to measure students' mastery of essential skills and concepts and to identify specific areas of need.
2. Instructional Leadership Team will provide data tracking forms to collect, disaggregate and analyze student data from end-of-unit assessments.
3. Teachers will use Item Analysis Reports to measure students' progress in the areas of Numbers & Operations in Base Ten (NBT) and Operations & Algebraic Thinking (OA).
4. Math Journal responses will reflect students' use of higher order mathematical thinking skills; teachers will use ongoing assessment to monitor students' application of higher order thinking skills during individual, paired and small group work.
5. SETSS teachers will monitor students' progress toward IEP Math goals; AIS teachers will disaggregate and analyze data for targeted sub-groups.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015

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

1. Teachers have been provided with weekly common planning periods, in addition to weekly Professional Learning Team (PLT) and Professional Planning Team (PPT) meetings, to support effective implementation of Go Math!
2. Out-of-classroom teachers will be assigned to score and enter data for end-of-unit chapter assessments.
3. Instructional Leadership Team has developed grade-specific pacing calendar to guide teachers' implementation of program.
4. Math Coach has developed "Flow of Day" for Math to support incorporation of Math Centers, Math Journals and small-group instruction.
5. ESL, SETSS and AIS providers have maximum student loads of 30-35 students, in order to provided targeted instruction in groups of 6-10, on a push-in or pull-out basis; providers attend weekly PLT and PPT meetings with grade-level teams, and weekly meetings of ESL/SETSS/AIS PPT.

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).

In order to support parents and families, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children's education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure that includes regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can understand;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competencies in order to build stronger ties between parents and other members of our school community.

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 80% of teachers will have moved within or advanced to the next level according to Danielson Framework Component 3d: Using Assessment in Instruction

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.

According to our last year's analysis of observations conducted by administrators, using assessment in instruction was the component that most teachers needed additional support in. Furthermore, a survey administered to teachers at the beginning of the year indicated that teachers wanted more professional development in the area of using assessment in instruction (3D).

Instructional Strategies/Activities

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

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

1. We will provide teachers with a minimum of five professional development sessions focused on shifting teacher practice based on component 3d, Assessment, in the Danielson Framework.
2. All teachers will read and discuss a minimum of three professional articles about effective feedback/assessment. In addition, some might choose to participate in a professional book club on this topic.
3. Teachers will observe high quality lessons with a focus on teacher/student and student/student feedback.
4. We will modify lessons based on analysis of student work (including exit tickets). We will utilize the prescribed protocol of the Teaching-Learning Cycle, a guideline for our school's inquiry work

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

1. Curriculum coordinator will provide professional development to all teachers in component 3D. This Professional development will be part of our first cycle.
2. Administrators and curriculum coordinator will conduct a book study using the Book Advancing Formative Assessment. Teachers in grade bands will present chapters during our Monday Professional Development sessions.
3. Curriculum Coordinator, teachers, and administrators will work together to create, teach, observe and reflect on lessons that implement high quality feedback across various disciplines.
4. Teachers will develop school wide systems to check for understanding during the lessons such as hand signal, cards and exit slips.
5. The language of instruction will change from using the word objective to learning target and criteria for success.

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

1. By June, 2014, 85% of classroom teachers will be rated effective or highly effective on component 3d (using Assessment to Advance Learning).
2. Teachers will meet with respective upper and lower grade inquiry groups to discuss and reflect on articles relating to teacher/student and student/student feedback. Administration will lead and attend meetings and meeting minutes and artifacts will be logged.
3. By June 2015, in groups teachers will observe and analyze a minimum of 3 high quality lessons with a focus on formal, informal teacher and peer feedback (3d). Eight-

five percent of teachers will be graded as Effective or higher on Danielson Component 3D by administrative evaluations.

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

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

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

1. Teachers have been provided with weekly common planning periods, in addition to weekly Professional Learning Team (PLT) and Professional Planning Team (PPT) meetings, to support effective implementation of using assessment in instruction.
2. Teachers will be provided with immediate feedback about using assessment in instruction. Weekly evaluative and non-evaluative feedback will be provided
3. Teacher will be sent to Network PD strengthen their pedagogy in using assessment instruction
4. Time will be paid per session after school for teachers to continue to plan units of study with a focus in using assessment
5. Teachers will be provided with the book Advancing Formative Assessment

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).

In order to support parents and families, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children's education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure that includes regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can understand;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competencies in order to build stronger ties between parents and other members of our school community.

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	X	Title III	X	Set Aside	X	Grants
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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.
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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
6. -
2. Key personnel and other resources used to implement each strategy/activity
1. -
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. -
4. Timeline for implementation and completion including start and end dates
1. -
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
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
List any additional fund sources your school is using to support the instructional goal below.											
-											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
6. -
2. Key personnel and other resources used to implement each strategy/activity
1. -
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. -
4. Timeline for implementation and completion including start and end dates
1. -
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
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).
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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
-	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
-											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ReadyGEN Interventions <ul style="list-style-type: none"> • Tiered Tasks • Scaffolded Strategies Handbook Guided Reading <ul style="list-style-type: none"> • Reading A-Z Phonics Instruction <ul style="list-style-type: none"> • Reading Reform • Foundations 	small groups one-to-one push-in/pullout	Three times per week or more
Mathematics	Go Math Interventions <ul style="list-style-type: none"> • Re-Teach Book • Strategic Intervention Activities • Intensive Intervention Activities • Mega Math • Soar to Success • Animated Math Models 	small groups one-to-one push-in/pullout	Three times per week or more
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor on Staff	small groups one-to-one	as needed

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

All of our school's current teachers are deemed Highly Qualified.

To recruit highly qualified teachers, administrators attend teaching fairs and review resumes submitted on the DOE online Open Market system to find teachers with relevant skills and experience, who are interviewed by our Hiring Committee as part of the application and hiring process.

New and untenured teachers are supported by state-required Mentoring and Professional Development to meet state licensing requirements.

Veteran teachers are offered leadership opportunities to support their continued growth within the school, and have a voice in school leadership through school-wide positions (e.g. Grade Team Leader, SLT).

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).

All staff members participate in ongoing Professional Development activities both within and outside of the school. On-site Professional Development sessions are facilitated by members of the Instructional Leadership Team (administrators, ESL Staff Developer, Math Coach) and/or Literacy Consultant in accordance with our internal PD calendar. Some professional development activities are facilitated by Network 606 coaches.

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.).

As a conceptually consolidated school, we use all available funding to support the development and implementation of programs and services as determined by the identified needs of our students and families, and to support the instructional strategies and activities delineated in the "Goal and Action Plan" sections of the CEP. We have used funds to purchase programs such as Max Scholar and MyOn which are specifically used for English Language Learners and Students with Disabilities to improve reading comprehension. In addition, funding is used for after school intervention programs for English Language Learners and Students with Disabilities.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The majority of our Kindergarten students come from our 4 half-day Pre-Kindergarten classes, easing the transition from pre-school to elementary school for both children and parents. Pre-Kindergarten staff participates in all Professional Development activities, including school wide Professional Learning Team (PLT) meetings. The Early Childhood Professional Planning Team (PPT), which includes teachers from Pre-Kindergarten, Kindergarten and Grade 1, meets weekly to discuss curriculum

and instruction, and to look at student work. Pre-K parents are members of the Parent-Teacher Association and are invited to participate in all school wide activities. Official Pre-K records are transferred as part of the Kindergarten registration process, and Pre-K teachers provide advice about student placement and intervention services.

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.

Under the new Teacher Evaluation System, a committee of teachers and administrators met and determined with Measures of Student Learning (MOSL) to use for our school's local measures. In addition, teachers are regularly involved in selecting and utilizing multiple assessment measures through weekly participation in Lead Teacher Meetings, Professional Learning Team (PLT) and Professional Planning Team (PPT) sessions. Ongoing, formative and summative data for Reading, Writing and Math is obtained from DRA administration, guided reading sessions, individual reading conferences, pre- and post-unit writing assessments, end-of-chapter assessments, end-of-unit performance-based assessments, simulated exams and state tests. Data is collected, disaggregated and analyze through a school wide data system that tracks subgroups (ELLs, SWDs, lowest and highest achievers) at classroom, grade and school wide levels. Regularly scheduled common planning periods allow teachers to collaboratively plan CCLS-aligned curriculum and instruction, including appropriate differentiation for ELLs and SWDs.

