

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

School Name: THE RONALD H. BROWN SCHOOL
DBN (i.e. 01M001): 27Q155
Principal: GREGORY JACOBS
Principal Email: GJACOBS@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: CHARLES AMUNDSEN

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
Gregory Jacobs	*Principal or Designee	
Wandra Blocker	*UFT Chapter Leader or Designee	
LaToya P. Mason	*PA/PTA President or Designated Co-President	
Terry Hill	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gracey Brunson	Member/ Parent	
Abiola Semple	Member/ Parent	
Deon Scott	Member/ Parent	
Melanie Lopez	Member/ Teacher	
Melody Leib	Member/ Assistant Principal	
Elena Olazabal	Member/ Parent	
	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, students in grades 3-5 will demonstrate progress towards achieving the CCLS standards as measured by a 5% increase in levels 3 and 4 on the NYS ELA Assessment.

Comprehensive Needs Assessment

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

Based on the 2013-14 elementary school quality report snapshot the schools average score was 2.6 out of 4.5 on the NYS ELA exam. The student progress for all students was good, but the school received a fair for the lowest performing students. Quality review 2013/2014 indicator 1.1 indicates that "All students are not experiencing the rigor and expectations of the 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.

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

All teachers will participate in professional growth practices that shift teaching practices

1. The school has added Quick checks to the performance based ELA assessment as a tool to identify struggling students including ELLs and SWDs, and provide appropriate intervention. In addition teacher will use the I-Ready to group students based on similar needs.
2. All teachers will receive professional development in Ready Gen, to make the curriculum accessible to all students such as ELLs and SWDs.
3. Administration will meet monthly with teachers to monitor student performance and progress. Data is analyzed to target areas in need of improvement and collaboratively establish next steps.

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

1. Principal, Assistant Principals, Classroom and Cluster Teachers.
2. ReadyGen Consultant, Network Literacy Coach and Teachers
3. Principal, Assistant Principal, and Teachers.

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

1. Monthly data meetings are scheduled to track students' progress on the performance based assessments and unit test. The expectation is that 5% of students will show growth on their performance based assessment and unit test.
2. Using MOTP, teachers will demonstrate growth in Domain 3. Adjustments to Curriculum maps will reflect the Quick Checks, and modifications, based on the data.
3. Student data will be analyzed to assess student growth on a monthly basis, resulting in a 5% increase on Performance Based Assessments and Unit Tests.

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

1. September 2014 to June 2015 – Monthly data meetings.
2. September 2014 to January 2015.
3. September 2014 to June 2015

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

1. During the school day.
2. An 80 minute professional development on Monday as per UFT contract.
3. During common planning time

Strategies to Increase Parent 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).

- Teachers will communicate via e-mail, phone and one on one conference with parents during parent engagement time to discuss their child's progress and provide strategies to support their learning.
- A monthly newsletter to parents that outlines themes for the month and strategies they can use with their children at home.

- The parent coordinator will hold meetings on the Ready Gen curriculum and ELA state exam.
- Teachers will hold grade level meetings to review and answer questions on the CCLS standards, grading policy, ELA and Math curriculum.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	----------	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, students in grades 3-5 will demonstrate progress towards achieving the CCLS standards as measured by a 5% increase on the NYS Math Assessment.

Comprehensive Needs Assessment

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

Based on the 2013-14 elementary school quality report snapshot the schools average score was 2.7 out of 4.5 on the NYS math exam. The student progress for all students was good, and the school received an excellent for the lowest performing students. A comparison of the schools math performance 2013-vs-2014 indicated an 11% decrease in the number of level 1 students, a 6% increase in the number of level 2 students and a 5% increase in the number of level 3 & 4 students.

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. During Professional Development: teachers will meet and analyze student work using the digging deeper protocol resulting in next steps for struggling students and modifying instructional strategies. There will be two math teams: An upper grade math teams comprised of grades 3, 4 and 5, a lower grade math team comprised of grades K, 1, and 2. The meetings will be led by the instructional AP and teacher team members. The meeting facilitator will be dictated via volunteering and/or expertise in the particular subject matter or instructional strategy. All meetings will be aligned to the school wide focus calendars.
2. Quick checks will be done during math instruction to identify struggling students with a particular focus on ELLs and SWDs. The students who do not complete the Quick check accurately are moved into a small group for response to intervention (Tier 2). If it is found that a majority of students have failed to meet the Quick check then a reteach of the lesson will be done (Tier 1). In addition, there will be a reteach group which is comprised of the bottom eight students which is determined by the previous unit's test scores. These students will be provided with reteach instruction and will be removed from the group upon accurate completion of a second unit test.
3. Monthly data meeting that focuses on progress monitoring of bottom third students and identification of trends and progress. The meeting comprises of reviewing the Quick check results as well as comparing current test scores to the previous unit's test scores. The teams then identify growths, declines, and students who remained stagnant. The information is then used to have a qualitative discussion based on the students' scores. The function of the conversation is to identify the problems and then discuss in congress potential solutions to support struggling students. In addition, the scores are compared from class-to-class, class-to-grade, and from unit-to-unit. The function of the class-to-class and class-to-grade comparisons is to help identify struggling classes and a share out of best practices to improve the overall classroom instruction. The function of the unit-to-unit comparisons is to establish future expectations and goals for the following year.

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

1. Principal, Assistant Principals, Classroom teachers, Teacher Teams, Guidance counselor
2. Principal, Assistant Principal, Classroom Teachers
3. Principal, Assistant Teachers, Classroom Teachers

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

1. The unit tests, the performance tasks, Quick checks, I-Ready diagnostics exams, Go Math Middle of the Year exam, Go Math End of the Year exam, and the NY CCLS Mathematics Exam. The impact of the strategies and activities will be a 5% increase on the NYS Math Assessment.
2. The unit tests, the performance tasks, and the reteach unit exam. The impact of the strategies and activities will be a 5% increase on the NYS Math Assessment.
3. The unit tests, the performance tasks, review of the previous meeting's minutes and a qualitative discussion to evaluate current student progress. The impact of the strategies and activities will be a 5% increase on the NYS Math Assessment.

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

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

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

1. PD offered through 80 minutes after-school, common planning time, grade conferences,
2. During School Hours
3. During School Hours, Double Preparation Periods

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).