TA Schools Only

Use of Program Resources

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

not applicable

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).

not applicable

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

Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming

and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- encouraging parent attendance at Parent-Teacher Conferences, Student Recognition ceremonies, special assemblies and other school wide events
- hosting parent workshops and family education programs throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- planning Family Learning Nights for children, parents and other family members;
- establishing a Parent Resource Center/Area or lending library, including instructional materials for parents;
- encouraging parents to become trained school volunteers through the Learning Leaders program;
- providing written and verbal progress reports to keep parents informed of their children's progress;
- developing and distributing a school newsletter to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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.

DBN: 06M366

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

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

contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$261,034.29	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	\$23,991.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,260,104.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 366
School Name PS 366: Washington Heights Academy		

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 Renzo Martinez	Assistant Principal Mercedes Diaz
Coach Nicole Bonheur/Math Coach	Coach type here
ESL Teacher Lynne Herndon/ESL Coordinator	Guidance Counselor Antoinette Ansalone
Teacher/Subject Area Sorangel Solpiaget/ESL Teacher	Parent type here
Teacher/Subject Area Maria Reynoso/Grade 3 Teacher	Parent Coordinator Alexandra Ulloa
Related Service Provider Loidian Cordero/Bilingual SpEd	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	354	Total number of ELLs	86	ELLs as share of total student population (%)	24.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	2	2	2	2	1									9
Pull-out	1	1	1	1	2	2								8
Total	3	3	3	3	3	2	0	17						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	66	0	7	20	0	8	0	0	0		86

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	66	0	7	20	0	8	0	0	0	86
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	17	17	16	16	2								82
Chinese														0
Russian				1										1
Bengali			1											1
Urdu														0
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	17	19	17	16	3	0	86						

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)	5	1	0	0	1	0								7
Intermediate(I)	1	4	10	2	4	1								22
Advanced (A)	8	12	9	15	12	1								57
Total	14	17	19	17	17	2	0	86						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	4	3	0	15
4	5	3	0	0	8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		7		1		0		15
4	6		2		0		0		8
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

Teachers in Kindergarten to Grade 5 use the Developmental Reading Assessment (DRA) to assess the early literacy skills of all students. In Kindergarten, teachers use components of the TCRWP, which provides benchmarks for concepts of print, as well as letter

and sound identification. The assessments provide information that complements and augments the data provided by LAB-R and NYSESLAT scores. The DRA identifies students' guided and independent reading levels as well as reading strengths and weaknesses. DRA Word Analysis evaluates the phonological awareness and phonics skills of students in Kindergarten and early First Grade, and the word analysis skills of below-grade-level readers in Grades 1-5. In our K-2 classes, based on June 2013 DRA scores, approximately 65% of our students were reading below grade level, while 35% are reading at or above grade level. ELL progress will be monitored throughout the year, and teachers use this information to plan and implement targeted instruction for students.

In order to support our ELLs in literacy, we will work with the ReadyGEN curriculum, using scaffolded strategies for reading and writing during small group instruction. Because the levels of ReadyGEN full-class texts are often above the independent reading levels of our ELLs, we will augment the ReadyGEN curriculum with Guided Reading instruction for at least 4 periods per week in the regular classroom, in ESL pull-out groups, and/or during Extended Day. Teachers will draw upon strategies from the CAFE system (Comprehension, Accuracy, Fluency, Expanding Vocabulary) to support guided and independent reading, and will use these strategies as the basis of small group instruction and individual reading conferences. Reading assessment data is collected and disaggregated by class, by grade level and on a school wide basis in order to identify trends that will further inform instruction.

Teachers will scaffold ReadyGEN writing tasks to support ELLs, using ongoing observation and formative assessment to determine which scaffolds will most effectively support students in the successful completion of each task. Teachers will continue to use the Traits of Writing to support student writing conferences, with a consistent system of conferencing notes used in all classrooms, as well as task-specific rubrics to assess students' strengths and weaknesses across content areas and types of writing. Summative writing assessment data and performance-based assessment data is collected and disaggregated by class, by grade level and on a school wide basis in order to identify trends that will further inform instruction.

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

Data patterns across grade levels demonstrate a notable shift in proficiency levels across the modalities on the Spring 2013 NYSESLAT. In past years, significantly larger percentages of students tested as Proficient in Listening/Speaking, with smaller percentages testing as Proficient in Reading/Writing. On the Spring 2013 NYSESLAT, however, this trend was reversed, with approximately 70% of our ELLs testing as Proficient in Writing; 52% testing as Proficient in Reading; 42% testing as Proficient in Listening; and only 32% testing as Proficient in Speaking.

This shift was most striking in Kindergarten and Grade 1, with only 16% of K/1 students testing as Proficient in Listening and only 6% testing as Proficient in Speaking. The shift was somewhat less dramatic in Grades 2-5, in which 57% of students tested as Proficient in Listening, and 41% of students tested as Proficient in Speaking.

We attribute these shifts to a number of factors, among them:

- The new CCLS-aligned NYSESLAT included more cognitively challenging Listening and Speaking tasks, resulting in a significantly lower percentage of students testing as Proficient in these modalities than in past years. In administering the Speaking exams, we noted that many students were able to address the content of the questions, but made more grammatical mistakes due to the higher cognitive demand.
- The shift from a pull-out model (2011-2012) to a push-in model (2012-2013) resulted in fewer opportunities for targeted, small group Listening and Speaking practice.
- The new NYSESLAT included more developmentally appropriate Reading and Writing tasks that paralleled the CCLS-aligned literacy instruction students had received throughout the year, resulting in a higher percentage of students testing as Proficient in these modalities than in past years.
- Our schoolwide focus on CCLS-aligned writing instruction benefited students across the grades. 71% of last year's Kindergarteners, 67% of first graders, 59% of second graders, 89% of third graders, 56% of fourth graders, and 78% of fifth graders tested as Proficient in Writing.

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 RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam. However, our own analysis of data across grade levels indicates that the Listening and Speaking tasks on last year's revised NYSESLAT posed greater challenges for our ELLs than in the past. As a result, we will work within our Professional Planning Teams to incorporate more opportunities for CCLS-aligned

Listening and Speaking practice for ELLs, both in the general classroom and in targeted pull-out groups. To further support this aim, we will seek a balance between push-in and pull-out instruction that allows our ELLs to keep pace with their peers in the general education classroom, while providing ample opportunities for targeted small-group instruction, with an emphasis on listening and speaking tasks that are tailored to the specific needs of our ELLs.

At the same time, we must ensure that our ELLs maintain high levels of achievement in Reading and Writing. We will continue to provide targeted reading instruction through Shared and Guided Reading, and ESL teachers will scaffold writing lessons for ELL students based on levels of proficiency and specific areas of need. Kindergarten to Grade 2 classroom teachers have been trained in Reading Reform, which they will use to support early literacy development, and all teachers will utilize the CAFE approach (described above) to support guided reading instruction. In addition, we have invested in ESL materials (described in Part V of this document) to support English Language Learners at all proficiencies and grade levels.

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?

ELA: Data from the 2013 New York State ELA Exam indicates that 53% of our Grade 3 ELLs received a score of 1, 27% received a score of 2, and 20% received a score of 3. In Grade 4, 62% of ELLs received a score of 1, 38% received a score of Level 2, and 0% received a score of 3 or 4. Factors that influenced performance were the amount of time students had been receiving ESL services, their ELL proficiency levels, whether or not a student had an IEP, and the increased language demands of the CCLS-aligned State Tests.

MATH: Data from the 2013 New York State Math Exam indicates that 47% of our Grade 3 ELLs received a score of 1, 41% received a score of 2, and 6% received a score of 3. In Grade 4, 75% of ELLs received a score of 1, 25% received a score of Level 2, and 0% received a score of 3 or 4. Factors that influenced performance were the amount of time students had been receiving ESL services, their ELL proficiency levels, whether or not a student had an IEP, and the increased language demands of the CCLS-aligned State Tests.

SCIENCE: Data from the 2013 New York State Science Exam indicates that 25% of ELLs received a score of 1, 25% received a score of Level 2, and 50% received a score of 3 or 4. The NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten, with ample hands-on experiences provided throughout the grades. We believe this schoolwide coherence accounts, in part, for our ELLs' success on the NYS Science exam relative to their performance on the 2013 NYS ELA and Math exams.

We are implementing the Periodic Assessments for the first time during the current school year. We will use the results to determine students' current proficiency levels across the four modalities, to identify and monitor individual language goals for each student, and to adjust instructional plans as needed.

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](#).)

Students' specific areas of need are identified, and their individual progress tracked, using data from the DRA, NYSESLAT, State exams, and predictive and interim assessments as well as formative, summative and performance-based classroom assessments across the content areas. Disaggregation of assessment data by sub-groups (ELL, SWD, ELL-SWD) allows us to identify trends and adjust our instructional program as needed.

Tier I interventions include targeted, differentiated, small group instruction provided by designated staff throughout the school day. Tier I students also attend mandated Extended Day sessions, which offer small-group, targeted instruction in Literacy, Math, Science and Social Studies. These sessions take place on Tuesdays and Wednesdays from 2:50 to 3:40 PM. Because DRA data indicates that many of our ELLs are not yet reading on grade level, a major focus of Extended Day is Guided Reading across the content areas, supported by Reading A-Z, fiction and non-fiction guided reading collections, and curriculum-related, thematic book sets. In the lower grades, teachers also use Reading Reform to support early literacy development.

Students in need of Tier II interventions receive at-risk SETSS (staffing and scheduling permitting) and are closely monitored by classroom teachers, out-of-classroom teachers, guidance and administration so they can be referred for special education evaluations if warranted.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Through Professional Development sessions and ongoing ELL needs assessments, teachers at our school are encouraged to integrate language and literacy development with meaningful and relevant content area instruction. In order to maximize students' learning, teachers focus on developing language and literacy skills as well as background knowledge in all content areas. Rather than focus on the rote learning of remedial skills, we anchor second language instruction in the content areas, emphasizing the development of effective reading and writing strategies. Classroom teachers and ESL teachers focus on various components of effective reading using CAFE strategies to address Comprehension, Accuracy, Fluency and Expanding Vocabulary. Students' vocabulary learning is supported through a variety of methods, including visuals, graphic organizers and demonstrations. Teachers also emphasize word-learning strategies such as word deconstruction, context clues, cognates, and the use of reference materials. Through an emphasis on Effective Traits of Writing, we develop students' composition skills in relation to academic content, using task-specific rubrics to assess students' levels of mastery in the areas of Focus, Organization, Development, Language and Vocabulary, and Conventions.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- This question does not apply because our school does not have a dual language program
- .
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ESL Professional Planning Team, which meets on a weekly basis, has developed systems for monitoring the progress of our ELLs throughout the school year. At the beginning of the school year, each ESL teacher creates an ESL Data Cover Sheet for each student, which includes relevant IEP information, current ESL level and NYSESLAT sub-scores, end-year reading goals, current reading levels (based on October, January and May DRA results), and New York State exam results for students in Grades 3-5.
- Each ESL teacher also creates Individual Language Goals for all students. In addition to CCLS-aligned Reading and Writing goals, which are derived from the general classroom teachers' Literacy Action Plans, ESL teachers identify CCLS-aligned Listening and Speaking goals for each student. Teachers periodically review and revise student goals, setting new learning goals as initial goals are met.
- ESL and classroom teachers monitor student progress through formative and summative assessments, conferencing and observational data. Reading and Writing data (derived from DRAs, ReadyGEN end-of-unit assessments and performance-based writing assessments) is disaggregated by sub-groups, including ELL, SWD and ELL-SWD, so that we can closely monitor the progress of specific groups of students and adjust instructional plans as needed. Teachers generate mid-year Progress Reports for all students at the end of January, after the second round of DRA testing. At that time, we will disaggregate data from multiple sources (e.g., DRA, test simulations, end-of-unit performance-based assessments, and end-of-unit tests in literacy and math) to assess the progress of ELLs and adjust our instructional program accordingly.
- Our students' performances on the 2013 NYSESLAT and NYS exams provide essential data that will help us to further evaluate the effectiveness of our ESL program. We will continue instructional practices that have proven to be successful in the past, analyze our areas of challenge and collaboratively identify change strategies that can be implemented to improve student performance.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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 parents register their children as new entries at PS 366, the Home Language Survey is conducted one-on-one with each

parent by one of the school's 2 ESL teachers, Ms. Sorangel De Los Santos and Ms. Lynne Doherty Herndon. Ms. De Los Santos, a native Spanish speaker, interviews all Spanish-dominant families. If the family's dominant language is other than English or Spanish, translation is generally provided by an English-speaking relative.

If the HLIS indicates that the family's home language is other than English, the teacher will conduct an informal interview* to determine the student's dominant language. (See informal interview questions below.) If the child is deemed English dominant through the informal interview, the interviewer may override the responses on the HLIS and enter an OTELE code of NO on the HLIS and ATS. In such cases, the interviewer will explain the OTELE determination on school letterhead and attach it to the HLIS.

If, after completion of the HLIS and informal interview, the student is deemed to be dominant in a language other than English, the LAB-R will be administered within the first 5 days of school by one of the ESL teachers. LAB-R tests are immediately hand-scored. If a student whose home language is Spanish scores below the cut-off on the LAB-R, the Spanish LAB is administered by the Spanish-speaking ESL teacher. This test is also hand-scored. LAB-R and Spanish LAB score sheets are then officially submitted by the required deadline.

*Informal interview questions to determine English proficiency

- What is your name?
- Who do you like to play with outside of school?
- What do you and your friends do together?
- What is your favorite game?
- How do you play it?
- Do you like to go the park? Why or why not?

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.

Upon completion of initial LAB testing, approximately 5 days after the start of the school year, parents of all entitled students, as well as continuing ELLs who have transferred from other DOE schools, are invited to a series of parent information sessions conducted by the ESL teachers, Ms. De Los Santos and Ms. Herndon. The initial session occurs within the first 10 days of school. Flyers advertising these information sessions are distributed at least one week in advance along with the required entitlement letters. At least one reminder flyer is sent for each session; school staff also makes calls to the families to encourage them to attend the sessions. Make-up sessions are held soon after the initial sessions, with notices sent and phone calls made to parents who did not attend any of the initial sessions. If a student enters after the start of the school year, the HLIS is administered and immediately evaluated so the child can be tested within 5 days of entry and, if the child has tested as eligible for services, parents can be notified about the information sessions.

At these sessions, parents are given copies of the ELL parent brochure, available in both English and relevant home languages. The ESL teachers introduce themselves and welcome these families to our school. They then describe the three program options that are available for ELLs and inform parents that if 15 families across 2 grade levels were to request a bilingual program, the school would be required to establish one. We also inform parents that if they request a bilingual or dual language program but the school lacks sufficient students, we can help them find a school that offers this option if this is the option they prefer. This information is reinforced in the video, which is shown in the parents' native languages via Smartboard and/or individual computer stations. After parents' questions have been answered, Parent Survey and Program Selection forms are distributed, filled out and returned. Native language assistance is provided as necessary, as well as assistance for parents with limited literacy skills.

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

The ESL teachers send home Continuance letters and Non-Entitlement/Transitional letters (for students who tested as proficient on the previous spring's NYSESLAT) during the first week of school, as soon as the most current NYSESLAT data has been reviewed. The ESL teachers send home New Non-Entitlement letters and New Entitlement letters (for new DOE admits) upon completion of LAB testing. Native language translations are sent along with the English language versions. These letters are sent in the students' homework folders, with copies kept in the ESL Binder, which is stored in the office of ESL Coordinator Lynne Herndon. The ESL teachers check all letters carefully against the lists of entitled and newly proficient students to ensure that each child's family has received the appropriate letter.

Parents of newly entitled students, and continuing students who have transferred from other DOE schools, receive multiple invitations

to attend the parent information sessions. The names of children for whom Parent Survey and Program Selection forms are necessary are listed on a sign-in sheet, which parents sign when they attend the session. The ESL teachers collect Parent Survey and Program selection forms from all parents of newly entitled students, in person, at the information sessions. We also collect Parent Surveys and Program Selection forms for students who are new transfers from other DOE schools.

Parents who are unable to attend a group information session are scheduled for individual appointments with one of the ESL teachers to view the informational video and to discuss the bilingual programs offered at our school, as well as at other NYC public schools. Consistent follow-up ensures that parents of all newly entitled students receive the required information, make a program selection, and return the Parent Survey and Program Selection form. The collection date is listed next to the child's name on the sign-in sheet. Forms for all current ELLs are stored in the ESL binder.

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.

After parents have filled out, signed and returned the Program Selection forms, the ESL teachers send each family a placement letter informing them of the instructional program in which their child has been placed. Past and current trends in parent choices have resulted in freestanding ESL as the only model of ELL instruction currently offered at our school. The placement letters are sent home in the children's homework folders, with native language translations provided. Copies of the letters are stored in the ESL binder, along with New Non-Entitlement, New Entitlement, Continuance and Non-Entitlement/Transitional letters. Within the first 20 days of school, the ESL teachers also enter the date of LAB testing, the parents' program selection and the child's program placement using the ELPC screen on ATS.