- Tuesday after-school parent engagement time will be used to reach out to parents/guardians to discuss current student progress based off of the data analysis.
- Parent/guardian discussions will be surrounded on empirical evidence to hold objective conversations with parents/guardians and next steps to help support student achievement.
- A series of workshops involving format and content on the New York State exam.

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		Title IIA	X	Title III	X	Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 75% of teachers will move from Developing to Effective in their overall score in component 3b of the Danielson Framework for Teaching.

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.

Quality Review 2013-14 Indicator 1.2 – indicated the school needed to improve question and discussion practices that allow for extension of learning. Based on the 2013/2014 elementary school snapshot 29% of the students met state standards on the ELA 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.

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

Strategy: Teacher teams meet regularly to analyze various sources of data to provide targeted support to students as well as improve teacher practice.

1. Teachers will use a "Looking at Student Work" protocol to gather information about student learning and inform revisions of instructional units. Teachers then develop action plans based on student needs.
2. The network achievement coach, classroom teachers and Educational consultants from ELI and Ready Gen will provide a series of professional development sessions to the staff in the use of questioning and discussion in the classroom. As a result of this training, the staff will revise curriculum maps to reflect the work of these sessions.
3. Principal and Assistant Principal will conduct a minimum of four observations, with a specific focus on Danielson framework component 3B. Actionable feedback will be provided to the teachers and monitored throughout the course of the school year.

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

1. Teacher teams on all grades, Principal, Assistant Principal, Network Support Staff
2. Network Achievement Coaches for ELA, Educational Consultants for Ready Gen and ELI, and classroom teachers.
3. Principal and assistant principal.

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

1. Administration will meet monthly with teachers to monitor overall class performance as well as individual student's progress. Performance based assessments will be one of the tools used to measure student growth. Response to intervention decisions are then made based on the data.
2. Teachers will demonstrate improvement in their pedagogy by moving up a minimum of one HEDI rating on the Danielson rubric, specific focus on 3B.
3. Monthly data meetings will focus on analyzing data from I-Ready, and ReadyGen end of unit test to identify gaps in student learning with next steps.

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. Common planning
2. Monday during 80 minute professional development per UFT contract
3. Vertical team meetings.

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).

- Workshops will be held to make certain that the parents continue to be informed of the common core learning standards.
- During parent engagement time, results of all assessments will be shared with the parents.
- Workshops will be organized to ensure parents are knowledgeable in reading and interpreting the results of the assessments.
- Translation services will be provided where needed and available.

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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	Achieve3000, Response to intervention (RTI), Fountas Pinnell (Benchmark, Progress Monitoring), Readygen Quick checks, I-Ready, Wilson Reading System. Engage NY, Progressive workbooks	Small group, Tutoring,	During the school day, After school
Mathematics	Go Math, I-Ready workbooks, Progressive Workbooks, Engage NY	Small group, Tutoring	School day, after school,
Science	Foss and Full Option Science System, Harcourt School Publishing NYC edition, Achieve3000	Small Group	School day,
Social Studies	Achieve3000, Ready workbooks	Small group	School day,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Individual and group sessions reflect the measurable goals set for individual students. These goals focus on social and emotional learning with a variety of topics such as: anger and anxiety management; solving social problems; empathy training; goal setting; career development and cooperative play. • The Psychologist provides short term intervention for academic planning. • The Social Worker provides short term intervention for academic planning. • Jamaica School Based Clinic provides medical and social issues on a one to one session or small group session. 	Small group, one on one	During the school day

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

A. 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.
<ul style="list-style-type: none"> • Utilized Teacher Finder Network to identify teachers. • New teachers are matched with a mentor. • All teachers receive Professional Development from internal and external coaches and trainers.

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).
<ul style="list-style-type: none"> • Professional development in ReadyGen and Go math are ongoing throughout the school year. • Additional Professional Development was provided on Election Day on Integrating Technology into the Curriculum. • The network ELA, ELL and SWD Coaches also provide professional development. • Teachers also receive individualized PD based on low frequency informal observations.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Parent Workshops sponsored by Cornell on:</p> <ul style="list-style-type: none"> • Nutrition • Parenting skills • Coping with separation • Health awareness • Early intervention • CPR & Fire safety • Exercise classes • Literacy and Math <p>Parent outreach</p> <ul style="list-style-type: none"> • Monthly Calendar and Newsletter • Phone messenger • Tuesday Parent Engagement Time <p>Family Support</p> <ul style="list-style-type: none"> • List of community events and resources • List of community based organizations <p>Parent handbook</p>

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.).
<ul style="list-style-type: none"> • Pre-Kindergarten teachers will read and discuss transitions to kindergarten. • Meet and Greet Kindergarten Teachers • Early Childhood Coordinator visits once monthly to ensure ESI testing is complete, Classroom Environment is properly set up.

- Walking tour of the cafeteria
- Plan visits to Kindergarten classrooms
- Parent Workshops conducted by the Pre-K Social worker.
- Participate in District family forum workshop on the getting ready for kindergarten.
- Workshop on the new kindergarten admission process in January.

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.

.Teachers provide feedback to administration on assessment during monthly date meetings, teacher team and Inquiry team meetings.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 27Q155

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

Directions: All School wide 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 School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide Program, the amount each program contributes to the consolidated School wide 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 School wide 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	\$307,020.78	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	\$170,121.00	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	\$2,652,627.00	X	See action plan

¹Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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 – School wide 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 27	Borough Queens	School Number 155
School Name Ronald H Brown		

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 Gregory Jacobs	Assistant Principal Melody Lanzaro
Coach type here	Coach n/a
ESL Teacher Alissa Mazzo	Guidance Counselor Tasha Kurs
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Doris Nesmith
Related Service Provider	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	600	Total number of ELLs	36	ELLs as share of total student population (%)	6.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	13	10	4	4	4	1								36
SELECT ONE														0
Total	13	10	4	4	4	1	0	36						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	4	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	32		1	4			0			36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	32	0	1	4	0	0	0	0	0	36
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	5	2	4	3	1								22
Chinese														0
Russian														0
Bengali		1												1
Urdu	1													1
Arabic														0
Haitian	0	0		1										1
French	0	1												1
Korean	0	0												0
Punjabi	4	3	2											9
Polish	0	0												0
Albanian	0	0												0
Other	1	0												1
TOTAL	13	10	4	5	3	1	0	36						

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)	6	1		2	1									10
Intermediate(I)		1	3											4
Advanced (A)	7	8	1	3	2	1								22
Total	13	10	4	5	3	1	0	36						

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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.
We are using Fountas and Pinnell to assess ELLs across the grades (kindergarten to fifth grade). These assessments provide information on students abilities to identify letters and their sounds, read sight words, decode texts of various complexity levels, and comprehend texts enough to apply text evidence to higher order thinking questions. This data will inform teachers as to what kinds of

questioning students struggle with while reading so that they can form small groups for in class reading lessons using Ready Gen which also utilizes higher order thinking questioning. This data will also inform teachers as to which decoding and word analysis skills students need continued work on in the form of various differentiation strategies and careful student groupings.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students in the upper grades are mostly advanced level students who will need much more challenging work in the areas of higher order thinking, inference, text based evidence, and elaboration when writing. A few students are beginners in the upper grades and will need differentiation to make complex texts accessible. Kindergarten students are more of a mixed group with a larger contingent at beginner level and needing the more intense support that will help make skills and strategies understandable and manageable. Across the first and second grades there are mostly advanced students with a few intermediate or beginner students as well, which again means many levels of students groupings will need to be used to make texts and skills accessible.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
n/a

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Across the grades the majority of students tested as advanced in proficiency level. In the kindergarten, the LAB-R given in September 2013 indicated that 54% of ELLs are at an advanced proficiency (7 out of 13 ELLS) with the remaining 46% being at a beginner to intermediate proficiency level (6 out of 13 ELLS). In grade one, 80% of the ELLs tested at an advanced proficiency level (8 out of 10 ELLs), 10 % at a beginner level (1 out of 10 ELLs), and 10 % at an intermediate level (1 out of 10 ELLs) on either the NYSESLAT or the LAB-. In grades two, three, four and five combined, the 2013 NYSESLAT determined that 7 out of 12, or 58% of ELLs are functioning at an advanced proficiency level. 3 out of 12 or 25 % are at an intermediate proficiency level and 2 out of , or 17% are beginners. No testing in the native language was required last year. A comparison cannot be made.

- b. Beginning, middle and end of year Fountas and Pinnell assessment results (our in house ELA periodic assessments for all students including ELLs) allow us to track the progress of ELL students and identify students at risk of not making expected yearly progress for targeted small group reading intervention during ESL sessions and small group sessions with the classroom teacher using Ready Gen intervention materials and strategies. Other periodic assessments in conjunction with classroom assessments in areas such as mathematics help teachers and school administration to identify ELLs in the bottom third who would benefit from the intervention strategies that are outlined in the Go Math program. Writing, mathematics and reading student work is closely examined during teacher team meetings each week on every grade and by classroom and ESL teachers on a regular basis to inform the creation of student groupings and plan conferences in advance. ELL students are also invited to participate in various afterschool programs such as the Title III program and others to provide even more small group time with their or other selected teachers to help them reach their achievement and progress goals. Former ELLs are also invited to the many afterschool programs offered by the school, including the Title III program , as a transitional service. They (former an current ELLs) may also be assigned work in areas they show weakness on the various computer programs utilized in our school such as Achieve 3000 and _____ as additional in class or at home practice.

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

The RTI framework we use incorporates a whole group core instruction that promotes oral language development that is necessarily rich in both language and content. In these learning environments, students have opportunities to learn about, study, and discuss the language of texts. They then use this text-based content learning in interactive experiences like labs, demonstrations, dramatic plays, and debates that promote academic conversation and knowledge building. Strategies that promote ELLs' oral language development must be explicitly planned and incorporated throughout the school day.

These strategies include, but are not limited to building background knowledge in several ways. They include starting with rich text and big ideas so students encounter and study abstract language and abstract concepts, and learn about the world. We also focus on previewing key concepts and challenging vocabulary, as well as reviewing students' understanding of important points and when possible, drawing on and using students' home languages. We also use close interactive reading aloud and frontload vocabulary, sentence structures, and concepts. Furthermore, the curriculum incorporates teachers asking open-ended questions along the way; engaging students in discussion and dialogue about a big idea in the text and including relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness.

Teachers also implement storytelling using wordless books and collaborative discussion and debate. School-wide, we devote

instructional planning and time to student projects that are discussion-based, including oral presentations and debates. During discussions, we pose open-ended questions and keep the conversation going with role playing and rehearsed oral performance. The curriculum also includes multifaceted and intensive vocabulary instruction which has many parts. The parts include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia and sentence transformations through guided dialogue. Furthermore, vocabulary learning strategies incorporate language frames for speaking and listening and jointly constructed extended writing.

As part of Ready Gen and Go Math, we transition from whole group instruction to small group reteach opportunities and then to one on one assistance if students still have difficulties with the concept or strategy being taught. Students in need of reteach opportunities are identified during informal assessments such as turn and talks, whole group discussion, and journal activities.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We currently have open an ESL program, as that is the program we have adequate parent requests to have open. As a result, all instruction is given in English with specific ELL strategies and small groupings used to enhance understanding and student achievement.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Progress made in reading levels according to the Fountas and Pinnell assessments will be recorded and examined throughout the year. Progress made on teacher made or Ready Gen (ELA) and Go Math in class assignments and formative assessments will also be used to judge success. Within the ESL class setting, teacher made assessments, NYSESLAT style and Ready Gen style tasks as well as conferences with the teacher on areas of higher order thinking and written expression will be used to judge student success. The results of next years NYSESLAT will also eventually be used to judge student progress and achievement.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The following procedure is in place at P.S. 155 for the initial identification of ELLs. Upon registration, parents/guardians are given the Home Language Identification Survey to complete with the assistance of the ESL teacher, translated copies of the HLIS, and paraprofessionals or teachers in the building who speak the parent's home languages. They are given the HLIS in their native language as needed. The HLIS provides the ESL teacher information about the language used in communication at home, with parents, guardians, friends, and siblings. It also provides information regarding previous schooling and the preference of language to be used for communication from the school.