Students are grouped by grade and proficiency levels, with most students receiving a combination of push-in and pull-out ESL services. Students who are deemed to be high-need (low beginners, SIFE and upper grade students who are still scoring at Beginner or Intermediate levels) may receive additional small-group instruction that is targeted to their specific needs.

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.

All students identified as English Language Learners take the New York State English as a Second Language Test (NYSESLAT) during the spring of each school year, as verified by the NYSESLAT Eligibility Roster (RLER), until they test as proficient. The two ESL teachers, Ms. De Los Santos and Ms. Herndon, conduct the Speaking portion of the test one-on-one with each student. The ESL teachers then administer each of the other three components of the test (Listening, Reading and Writing) separately in grade-level groupings. Test forms for each section are carefully accounted for to ensure that each student has been tested in all four modalities, before scan sheets are packaged and officially submitted for scoring.

Parents are notified in writing about their children's test results at the beginning of the following school year, receiving a Continuance letter if their child has not yet tested as proficient, or a Non-entitlement/Transitional letter if the child has tested as proficient. These letters are sent home in each child's homework folder, in relevant languages, with the child's name clearly noted on the letter.

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. 

Review of past Program Selection forms demonstrates that the vast majority of parents have requested ESL as their first program preference for the past several years. During the current school year (2013-2014), the parents of 19 out of 19 new entries (100%) selected ESL as their first choice. During the 2012-2013 school year, parents of 23 out of 24 new entries (96%) selected ESL; during the 2011-2012 school year, parents of 17 out of 17 new entries (100%) selected ESL; and during the 2010-11 school year, parents of 18 out of 20 new entries (90%) selected ESL. Beginning in fall 2011, parent program choices have been entered on ATS so that we can more closely monitor trends in parent choice.

As indicated above, our ESL program is aligned with the preferences of the vast majority of parents whose children are currently enrolled at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) Our school currently has three ESL teachers, each of whom focuses on a different grade or grade band (K, Grades 1-2, Grades 3-5). This organizational model allows each ESL teacher to work with approximately 30 students in total, in small groups of 6-10 students each, and to collaborate closely with the general classroom teachers within and across grade levels to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Instruction is delivered through a combination of push-in and pull-out instruction that allows ELLs to keep pace with their peers in the general education classroom, while providing ample opportunities for targeted small-group instruction, with an emphasis on listening and speaking tasks that will support oral language development as well as literacy skills. An ESL Professional Planning Team (PPT) meets on a weekly basis in order to set goals, plan instruction and develop systems for monitoring student progress.
 - b) General education classrooms at Washington Heights Academy are heterogeneous by design, with most classes including a mix of general education students, SWDs, ELLs, and students performing below, at and above grade level. Push-in ESL services are delivered in the context of grade-level general education classes, which include a combination of Beginner, Intermediate and Advanced ELLs. ELLs are generally grouped by grade and proficiency level (Beginner/Intermediate and Advanced) for small-group pull-out instruction. On occasion, a pull-out group is composed of students at the same level of proficiency from two grade levels (e.g., Grade 4-5 Beginner/Intermediate). Students who are deemed to be high-need (low beginners, SIFE and upper grade students still scoring at Beginner or Intermediate levels) may receive additional small-group instruction that is targeted to their specific needs.
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)?

Based on new students' LAB scores and continuing students' most recent NYSESLAT results, all English Language Learners receive the mandated number of minutes of ESL instruction. Beginner and Intermediate level students receive a minimum of 360 minutes of ESL per week and Advanced level students receive a minimum of 180 minutes per week. In classes that include large numbers of ELLs,

the mandated minutes may be delivered through push-in instruction (e.g., 180 minutes of push-in for Advanced students). In other cases, the mandated minutes are delivered through a combination of push-in and pull-out instruction (e.g., 180 minutes of push-in plus 180 minutes of pull-out for Beginner/Intermediate students).

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.

Content-area instruction in Literacy, Math, Science and Social Studies is delivered in English, with ESL and native language support provided as necessary. Our school library includes Spanish language and bilingual books. Administration has purchased Spanish-language editions of textbooks for each content area, and additional native language materials have been purchased for each classroom.

In addition, teachers who are fluent in Spanish and English are able to provide native language support across the content areas in the general classroom. Out of 13 classroom teachers in Kindergarten to Grade 5, 10 (77%) are fluent in Spanish. One of our Special Education teachers has a bilingual extension, and all of our ESL teachers are bilingual and biliterate in Spanish and English. Many of our classroom teachers have ESL or bilingual extensions, allowing them to bring additional expertise to our students' learning experiences. Our K-5 paraprofessionals are also bilingual.

ESL teachers work closely with the general classroom teachers within and across grade levels and content areas to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Teachers use a variety of instructional approaches such as direct and guided instruction, cooperative learning and thematic units of study. The content areas are reinforced through close reading, shared reading, guided reading and independent reading experiences using materials that relate to specific units of study. While ELLs are expected to master the same academic content, concepts and skills as their English-proficient peers, this content may be delivered using different methods and instructional scaffolds such as direct modeling, schema-building, pictorial support, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction. Students are also given opportunities to verbalize their learning in paired, small-group and whole-group settings, so that listening, speaking, reading and writing are integrated across the content areas.

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

All newly admitted ELLs whose home language is Spanish are given the Spanish LAB, the results of which are immediately evaluated to determine the student's level of proficiency in the native language. Many of the general classroom teachers whose classes include ELLs are fluent in Spanish, allowing them to clarify content as needed, and to conduct informal, ongoing assessments in the students' native language. Content area curricula are available in Spanish, and New York State assessments are delivered in students' native languages when appropriate. A bilingual Guidance Counselor and bilingual IEP Team ensure that special education evaluations are conducted in the student's dominant language.

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

Each ESL teacher also creates Individual Language Goals for all students. In addition to CCLS-aligned Reading and Writing goals, which are derived from the general classroom teachers' Literacy Action Plans, ESL teachers identify CCLS-aligned Listening and Speaking goals for each student. Teachers periodically review and revise student goals, setting new learning goals as initial goals are met.

ESL and classroom teachers monitor student progress through formative and summative assessments, conferencing records and observational data. Reading and Writing data (derived from DRAs, ReadyGEN end-of-unit assessments and performance-based writing assessments) is disaggregated by sub-groups, including ELL, SWD and ELL-SWD, so that we can closely monitor the progress of specific groups of students and adjust instructional plans as needed.

We are implementing the Periodic Assessments for the first time during the current school year. We will use the results to monitor students' proficiency levels across the four modalities, to identify and monitor individual language goals for each student, and to adjust instructional plans as needed.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE: We do not have any SIFE students at this time. At our school, SIFE students who test as beginner/intermediate ELLs receive 180 minutes of push-in instruction in the general classroom, in addition to 180 minutes of targeted, small-group instruction in a group of no more than 6 students. The development of oral language skills, and the transfer of oral language to reading and writing, will be emphasized. Instructional scaffolds from the ReadyGEN literacy curriculum and Go Math! will be used to support students' cognitive, linguistic and academic development.

b. Newcomers: Newcomers in the early grades (K-2) receive academic and linguistic instruction targeted to their specific needs as new learners of English. To develop early language skills, low beginners are provided with ESL services using a combination of push-in and pull-out instruction. The ReadyGEN literacy curriculum is augmented with instructional scaffolds such as direct modeling, schema-building, pictorial support, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. To strengthen students' foundational literacy skills, K-2 classroom teachers are fully trained in Reading Reform; ESL teachers have also received initial Reading Reform training.

Additional learning support is provided through a variety of materials, including Look, Listen and Speak (Kindergarten), Literacy, Language & Learning (Kindergarten) and Santillana Intensive English Classroom Kits (Grades 1-3), from which ESL teachers utilize materials and activities that reinforce current units of study. Low beginners are served in groups of 6-8 in order to receive ample opportunities to practice the oral language skills that lay the groundwork for literacy development.

c. ELLs receiving services for 4-6 years: Many of these students are at the Advanced level and receive push-in ESL instruction in the general classroom. These students cover the same academic content, concepts and skills as their English-proficient peers, with the ESL teacher providing scaffolding specific to their needs. Students receive regular small group instruction, within the classroom or in pull-out groups, allowing them additional opportunities for listening and speaking practice as well as scaffolded reading and writing instruction. Guided reading is emphasized by all ESL teachers, who use Reading A-Z's ELL Enhanced Reading Solution and other materials to support guided reading instruction.