The pupil accounting secretary completes registration, with the exception of the HLIS survey, which is the responsibility of the ESL teacher (Ms. Alissa Mazzo), who is certified in teaching English to Speakers of other Languages. The ESL teacher, with the help of the parent coordinator, Ms. D Nesmith, conducts informal oral interviews in English to confirm responses on the HLIS. Multilingual paraprofessionals, as well as members of the School Based Support Team are present to assist with translation when necessary.

The certified ESL teacher completes the school portion of the HLIS and determines the students eligible for the LAB-R. If the HLIS indicates one response with a language other than English in the first four questions, and two responses with a language other than English in the last four questions, the child is determined eligible for LAB-R testing, given the LAB-R exam

(or the new version of the initial intake exam beginning in February 2014) appropriate for their grade level, and given the Spanish LAB-R if they indicate Spanish on the HLIS.

Otherwise, the ESL teacher fills in the HLIS with the "NO" code. Once the LAB-R and Spanish LAB-R testing is completed by the ESL teacher within the first ten days of school for each child, the code is completed on the HLIS indicating their appropriate language, or "NO" for those who test out in the testing process. The completed HLIS is placed in the CUM folder. The ESL teacher holds onto a copy in a file.

Up till this point in the school year (2013-14)

19 students were tested; most of which were in kindergarten, one of which was in first grade, one of which was in third grade, and one of which was fourth grade. Of these, 3 students scored above the cut score. Parents of entitled students are invited to a parent orientation once initial testing is completed and letters are sent out to inform them in English as well as their home languages, informing them about the program options available for English Language Learners in the NYC school system.

Parents of

entitled students were invited to attend a parent orientation in September (and/or soon after their arrival to the school) hosted by the ESL teacher and Parent Coordinator. Several orientations are offered allowing parents multiple opportunities to gather information and make an informed decision regarding their program options.

In addition, the ESL teacher evaluates the results of the NYSESLAT administered in Spring 2013 in order to determine appropriate instructional placement. The ESL students who are required to take the NYSESLAT are indicated on the RLAT (ATS report). The RLAT and RNMR also indicate the scores of students who took the NYSESLAT the previous year.

The area where the majority of students are more and less proficient is noted so as to make areas of weakness a focus in instructional planning for the year. For example, in past years, the majority of students were more proficient in listening/ speaking. Consequently, instruction was heavily concentrated on strengthening reading and writing skills for those students, while additional support will be provided to others needing to improve speaking and listening comprehension. Parents are informed via Appendix G of continued entitlement, and the students who are proficient received Appendix H letter of nonentitlement

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.

Parents of newly enrolled ELLs attend the Parent Orientation, during the month of September. At this time, all three program choices are fully explained by the ESL teacher, Ms. Alissa Mazzo, who is certified in Teaching English to Speakers of Other Languages. Multilingual staff assists with translation as needed. The Orientation Video for Parents of English Language Learners is presented in the applicable languages. It is available in all or most needed languages. Questions are welcomed. Parents are made aware and encouraged to avail themselves of all DOE resources. The languages we have had to show the video in during previous years and this year include Spanish, Punjabi, Bengali, and Urdu.

For new ELL parents, this meeting happens within the first 20 days of school. For parents who previously indicated a choice of DL or TBE, they are informed when a sufficient number of parent requests are received to open up said program. To this date, we do not have sufficient parent requests to open up a DL or TBE program.

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

After viewing the video online, the Parent Survey and Program Selection forms are distributed in the necessary languages by the certified ESL teacher. Staff, when requested, assist parents in completion. The ESL teacher collects the survey and selection forms at the completion of the meeting.

For parents unable to attend any of the several offered meetings, telephone calls are made to explain the process, translated materials are sent home to explain the three program choices, and the Parent Survey is sent home for completion. The ESL teacher logs the letters and makes note of parent choices, as they are returned. Results are recorded on ATS in the ELPC section. In the past, parents have almost exclusively requested the Freestanding ESL program at P.S. 155 and rejected both the Transitional Bilingual, and Dual Language options. This year 9 out of 15 parents requested the Freestanding ESL program and rejected the other options. The remaining 6 parents selected either a Dual Language or Transitional Bilingual program but chose to remain at P.S. 155 with the knowledge that until enough parent selections and students across two grades exist to open another program, their child will be served in an ESL program.

The parent selection forms and surveys are stored in the CUM folders of each student and a copy is retained by the ESL teacher

for his/her files.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The completed Parent Survey and Program Selection forms as well as discussions with the parents indicate that parents want their children to remain at P.S.155 and receive Freestanding ESL. Administrators, members of the School Based Support Team, multilingual staff, and parent volunteers also consult and communicate with parents, in their native language, if possible. The completed parent selection survey stays in the CUM folder while the ESL teacher retains a copy for her files. Upon review, the ESL teacher uses the information from the parent selection surveys to carefully attend to parent choices and ensure that there are 2 students who speak the same language in each class when possible.

Furthermore, students who are entitled to continued ESL services are sent a continued entitlement letter in English and their native language. NYSESLAT results are used to determine continued ESL service eligibility. Copies of continued entitlement letters are retained in the ESL teacher's files.

The parents of students deemed eligible for ELL services according to the LAB-R (and NYSITELL) are informed, given an orientation in their home language and/or English as they prefer, and given a parent selection form to complete. They indicate their first, second, and third choice of program and the best effort is made to ensure their first choice is provided. If their first choice cannot be provided at the time, their choices are indicate in ELPC and at which point their first choice program can be opened because enough parent selections are made, the parents are informed of this.

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

The NYSESLAT is administered by the ESL teacher in four parts as the manual says it should be. Students are given a separate location to take the test in and tested by grade level. The ESL teacher administers the NYSESLAT with the assistance of trained pedagogues to assist with the scoring of the speaking section and writing section, to ensure that the ESL teacher does not score his/her own student on those sections. Students are taken in groups to administer the listening, writing and reading sections and the speaking section of the exam is given one on one.

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. 
The trend in program choices at P.S.155 for the past five years is the Freestanding ESL model. (2013-14 69% of 16 new enrollees, 2012-13 89% of nine new enrollees, 2010-2011 100% of twelve new enrollees, 2009-2010 100% of nine new enrollees; 2008-2009 100% of ten new enrollees). Parents consistently and repeatedly express that they want their children remain at P.S. 155, their neighborhood school, regardless of whether their first choice was ESL or not. They are supportive and involved in their child's education.

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])?

The ESL program is organized as a Pull-Out model. The program model is generally heterogeneous (of mixed proficiency levels and students of similar grades are pulled as a mixed proficiency level group).

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)?

For the most part, the principal tries to organize each grade so that there are three to four ELLs in the same class. This enables ESL groups to be arranged more efficiently and provides additional peer support within the general classroom context. As per CR Part 154, at

times, there are multi-graded groups of two contiguous grades. This ensures that Beginning and Intermediate students receive 360 minutes of ESL instruction per week; Advanced students receive 180 minutes of ESL instruction per week. The classroom teacher provides ELA instruction via the mandated literacy block.

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

The ESL program at P.S. 155 is based on the New York State Core Curriculum for English as a Second Language and the Common Core State Standards for reading, writing, and language. Its primary objective is to enable students to achieve English language proficiency as quickly as possible. The curriculum is designed to address the academic and linguistic needs of all levels of English language learners. All ELLs are afforded educational and instructional opportunities to foster their success. The ESL program is designed to intensify instruction in a variety of modalities that include: Total Physical Response, the natural language approach, the content based approach, and the language experience approach. Literacy and oral language instruction are integrated from the earliest language learning experiences. Children are provided simultaneous access to English oral language development, comprehensive literacy instruction, and standards-based content area information. The curriculum is aligned to the Ready Gen model, and incorporates a balanced literacy approach that includes listening, speaking, reading, and writing in every component. Students also benefit from an approach that incorporates whole group instruction and small group or one on one instruction as determined by the needs of the ELLs throughout the Ready Gen lessons and informal as well as formal assessments.

Content area instruction supports the work being done by the classroom teacher. Read alouds and shared reading of non-fiction, think alouds and discussions are utilized to develop higher order thinking skills. Vocabulary is pretaught, discussed, and collected in student notebooks for their reference. Picture dictionaries are available in the ESL teacher's room for reference. Graphic organizers, scaffolded

language, visuals, and hands on activities using manipulatives also support the understanding of content areas.

Math instruction is provided through the use of the "Go Math!" program which provides standards based instruction, scaffolding, differentiation options, games, and specific options for the development of ESL students. The ESL teacher, in small-group instruction, supplements both math and reading skills through fiction and nonfiction stories that provide content through which mathematical concepts, patterns, problem solving, and real-world contexts may be explored in read alouds, think alouds, discussion, and teacher produced projects.

All instruction is based on New York State "English as a Second Language" standards. Lessons are always crafted to enable

students to use English to communicate in social settings, to use English to achieve academically in all content areas in the classroom, and

to use English in socially and culturally appropriate ways.

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

Students are evaluated in their native languages as needed on state exams and this is ensured by communication between the testing coordinator and the ESL teacher.

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

Teacher made writing and reading assessments done and kept in student journals and folders provide information of current student abilities and thinking processes in reading and writing. Writing is assessed along a continuum (of an agreed upon rubric) by the student themselves, other students, and the teacher. Reading is also evaluated through Fountas and Pinnell assessments and during turn and talks or one on one or small group discussions with other students and the teacher. Speaking and the related skill of listening is assessed each lesson during whole group discussion, small group discussion, one on one discussion, and turn and talks with peers. The relevance of ideas used and structure the students speech indicates their abilities in the content area or skill discussed as well as their ability in reading comprehension, listening and speaking.

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. Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs.

Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

b. Similarly, Students who have been in the US less than three years benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. They also especially benefit from hands on experiences and additional speaking opportunities. Testing accommodations will be provided as appropriate.

Imagine learning is a computer program used to enhance English language development. ELLs take a pretest in English or their home language in the case of students speaking a language available within the program. This is done to determine areas of difficulty in literacy and language and are provided with activities and tutorial in the areas of difficulty determined by the pre-test. As the student progresses along their individualized path on the program, the teacher is provided with reports on areas of student success and difficulty and this provides some of the data used to differentiate instruction within the classroom. ELLs are also given access to glossaries and picture dictionaries in their classroom and ESL classroom library.

Furthermore, ELLs in the school for less than three years are provided with practice in speaking with a specific focus on basic interpersonal communication skills necessary for navigating through the school day with teachers and classmate in a comfortable safe way. Songs, and rhymes are used to aide beginner students. Teacher produced picture visuals as well as visuals from books are used to give language and vocabulary context. Word walls with illustrations and physical manipulatives are also used to reinforce vocabulary development, understanding, and usage. Letter and number strips are used to reinforce for newcomers the letter and number formation as well as the sounds associated with the letters. In addition, read alouds, think alouds, and discussion with fiction and non fiction big books, large editions of Time For Kids magazine, and individual copies of texts are used to reinforce higher order thinking skills and content comprehension.

Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

c. Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs. Testing accommodations will be provided as appropriate. Teachers use turn and talks and whole group discussions as practice for reading and writing activities.

Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

For ELLs receiving between four to six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct grammar, syntax, and standard usage. Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding. Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

d. Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs.

Testing accommodations will be provided as appropriate. Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

Furthermore, For ELLs receiving six or more six years of service, most typically reading comprehension and writing organization difficulties impede progress. Therefore, a variety of additional support is provided. The writing process involving brainstorming, drafting, revising, editing, and publishing enables more advanced to hone their writing skills. Specific attention is paid to the student's ability to compose a main idea and support it with key details and a conclusion. At the same time, they practice correct grammar, syntax, and standard usage.

Visuals and illustrated word walls continue to be utilized to support vocabulary development and content understanding. Furthermore, there is an alignment of goals and tasks to common core requirements and ESL standards. Graphic organizers are utilized to help students organize and synthesize ideas in reading and writing. Pre, post and interim assessments are used to determine needs and judge progress. Deeper higher order thinking questions aligned with Bloom's taxonomy are incorporated into discussions and writing and reading tasks.

e. These students also benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. Students will be invited to take part in various after school programs including the Title III program for current and former ELLs. Teachers use turn and talks and whole group discussions as practice for reading and writing activities.

Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed. Testing accommodations will also be provided to those who have tested as proficient for up to 2 years after testing out of the ESL program.

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?

Students benefit from a building up of background knowledge and a front loading of vocabulary. They benefit from visual cues in the form of video and picture cues and the use of manipulatives. We also provide graphic organizers, guiding questions, sentence starters, mini and full size charts, and word walls. Teachers also use both whole group and small group instruction and a significant amount of repetition within lessons.

Teachers use turn and talks and whole group discussions as practice for reading and writing activities. Teachers use materials such as Time For Kids and other visual readings from Ready Gen to help students succeed.

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?

ELL-SWDs are provided with every modification and service required by their IEP in addition to ESL methods and required minutes of service a week to assist them in academic success.

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:	n/a	n/a	n/a
Social Studies:	n/a	n/a	n/a
Math:	n/a		
Science:	n/a		

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

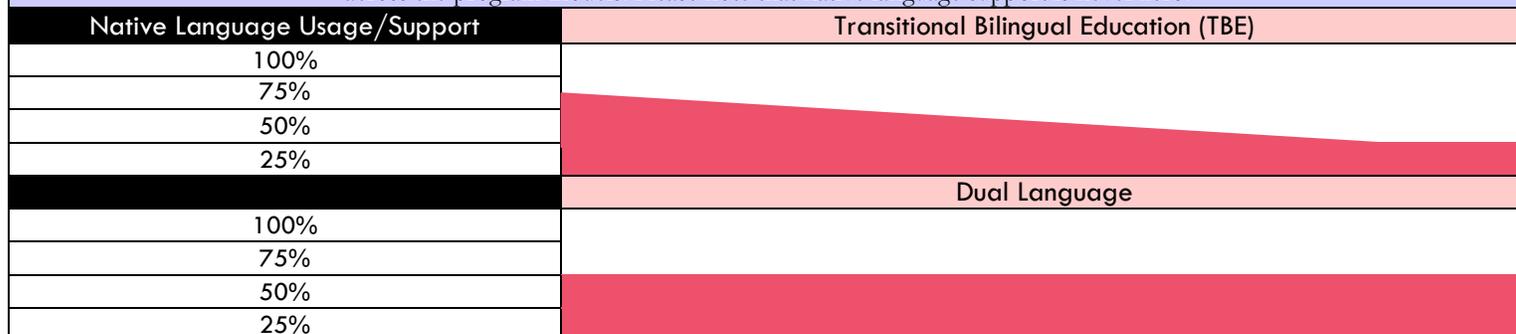
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

ELLs are provided interventions in ELA, math and other content areas through the use of graphic organizers and explicit teaching of academic language . Ready Gen is used school wide as an ELA program.

Graphic organizers are combined with higher level questions (prediction, categorization, classification, summarization, comparison, and analysis), discussion, modeling and think alouds to scaffold content. Texts at various reading levels are provided to allow students at differing reading levels to develop content understanding and academic vocabulary.

Science classes are offered to ELLs at all grade levels from Kindergarten to fifth grade for the development of science content knowledge and skills. Leveled social studies, science, and math related texts are incorporated when non fiction reading is done. Time For Kids at varying grade levels is included among such non fiction texts. Such texts are available in the ESL and classroom libraries. The "Go Math!" program is used to provide mathematical understanding. NYS ELA and math tests , along with the Fountas and Pinnell assessment data is used to plan targeted interventions with teacher created assessments and ongoing Go Math and Ready Gen assessments used as interim and post assessments to see if students are achieving goals within the content areas. At times students work independently, in cooperative groups and one on one with the teacher. All interventions are provided in English with translation of material provided when possible and needed.

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

Ready Gen and Go Math have an ELL intervention aspect in which vocabulary is a main focus . Go Math also incorporates a visual and hands on component to much of its curriculum that helps the ELL population in all grades. Ready Gen is new to our school but the deepening of the questioning and the use of graphic organizers is likely to assist ELL comprehension of the skills and texts presented. In the ESL classroom, these skills and types of text are also worked on in a similar format to Ready Gen with a wider range of leveled texts provided . The purpose of this is to allow students to grow from their current independent reading level to higher ones while still reading about similar content matter and working on similar reading and writing skills as in their classroom. Vocabulary instruction on the topics being learned in Ready Gen is also a major focus in the ESL classroom, by way of visuals, TPR, graphic organizers, word walls, discussion, and group work.

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

Ready Gen is a new ELA program this year.

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

There are no services or programs being discontinued.

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

ELLs are afforded equal access to all afterschool programs and programs offered during the school day, including extended day for those in grades two to five. They are afforded equal access to the new and existing programs being utilized by the school such Time For Kids, Ready Gen and "Go Math". They are also included in the use of Imagine Learning computer program being utilized by the school, in the classrooms and in the ESL classroom. The Imagine Learning program focuses on English language development including work with reading comprehension skills, decoding skills and vocabulary development. It provides each student with individualized goals and activities.

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

Time For Kids is an excellent resource of leveled and rich texts in the content areas of science and social studies. It is provided to ELLs at all grade levels.

In addition, Imagine learning is a computer program used to enhance English language development. ELLs take a pretest in English or their home language in the case of students speaking a language available within the program. This is done to determine areas of difficulty in literacy and language and are provided with activities and tutorial in the areas of difficulty determined by the pretest. As the student progresses along their individualized path on the program, the teacher is provided with reports on areas of student success and difficulty and this provides some of the data used to differentiate instruction within the classroom.