Students in this sub-group who have scored at the Beginner or Intermediate level on the NYSESLAT receive targeted, small-group instruction in pull-out groups for the mandated minutes per week, in addition to scaffolded instruction in the general classroom. Supports from ReadyGEN's Scaffolded Strategies Handbook are supplemented with materials from Santillana's Intensive English, and Continental's Finish Line for ELLs. Materials from Attanasio & Associates and Continental's Empire State NYSESLAT provide students with exposure to the types of questions and tasks they will encounter on the NYSESLAT.

d. Long-term ELLs: Our school has no long-term ELLs at this time. In the past, long-term ELLs have often been ELL-SWDs. These students receive the mandated periods of ESL, depending upon proficiency levels, delivered through a combination of push-in and small group pull-out instruction. The ESL teacher works closely with both the general classroom teacher and the SETSS teacher to identify and address these students' needs.

e. Former ELLs: Students who have attained proficiency on the NYSESLAT continue to be monitored and supported in the general classroom. Newly proficient students are placed in the same classrooms as current ELLs so they can continue to benefit from ESL methodologies provided by both the ESL teacher and the general classroom teacher. English Language Learners are provided with time and a half for all State Exams, administered in a separate setting, for two years after they reach proficiency on the NYSESLAT. Many newly proficient ELLs attend Extended Day, as well as Saturday Academy and After School sessions in preparation for New York State examinations.

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?

All students whose IEPs mandate ESL receive the appropriate ESL program. In the lower grades, ELL-SWDs receive the mandated periods of ESL through a combination of push-in and pull-out instruction alongside ELLs without special needs. In the upper grades, most SWDs at the Advanced level receive ESL instruction on a push-in basis, while SWDs at the Beginning or Intermediate level are served through a combination of push-in and pull-out instruction for the mandated number of minutes per week.

In the lower grades, teachers use Reading Reform activities, simplified materials, read-alouds and shared readings relevant to grade-level units of study to provide access to academic content and to accelerate English language development. In the upper

grades, teachers reinforce and support academic learning through scaffolds such as schema-building, pictorial support, graphic organizers and oral practice designed to make grade-level materials accessible while developing students' English language proficiency.

Students' specific areas of need are identified, and their individual progress tracked, using data from the DRA, NYSESLAT, State exams, and predictive and interim assessments as well as formative, summative and performance-based classroom assessments.

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's current ELL population includes 15 ELL-SWDs who receive related services in addition to ESL. In Kindergarten to Grade 2, these students are distributed across classrooms and receive their related services on a pull-out basis, while ESL instruction is delivered through a combination of push-in and pull-out instruction. In Grades 3-5, all students who require SETSS, including ELL-SWDs, are grouped in one classroom per grade. In order to maximize the time these students spend with their general education peers, SETSS is delivered on a push-in basis. Most ELL-SWDs also receive ESL instruction on a push-in basis, with some pull-out instruction provided for Beginner/Intermediate ELL-SWDs who require additional small-group targeted instruction. We currently have an ICT class for Grade 4 only. Student placement is IEP-driven. All ELL-SWDs who are placed in the ICT class have this placement specified on their IEPs.

Courses Taught in Languages Other than English

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

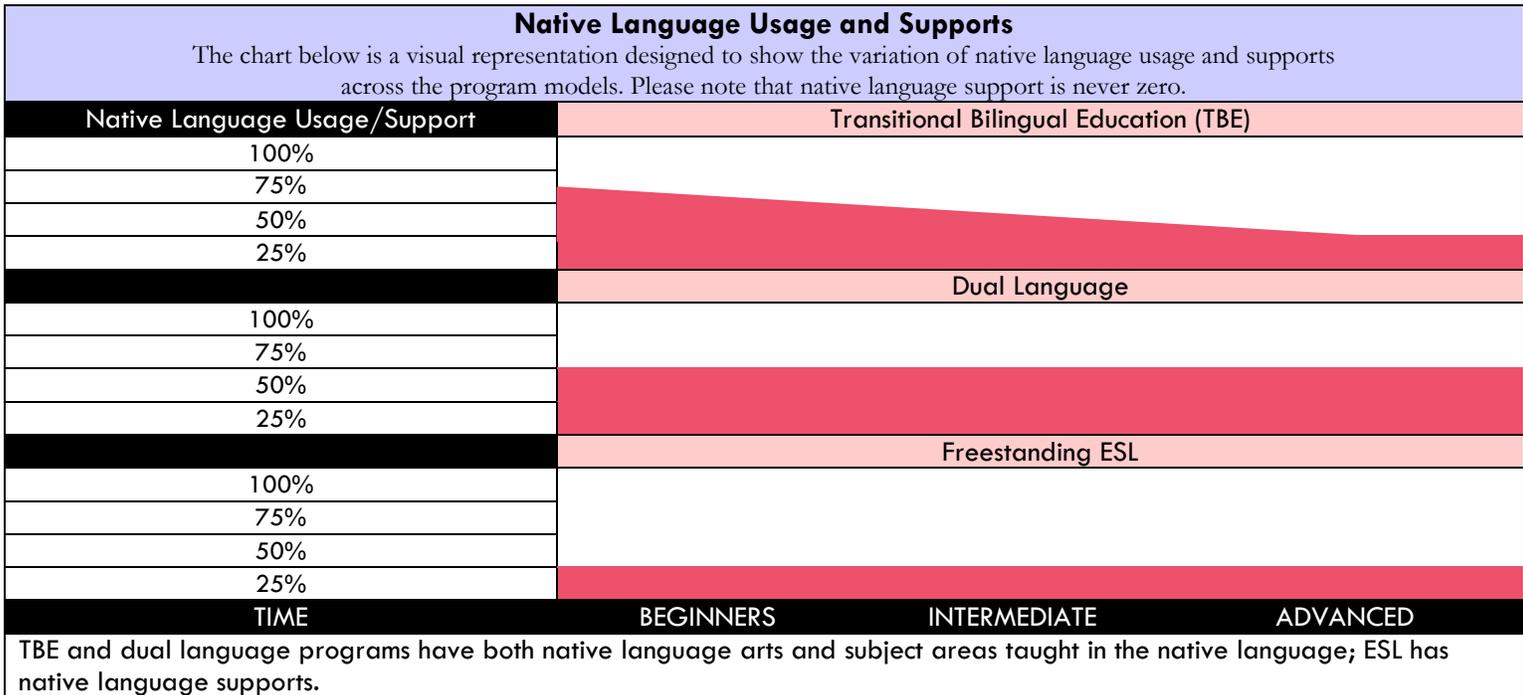
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.

Students' specific areas of need are identified, and their individual progress tracked, using data from the DRA, NYSESLAT, State exams, and predictive and interim assessments as well as formative, summative and performance-based classroom assessments across the content areas. Disaggregation of assessment data by sub-groups (ELL, SWD, ELL-SWD) allows us to identify trends and adjust our instructional program as needed.

Tier I interventions include targeted, differentiated, small group instruction provided by designated AIS staff throughout the school day. Tier I students also attend mandated Extended Day sessions. Students in need of Tier II interventions receive at-risk SETSS (staffing and scheduling permitting) and are closely monitored by classroom teachers, out-of-classroom teachers, guidance and administration so they can be referred for special education evaluations if warranted.

Extended Day: Students in Grades 1-5 who have been identified for academic intervention attend mandated Extended Day sessions, which offer small-group, targeted instruction in Literacy, Math, Science and Social Studies. These sessions take place on Tuesdays and Wednesdays from 2:50 to 3:40 PM. Because DRA data indicates that many of our ELLs read below grade level, a major focus of Extended Day is Guided Reading across the content areas, supported by Reading A-Z, fiction and non-fiction guided reading collections, and curriculum-related, thematic book sets. In the lower grades, teachers also use Reading Reform to support the development of foundational literacy skills.

Title III Programs: Title III money will be used to establish a Saturday Academy, focused on developing English language proficiency, content area skills and knowledge, and test sophistication strategies. Special efforts will be made to enroll Grade 3-5 ELLs who received scores of 1 or 2 on the 2013 NYS Math and ELA exams. The Saturday Academy will begin in early December and continue through April. Title III money will also be used to establish an After School Program for at-risk ELLs in Grades 3-5. All content areas will be covered, with an emphasis on test sophistication strategies in the months leading up to the State exams.

SETSS: Many of our ELLs who require intervention have IEPs which entitle them to receive SETSS in addition to their mandated periods of ESL instruction. At-risk SETSS will be provided to students without IEPs if scheduling and staffing permit.