ELLs are also given access to glossaries and picture dictionaries in their classroom and ESL classroom library. Furthermore, graphic organizers, non fiction and fiction books with strong visual (picture) support, big books, and hands on manipulatives are provided to aide ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Within the ESL program, English is the main language used with native language support coming from multi lingual dictionaries available online and picture dictionaries available in the classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Yes, required services support, and resources correspond to ELLs' ages and grade levels. Materials are levels and translated when possible and needed. Content and skills taught matches the content and skills being taught in their classroom and in the Ready Gen Curriculum, with focus being put on the content and skills with which ELLS show the greatest need for assistance.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We currently do not have a program to assist newly enrolled ELL students before the beginning of the school year.
18. What language electives are offered to ELLs?
No language electives are offered to ELLs.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

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

1. Teachers of ELLs are provided with options for supporting their ELL students within the REady Gen and Go Math programs. Each lesson provides an ELL intervention teachers should consider. Bi-Monthly ELL meetings are attended by the ESL teacher to stay updated on upcoming deadlines when dealing with compliance and new materials or best practices that are being used in the district. Meetings already held have included a September 24, 2013 meeting regarding compliance issues and the changes anticipated with the use of the NYSITELL . Another meeting was held Dec.10 regarding best practices using readers theatre and the compliance issue of the BESIS report. Other meetings held to support teachers of ELLs are as follows:

Dec. 11, 2013- PD regarding UDL to ensure the success of ELLs and all learners (With D. Werner and Cheryllyn Lewis)

Dec 17, 2013- Continuation of UDL PD

Jan 8, 2014- UDL PD Part III

January, 2014- ELL meeting hosted by D. Werner regarding best practices and NYSITELL

January 23, 2014- NYSITELL Administration PD for those administering NYSITELL

Feb. 5, 2014- PD regarding Scaffolding to ensure ELL (and other student's) success

Feb. 24, 2014- PD regarding "Questioning" as a tool to ensure ELL (and all student) success

Feb 26, 2014- Projected date of PD with scorers of NYSESLAT to train on scoring procedures and rubrics

April/May 2014 - Projected ELL meeting hosted by D. Werner

June 2014- Projected ELL meeting hosted by D. Werner

2. The school provides monthly to bi-monthly professional development with speakers from the network or from within the school on engaging themselves and students successfully in the CommonCore learning Standards for mathematics, reading, writing, listening and speaking. Often, one or a few staff members will turnkey information learned at other seminars attended (throughout the year) .

Please see above list for PD dates and topics.

3. The guidance counselor articulates with sixth grade counterparts and future ELL pedagogues when she hand delivers student records. She then conferences as to the child's current status and makes appropriate recommendations. She and the ESL teacher are also available to confer about the current status of ELLs transferring to middle school as needed.

4. The ESL teacher is available , on site, to turn key information to school staff after Network ELL meetings and to invite teachers into the ESL classroom for observations. The ESL teacher also shares ELL specific information and resources (provided at bimonthly network ELL meetings) with the various grade level teachers during teacher team meetings and meetings during common prep time. The ESL teacher keeps records of meetings with teachers during which material was turnkeyed regarding specific ELL students. Materials from all district ELL meetings are retained by the ESL teacher in her files for future reference. Please see above list for specific dates of PD opportunities.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents participate in an orientation meeting to become aware of the programs offered when their children are first entitled to ESL services as dictated by the parents responses to the HLIS. All parents, including parents of ELLs are also invited to all parent workshops whose topics range from CPR, parenting, ELA and math test prep, nutrition, and Ready Set Read (a program which teaches parents about brain development, differing learning styles and reading strategies), early interventon, and finally reading, writing, and mathematics common core expectations. Parents are also invited to all monthly Parent Association meetings and they are active as learning leaders who provide support to students and teachers inside and outside the classroom. Parents are also invited to events such as multi-cultural night, and Family Day. Fliers for all school, UFT sponcered, local, district or city wide parent conferences are sent out to parents so that they can be more informed and help their children better. The Parent Handbook is sent home and available at the school. Finally, there is a bulletin board at the entrance of the school which provides parents with lists of community events, a calander of school events, the lunch menu, local or government job listings and any relevant meeting or conference information.
 2. The school has partnerships with the local fire department, the neighborhood health provider (for information and resources regarding financial and insurance questions), the South Ozone Senior Center, and the local drug store (CPW). They also partner up with "Safe Space", the American Heart Association, and Health First. These partnerships provide information and resources to parents about topics of interest. Health First and the American Heart Association specifically bring us our "Teaching Garden" which teaches parents and children about healthy eating and healthy living. We had a planting celebration in which parents and children from the school assisted in the planting of the garden and a harvesting celebration during which parents and children from the school were invited to help us collect the various plants grown and a cooking presentation was given on how to use the vegetables in our every day diet. Furthermore, in all activities, translation services for parents are provided by bilingual school staff members and DOE translation services.
 3. The needs of parents are evaluated by sending out surveys, conducting phone and in person discussions and counseling, and at Parent Association meetings. Evaluations are completed by parents at the completeion of each workshop provided to anticipate further needs to plan in other meetings. The parent coordinator plays a crucial role in evaluating the needs of parents. Furthermore, translation services are provided by bilingual school staff members and DOE translation services.
 4. Once parent needs are assessed with surveys, discussions, and parent association meetings, parent workshops are planned to address those needs. The health, financial, academic, and general parenting concerns of the parents dictate how parent education and outreach is planned and implemented. Furthermore, translation services are provided by bilingual school staff members and DOE translation services. Parent needs are also met, as we are informed about specific ones, through events like coat drives, material drives, and uniform drives.

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.

n/a

Part VI: LAP Assurances

School Name: Ronald H Brown

School DBN: 27Q155

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gregory Jacobs	Principal		1/1/01
Melody Lanzaro	Assistant Principal		1/1/01
Doris Nesmith	Parent Coordinator		1/1/01
Alissa Mazzo	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tasha Kurs	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q155 School Name: The Ronald H Brown School

Cluster: 5 Network: 531

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.

Parents fill out the Home Language Identification Survey and indicate what languages the child speaks and understands, as well as in which language they would prefer communication to occur (written and verbal). The blue cards also indicate such information, which parents will out and to which teachers of that student have constant access.

At the parent orientation for newly enrolled students, parents are provided with 'entitlement' and 'survey and selection' letters in the appropriate languages. After viewing the DVD in the home languages of all parents present and in English, all options are explained and discussed. Where possible, additional personnel provide translation.

The language translation needs represented by the current group of ELL students includes Spanish, Bangali, Urdu, Punjabi, Hatian Creole and Telugu.

Parents are informed of the NYSELAT test results in translated letter appendices as provided in EPIC as needed.