ELA: All ELLs have individualized Literacy Action Plans developed by the classroom teacher, with input from ESL teachers, as well as Individual Language Goals developed by the ESL teacher. In addition to the mandated minutes of ESL, students receive targeted instruction from the classroom teacher throughout the school day in the form of guided reading and writing, reading and writing conferences, strategy lessons, word study, phonics work, and small-group, differentiated instruction. Students in need of additional intervention will receive extra support from designated support staff who are assigned to provide AIS.

Students are grouped according to proficiency levels and specific areas of need. ESL materials may be incorporated during small group, push-in and pull-out instruction throughout the school day. In the lower grades, teachers also use Reading Reform strategies to support students' development of foundational literacy skills.

Math: In addition to Math support provided by the ESL teachers, students receive targeted Mathematics instruction from the classroom teacher in the form of small-group lessons, the use of math manipulatives, and the practice of test sophistication strategies. Students in need of additional intervention will receive extra support from designated support staff, including STEM teachers, who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. Math skills will also be addressed through our Saturday Academy and After School Program for at-risk ELLs.

Science: In addition to content area support provided by the ESL teachers, students receive targeted Science instruction from the classroom teacher in the form of small-group lessons, hands-on experiments, and the practice of test sophistication strategies in preparation for the Grade 4 Science Exam. Students in need of additional intervention will receive extra support from designated support staff, including STEM teachers who are assigned to provide AIS. Students are grouped according to proficiency levels and specific areas of need. Content area learning will also be addressed through our Saturday Academy and After School Program for at-risk ELLs.

Social Studies: In addition to content area support provided by the ESL teachers, students receive targeted Social Studies instruction from the classroom teacher in the form of small-group lessons, cooperative learning experiences, and guided reading and writing

activities that incorporate Social Studies content. Content area learning will also be addressed through our Saturday Academy and after school Academic Enrichment Program for at-risk ELLs.

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

The NYC DOE 2012-2013 Progress Report placed our school in the 97th percentile citywide, and as the highest ranking school in District 6. Despite the statewide drop in New York State ELA and Math test scores, this data indicates that we have been successful in meeting the needs of ELLs and former ELLs, as well English-proficient students, in relation to other schools. The large percentages of ELLs who tested at Levels 1 and 2 in ELA and Math, however, indicate that more effective language and content area support is needed in order for our ELLs to demonstrate higher levels of achievement.

On the 2013 NYSESLAT, 14 out of 90 K-5 ELLs (16%) achieved Proficiency in all 4 modalities, with 33 out of 90 K-5 students (37%) achieving Proficiency in 3 or more modalities. NYSESLAT Proficiency scores were significantly higher in Grades 3-5, with 13 out of 36 Grade 3-5 ELLs (36%) achieving Proficiency in all 4 modalities and 21 out of 36 (58%) achieving Proficiency in 3 or more modalities. As noted in Part III, Question 2, higher percentages of students demonstrated Proficiency in Reading and Writing than in Listening and Speaking, indicating a need for our program to focus more intently on Listening and Speaking as well as Reading and Writing skills in order to meet the demands of the new CCLS-aligned NYSESLAT.

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

Because we adopted Go Math as our primary mathematics curriculum midway through the 2012-2013 school year, this will be our first full-year implementation of the Go Math program. For the first time, we have a designated Math Coach to support teachers in implementation of the program. We have adopted Pearson's ReadyGEN curriculum for Literacy, and all ESL teachers, as well as general classroom teachers, have participated in ongoing training sessions. We have also developed CCLS- aligned systems for conducting and documenting teacher-student reading and writing conferences, drawing upon the CAFE System and Effective Traits of Writing to support students' language and literacy development. We will also invest in Reading A-Z's Enhanced ELL Reading Solution to support our continuing emphasis on Guided Reading instruction.

Budget and hiring decisions have resulted in the development of an ESL team that includes 3 ESL teachers, each carrying a total student load of approximately 30 students and working with students in groups of 6-10, and an ESL Coordinator who handles compliance issues, provides teachers with ESL resources, offers curriculum and instructional support, and conducts weekly ESL Professional Planning Team (PPT) meetings.

We will continue successful programs, such as our after school Academic Enrichment Program and Saturday Academy for Grade 3-5 ELLs. This year, we hope to maintain smaller groupings for the after school Academic Enrichment Program in order to provide more individualized supports. We will also use volunteer tutors from the New York Cares School Success Initiative to support small group instruction during Saturday Academy.

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

N/A

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

English Language Learners are offered equal access to all school programs offered to students in the general population. During the regular school day, ELLs are placed in general education classrooms, with mandated ESL support, and participate fully in cluster classes (Art, Rhythm & Movement, Science and Technology). ELLs also participate in Extended Day, After School Support sessions (in preparation for State exams) and our school's Out-of-School Time (OST) program provided by Inwood Community Services. Students are invited to participate in these programs through notices in homework folders, follow-up phone calls, and in-person contact with our Parent Coordinator and/or other staff.

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

In addition to the ESL scaffolding and support materials that are included with the general classroom curriculum (ReadyGEN and Go Math), the school will invest in materials specific to the needs of our English Language Learners such as Reading A-Z's Enhanced ELL Reading Solution, which includes a technology component. In addition, the school has invested in materials specific to the needs of our English Language Learners such as Santillana's Intensive English and Continental's Finish Line for ELLs and Empire State NYSESLAT. Administration has also purchased Spanish-language editions of textbooks for each content area. Our school library

includes Spanish language and bilingual books, and additional native language materials will be purchased for each classroom.

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

Many of our general classroom teachers are fluent in Spanish, allowing them to clarify content as needed, and to conduct informal, ongoing assessments in the students' native language. Some content area curricula are available in Spanish, and the school will invest in additional native language materials to support students in their native languages as they are gaining proficiency in English. All of our ESL teachers are fluent in Spanish so they can provide ample native language support for our ELLs. Bilingual classroom teachers, paraprofessionals and school support staff offer additional native language support throughout the school day.

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

Programmatic decisions have been carefully considered in relation to students' ages, grades and proficiency levels in order to provide necessary language support while maximizing learning experiences in the regular classroom. To develop early language skills, students in the lower grades are provided with ESL services using a combination of push-in and pull-out instruction. The ReadyGEN literacy curriculum is augmented with instructional scaffolds such as direct modeling, schema-building, pictorial support, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction with an emphasis on developing students' oral language skills as a support for literacy. To develop students' foundational literacy skills, K-2 teachers are fully trained in Reading Reform, and ESL teachers have also received initial Reading Reform training.

Many of our upper grade students are at the Advanced level and receive push-in ESL instruction in the general classroom. ELLs cover the same academic content, concepts and skills as their English-proficient peers, with the ESL teacher providing scaffolding specific to their needs. Students receive regular small group instruction, within the classroom or in pull-out groups, allowing them additional opportunities for listening and speaking practice as well as scaffolded reading and writing instruction. Guided reading is emphasized by all ESL teachers, who use the Reading A-Z's ELL Enhanced Reading Solution and other materials to support guided reading instruction.

Upper grade students who have scored at the Beginner or Intermediate level on the NYSESLAT receive targeted, small-group instruction in pull-out groups for the mandated periods per week, in addition to scaffolded instruction in the general classroom. Supports from ReadyGEN's Scaffolded Strategies Handbook are supplemented with materials from Santillana's Intensive English, and Continental's Finish Line for ELLs. Materials from Attanasio & Associates and Continental's Empire State NYSESLAT provide students with exposure to the types of questions and tasks they will encounter on the NYSESLAT.

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.

N/A

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

This question does not apply because our school does not have a dual language program.

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.

The school will offer ESL teachers, as well as general education teachers whose classes include ELLs, a range of professional development opportunities related to the needs of English Language Learners across the content areas. Our ESL teachers will attend various workshops through the NYCDOE Office of English Language Learners, our LSO Network, and other organizations, including:

December 5, 2013: New ESL Teacher Training, PreK – Grade 5

Friday, November 8, 2013: ELL Support Series, Part A: Improving ELL Achievement through CCLS-Aligned Curriculum Instruction

Thursday, December 12, 2013: ELL Support Series, Part B: Improving ELL Achievement through CCLS-Aligned Curriculum Instruction

Friday, January 24, 2014: ELL Support Series, Part C: Improving ELL Achievement through CCLS-Aligned Curriculum Instruction

In addition, because all of our classrooms include ELLs, our ESL teachers will support other teachers by turnkeying workshop information and providing on-site professional development in the area of ELL instruction. (See timeline and topics in #3, below.)

In order to support ELLs transitioning from elementary to middle school, the school provides various support systems for parents, students and school staff. Our school leadership (Principal, Assistant Principal) and Guidance Counselor support the Parent Coordinator and Grade 5 teachers by turnkeying relevant information, highlighting new procedures and processes, and providing time to meet as a team to plan for the Middle School application period. Our Guidance Counselor attends all Professional Development trainings that relate to middle school application and transition. Middle school orientation sessions are provided for fifth grade parents in English and Spanish. Our Assistant Principal and Guidance Counselor monitor and support the middle school selection process, arranging time to meet individually with students and families to provide translation services, to offer guidance in selecting appropriate schools to meet individual student needs, and to support families in completing their middle school applications. As WHA expands to include Middle School (beginning with 2 sixth grade classes in September 2014), we will create a Leadership Advisory and Community Service program that will emphasize the development of leadership skills to support students' success in high school, college and career.

Professional Development (PD) for all staff will be provided by in-house ESL staff and/or outside consultants for a total of 7.5 hours. Professional development opportunities will include the following topics:

December: Getting Acquainted with the 4 Components of the NYSESLAT: Interpreting 2013 Results and Planning in Relation to the 2014 Exam

January: Understanding Second Language Acquisition

February: Building Oral Language as a Support for Literacy Development

March: Differentiating for ELL Instruction Across the Content Areas (Focus: Math/Science)

April: Using Cognates as a Support for Vocabulary, Fluency and Comprehension

May: Analyzing ELL Writing Across Content Areas (Focus: ELA/Social Studies)

June: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

Support staff (School Secretary, Community Assistant, School Aides) will receive training in the ELL Identification Process, ATS Data Input and Analysis, and Mandated Translation and Interpretation Services. In addition, all staff will review the Language Allocation Policy to ensure that it is effectively implemented on a schoolwide basis. Workshop attendance will be monitored and logged to ensure completion of the mandated 7.5 hours of ELL training for all staff members.

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?

A major emphasis of our school is to involve parents of all students, including English Language Learners, in their children's education, and to provide support services for parents. Our work with our parents involves our Parent Coordinator, who conducts outreach to engage parents in meetings and workshops, as well as our PTA Executive Board members (most of whom are bilingual), who seek to include parents of ELLs in schoolwide events and activities, including Open School Nights, Parent-Teacher Conferences, Class Meetings, and Curriculum Nights. Spanish translation services are available at all school events, as provided by the Principal, Assistant Principal and Parent Coordinator (who are all Spanish-English speakers); by bilingual teachers and paraprofessionals; and by bilingual members of the PTA Executive Board and/or school support staff. All school notices are posted and sent home in both English and Spanish, and Spanish-speaking staff often make follow-up calls to parents reminding them about important school events. Translation for parents who speak a language other than Spanish is often provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE's Language and Interpretation Unit by telephone for translation services.

Washington Heights Academy is one of four schools in New York City that was selected to participate in the New York Cares School Success Initiative, beginning in the 2012-2013 school year. This coming year, New York Cares will provide free parent courses in Adult ESL and Technology on school day mornings and in conjunction with Saturday Academy, for which New York Cares will also provide volunteer tutoring services and an hour of recreational activities for students after a 3-hour instructional period. Spanish-speaking staff members are available at all parent meetings and workshop to provide translation. Translation for parents who speak a language other than English may be provided by family friends and/or relatives. If such support is not available, school staff may contact the DOE's Language and Interpretation Unit by telephone for translation services.

We conduct informal discussions with parents, as well as sending home written surveys about topics of interest and areas of need. Parent feedback is analyzed and discussed by our Administration, Guidance Counselor, Parent Coordinator and ESL teachers in order to plan for future workshops and services for parents.

Parents will be invited to attend a number of workshops, based on their expressed needs and interests.

Topics may include:

- ELL Parent Orientation Sessions / Program Overview and Program Selection
- Preparing for the NYSESLAT
- Learning about NYS Assessments in ELA, Math, Science, & Social Studies
- Criteria for Promotion and ELL Student Regulations for Testing
- Using Technology to Improve Academic Performance
- Celebrating the Multiculturalism of our ELL population
- Community Support Services

In addition, we will inform parents about adult ESL classes offered in our community and support parents with translation services. We will also encourage parents of ELLs to participate in classroom activities and will provide opportunities for parents of ELLs to become Learning Leaders.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 366: Washington Hts Academy

School DBN: 06M366

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Renzo Martinez	Principal		1/28/14
Mercedes Diaz	Assistant Principal		1/28/14
Alexandra Ulloa	Parent Coordinator		1/28/14
Lynne Herndon/ESL Coordinator	ESL Teacher		1/28/14
	Parent		1/1/01
Sorangel Solpiaget/ESL Teacher	Teacher/Subject Area		1/28/14
Maria Reynoso/Grade 3 Teacher	Teacher/Subject Area		1/28/14
Nicole Bonheur/Math Coach	Coach		1/28/14
	Coach		1/1/01
Antoinette Ansalone	Guidance Counselor		1/28/14
	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: 06M366 School Name: PS 366: Washington Heights Academy

Cluster: 6 Network: 06

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

Part A: Needs Assessment Findings

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

When parents fill out a Home Language Information Survey (HLIS) as part of the registration process, they are asked which language they prefer for oral and written communications from the school; this information is recorded at the bottom of the HLIS (page 2). After administration of the HLIS, each student receives a Home Language code on ATS. This data indicates that approximately 60% of our Kindergarten to Grade 5 families are classified as Spanish-dominant.

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 vast majority of parents who need oral and written translation are Spanish speaking. There is also a need for Arabic and Bengali translation for a few individual families, who have chosen to provide their own interpreters (adult relatives or friends) when needed. While our school community includes speakers of other languages, including Albanian, Russian, Ukrianian, these parents are fluent in English and do not require written translation or oral interpretation. These findings will be shared with our School Leadership Team and PTA Executive Board, and at a PTA meeting.

Part B: Strategies and Activities

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

All written documents sent from the school (e.g., Parent Handbook, official DOE notices, letters from administration, parent newsletters, flyers announcing workshops or advertising school events) are translated into Spanish. Initial translations are done using computer software and are carefully edited by a biliterate member of the school's staff, for which per session payment is available. Using an on-site staff member for translation ensures that all documents are translated in a timely fashion. Native language report cards are also provided as needed.

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.

Spanish translation is available at all school gatherings (e.g., meetings, workshops, special events), provided by a bilingual member of the school staff (e.g., Principal, Assistant Principal, Parent Coordinator). PTA meetings are translated by bilingual members of the PTA Executive Board. Many of our classroom teachers are bilingual and are therefore able to communicate with Spanish-speaking parents. Spanish translation is provided during Parent-Teacher Conferences, if needed, by bilingual members of the school staff.

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>.

Each parent receives a copy of the the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. In addition, a multilingual sign is posted in the entrance of the school, welcoming parents and indicating the availability of translation services.



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: Washington Heights Academy	DBN: 06M366
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: <u>42</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Overview:

During the 2014-2015 school year, we will create a Title III ELL Academic Enhancement Program, which will take place on Wednesdays and Thursdays from 2:40-4:30 PM, after regular dismissal. The program will begin on Wednesday, December 3, 2014 and continue until Thursday, April 30, 2015. By scheduling Title III programming as an extension of the regular school day, we hope to maintain consistent student attendance as well as strong levels of integration between Title III programming and regular school day instruction. A program rationale will follow analysis of NYSESLAT data (below).

NYSESLAT Data Analysis:

Approximately 31% of last year's ELLs (27 out of 86) tested as Proficient in all modalities on the Spring 2014 NYSESLAT, reflecting a high level of effectiveness in our schoolwide program. Analysis of Spring 2014 NYSESLAT data further reveals the following trends among Grades 3-6 ELLs who have not yet tested as proficient in all modalities:

- 74% (31 out of 42) attained an overall level of Advanced
- 24% (10 out of 42) attained an overall level of Intermediate
- 2% (1 out of 42) attained an overall level of Beginner

As a group, current Grade 3-6 ELLs demonstrated the highest levels of Proficiency on the Speaking portion of the test. Overall, Listening was the weakest modality for our current Grade 3-6 ELLs, as indicated in the data below.

- Listening: 33% (14 out of 42) tested as Proficient
- Speaking: 66% (28 out of 42) tested as Proficient
- Reading: 48% (20 out of 42) tested as Proficient

Part B: Direct Instruction Supplemental Program Information

- Writing: 38% (16 out of 42) tested as Proficient

Comparison of modality levels reveals that a lower percentage of current Grade 3-6 ELLs tested as Proficient in Listening than in past years. This shift could be attributable to the fact that the new CCLS-aligned NYSESLAT included more cognitively challenging Listening tasks, which required content area and academic vocabulary knowledge as well as listening skills. In addition, the use of a primarily push-in model for ESL instruction may have resulted in fewer opportunities for targeted, small group Listening practice. The data also indicates a need for targeted, differentiated instruction in writing, an area that is consistently challenging for English Language Learners in the upper grades.

Program Rationale:

In response to this data, our Title III funding will be used to support a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through rigorous, content-based instruction. The program will allow ESL- and bilingual-licensed teachers to reinforce students' oral language skills as a support for further development of literacy skills, content area knowledge and academic vocabulary, with particular emphasis on differentiated Writing instruction and targeted Listening practice.

To ensure that our ELLs maintain high levels of achievement in all modalities, students in the Title III ELL Academic Enhancement Program will engage in interactive read-alouds, full-class and small group discussions, shared reading and writing activities, guided reading and small group writing instruction, offering ample opportunities for authentic practice and targeted feedback across all language modalities.

Grade Levels and Sub-Groups: The Title III ELL Academic Enhancement Program will serve English Language Learners in Grades 3-6 who have been identified by their teachers as needing additional small group support. This subgroup includes ELLs with IEPs, ELLs who are reading below grade level, and Grade 4-6 ELLs who scored 2 or below on one or both of their Spring 2014 New York State exams. Within the program, instruction will be differentiated in accordance with formative and summative data, including students' current ESL levels and specific needs within each language modality.

Schedule and Duration: The program will begin on Wednesday, December 3, 2014 and will continue until Thursday, April 30, 2015.

Language of Instruction: The language of instruction will be English, with appropriate language scaffolding and supports, in keeping with our school's current ESL model.

Certified Teachers: Instruction for the Title III ELL Academic Enhancement Program will be provided by students' regular classroom teachers and/or their assigned ESL teachers, who have the strongest familiarity with their students' needs. During the current school year, to the greatest degree possible, English Language Learners have been grouped in one class per grade level, with teachers who hold both Common Branch and ESL or bilingual licenses. These teachers will form the core of our Title III program staff. A total of 6 bilingual or ESL-licensed teachers will participate in the Title III program.

To foster consistency, students will be grouped to the greatest degree possible with the same teacher

Part B: Direct Instruction Supplemental Program Information

who delivers school-day instruction. If an English Language Learner's regular classroom teacher is ESL- or bilingual licensed, he or she will stay with that teacher for Title III instruction. If the English Language Learner's regular classroom teacher is not ESL- or bilingual licensed, he or she will work with an ESL- or bilingual licensed teacher for Title III instruction. In most cases, this will be the same teacher who services the student during the regular school day. Students will be grouped within each classroom according to NYSESLAT proficiency levels, overall academic levels, and specific linguistic and academic needs.

The school's Assistant Principal, with the support of the ELL Coordinator, will oversee the program's implementation and monitor student attendance and progress (at no cost to Title III).

Materials: Teachers will use a variety of materials, including Continental's "Get Ready" books to support content area learning in Reading, Writing and Math. In addition, Continental's "New York ELLs" and "Finish Line for ELLs: English Proficiency Practice" will provide NYSESLAT practice across all modalities.

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Materials: Teachers will use a variety of materials, including Continental's "Get Ready" books to support content area learning in Reading, Writing and Math. In addition, Continental's "New York ELLs" and "Finish Line for ELLs: English Proficiency Practice" will provide NYSESLAT practice across all modalities.

Part C: Professional Development

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

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

Begin description here:

We will provide a strong professional development program for all teachers who will provide instruction for ELLs and former ELLs during the current school year. Our ESL teachers will provide monthly professional development sessions on second language acquisition, ESL methodologies, and content-based ESL instruction. The following professional development program has been designed in response to NYSESLAT, ELA and Math data analysis as well as the expressed needs of our teachers:

November 2014: Understanding Second Language Acquisition

Targeted Audience: All teachers and paraprofessionals (during Monday Professional Learning session)

Providers: Ms. Maria Reynoso and Ms. Sorangel Solpiaget (ESL Teachers)

Part C: Professional Development

December 2014: Building Oral Language as a Support for Literacy Development

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso and Ms. Sorangel Solpiaget (ESL Teachers)

January 2015: Getting Acquainted with the NYSESLAT: Interpreting 2013-2014 Results and Planning in Relation to the 2014-2015 Exam

Targeted Audience: All classroom teachers, via grade-level Professional Planning Team meetings

Providers: Ms. Maria Reynoso and Ms. Sorangel Solpiaget (ESL Teachers)

February 2015: Using Cognates as a Support for Vocabulary, Fluency and Comprehension

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso (ESL Teacher) and Ms. Elsie Arias (Grade 4 Teacher)

March 2015: Differentiating ELL Instruction Across the Content Areas (ELA/Social Studies)

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso (ESL Teacher), Ms. Sorangel Solpiaget (ESL Teacher) and Ms. Roxana Rossell (ESL-licensed SETSS Teacher)

April 2015: Differentiating ELL Instruction Across the Content Areas (Math/Science)

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Providers: Ms. Maria Reynoso (ESL Teacher) and Ms. Wendy Echavarria (Math Teacher)

May 2015: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

Targeted Audience: All teachers and paraprofessionals during Monday Professional Learning session

Provider: Ms. Lynne Doherty Herndon (ESL-licensed Curriculum Coordinator)

In order to develop their own professional knowledge base, our ESL Team will attend a 3-day series (8 AM – 1 PM) of Professional Development Sessions offered through CFN-606 on November 21, December 19 and January 23. (See description below.)

Constructing Deep Understandings with ELLs through Collaborative Academic Conversations

Student-to-student discourse plays a critical role in promoting language development and increased levels of engagement and achievement for all learners, especially English language learners. During this series, participants examine criteria for high-quality academic conversations and the pedagogical moves that support students in co-creating disciplinary knowledge. Reflecting on their own practice, participants consider implications for refining curriculum and lesson plans as framed by the Citywide

Part C: Professional Development

Instructional Expectations and students' needs. Three sessions will be conducted, including two instructional rounds where participants have the opportunity to connect theory to practice.

Facilitators: Amanda Gardner, ELL Achievement Coach and Laura Cavigliano, Special Education Achievement Coach

3 half-day sessions (8:00am – 1:00pm): Friday, November 21, 2014; Friday, December 19, 2014; Friday, January 23, 2015

A member of the ESL Team will also attend a two-day workshop on "Unpacking NYSESLAT: Instructional Implications for ELLs (Grades K-5)" to be offered by the Department of English Language Learners and Student Support on December 5 and December 12. The sessions will focus on instructional practices for supporting ELLs across the year (not test administration) including discussion of key item types related to language learning, as well as their alignment to Common Core Learning Standards.

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:

Our Administration, ESL Teachers, and Parent Coordinator will work closely together to provide meaningful ELL parent engagement activities with the specific aim of support higher achievement for English Language Learners. ESL- and bilingual-licensed teachers will hold monthly ELL Parent Workshops on a variety of topics, including:

September 2014: ELL Parent Orientation Sessions/Program Overview and Program Selection

November 2014: Getting the Most out of Parent-Teacher Conferences

December 2014: Supporting Your Child's Learning at Home

January 2015: Learning about NYS Assessments in ELA, Math and Science

February 2015: Laying the Groundwork for the NYSESLAT

March 2015: ELL Promotional Criteria and Regulations for Testing

April 2015: Using Technology to Support Academic Performance

Part D: Parental Engagement Activities

May 2015: Summer Learning Activities

In order to foster higher levels of attendance, Parent Workshops will take place on Wednesday mornings in conjunction with (or directly following) the Wednesday Morning Cafecitos that are hosted by our Parent Teacher Association. In addition, through our partnership with the New York Cares School Success Initiative, we will continue to provide ESL and Technology classes for parents of ELLs during the current school year. Classes will be offered on a weekly basis - on one weekday morning as well as during the school's Saturday Academy, as they were last year. We will survey parents to learn of additional areas of need.

Parents will be notified of these activities through bilingual flyers, school door postings and phone calls from our Parent Coordinator and support staff. We will work closely with bilingual staff to ensure that appropriate translation services are provided at all meetings and workshops.

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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