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 translation needs of the school include the need for oral and written translation in Punjabi, Spanish, Urdu, Hatian Creole and Bengali according to parent requests. The school also provides translations in Arabic, Chinese, and Farsi according to New York State regulations to ensure parent comprehension of important information.

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.

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in written communication. Outside vendors are not used.

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.

P.S. 155 avails itself of DOE's Translation and Interpretation Unit when necessary. In-house staff including teachers, paraprofessionals and parent volunteers assist in oral communication. An ongoing relationship with parents via meetings, phone calls and personal conferences ensure timely notification of all information pertinent to their child's educational progress. Outside vendors are not used.

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>.

To fulfill Section VII of the Chancellor's Regulations A-663, the school will send letters to the parents in appropriate languages including Punjabi, Spanish, Haitian Creole, Urdu, Farsi, and Arabic, as well as the home languages of any new admits throughout the year.



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: Ronald H Brown	DBN: 27Q155
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: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS. 155Q will support our ELL's through our literacy and math programs. Our students' instructional focus will be on the strategies for comprehension, using both group assessments such as unit testing and writing assignments as well as individual conferences to determine skills which need to be the instructional focus. Data analysis indicated that comprehension skills in the areas of reading and math as well as the ability to express comprehension in written form are the greatest areas of difficulty for our subgroup of ELLs.

- Title III funds will be dedicated for intervention, enrichment, and supplementary activities to facilitate additional instructional time through an after school program.
- The focus of the after school program for newcomer, Intermediate and advanced students in grades 2, 3, 4 and 5, will be to provide additional opportunities for ELL students. Former ELL students will also be served in this program (as a transitional service). The focus for all students will be to practice and master those skills needed to prepare for the NYS ELA and Math exams as well as the NYSESLAT for current ELLs.
- Beginning December 2014 and ending May 2015, weekly sessions will equal 2 hours, for a total of 32 hours for 16 weeks per teacher.
- The ESL teacher will provide students with specific support for their language development in the areas of reading, writing, listening and speaking as well as support in mastery of rigorous mathematics standards.
- One supervisor will oversee the program, as there is no other program going on at the school at that time. The supervisor will work 2.5 hours per week to supervise late dismissal and parent activities.
- Students will be given both small group and individualized instruction.
- Student data from ARIS, the NYSESLAT, the AMAO tool, Fountas and Pinnell reading assessments, Ready Gen Benchmark and PBA results, and Go Math math assessments as well as classroom assessments will be used to drive the instructional program. Computer aided instruction will

Part B: Direct Instruction Supplemental Program Information

also be incorporated, using non Title III funded programs, as an additional learning modality. These programs include: "Imagine Learning" and I Ready for ELA and Math.

Per Diem for staff profesional development will be provided for 4 (days) at a total cost of \$670.00.

- Students will be assessed weekly and progress will be monitored, based on the focus of the mathematics, reading, and writing strategies and skills taught. Additionally, the NYSESLAT, NYS ELA and Math scores from the Spring 2015 administration will be reviewed to determine growth and/or weaknesses as compared to those students not participating in the program. Ready Gen, I Ready, and Go Math assessments, and Fountas and Pinnell progres monitoring done in class will also be monitored for student growth and needs .

Imagine learning software and others will be purchased to support and inform instruction and allow for individual and ongoing assessment in the essential elements of literacy and mathematics including phonemic awareness, phonics, fluency, vocabulary, computation, and comprehension.

New York ELLs (from Continental Press) will be purchased for use during the Title III program as supplimentary resources. It provides an emphasis on essay writing and reading comprehension with both fiction and non-fiction texts .

We will also be using Reader's Theater from Teacher Created Materials to enhance reading comprehension skills (especially in the areas of inference and the use of text evidence) and writing skills (specifically for preparation in essay writing and short response writing).

We will also be using New York Content Reading for grades 2, 3,4,and 5 (from Continental Press). It provides an emphasis on non-fiction social studies and science themed texts. Two different leveled versions of the texts are provided, allowing for differentiation. Questions that follow the texts (multiple choice and extended responses) will act as practice with and ongoing assessment of reading skills and writing skills and will inform further instruction as well.

Both books will be purchased for use during the Title III program as supplementary resources.

Part C: Professional Development

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

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

Begin description here:

The professional development program embeds strategies needed and considerations to be made in

Part C: Professional Development

supporting the success of English Language Learners. Staff will be given professional development to support their understanding of language needs shown in standard assessments, and the preparation of materials to meet these needs.

Title III teachers will be required to participate in 14 hours of professional development for a total of ten (11) hours after school and 3 hours to occur during school hours. Some of these PDs will be at no cost to the title III allocation. These will occur once or twice a month. These sessions will be conducted by the Supervisor, or the Director of ELL Student Services and /or publishing companies of the newly acquired materials. Teachers will identify and create ongoing strategies that support the individualized learning needs of their students for academic proficiency and mastery in standards in the areas of mathematics, reading and writing. Topics to be covered in the professional development include differentiation for ELLs and former ELLs at different proficiency levels based on NYSESLAT results, differentiation based on I Ready and Imagine Learning based on Item skill analysis, and implications of assessments for ELLs and former ELLs.

Sessions will include:

October- Part 1 and 2 of training in the Self-regulated Strategy Development(SRSD) approach to Writing- 3 hrs (hosted by the CFN /C. Lewis)

Invited- all ELL and special education teachers within PS 155 Q, Title 3 provider (A Mazzo)

October- Assessment/data analysis of ELLs using checklists (hosted by Asst. principal and principal M. Lanzaro/G. Jacobs)- 1 hr.

Invited- Title 3 provider (A Mazzo), all other teachers in PS 155 who teach ELLs

November- Part 3 and 4 of training in the application and success of the SRSD approach to writing- 3 hrs.
(hosted by the CFN/C. Lewis)

Invited- Title 3 provider (A Mazzo), all special education teachers in PS 155

November- Using questioning to improve ELL reading comprehension/ Reflection on effective questioning practices (hosted by Asst principal and principal M. Lanzaro/G. Jacobs) -1 hr

Invited- Title 3 provider (A Mazzo) and all other PS 155 teachers who teach ELLs

December- Planning Lessons for a Range of Cognition (hosted by Edweb.net) 1 hr

Invited- Title 3 provider (A Mazzo)

January- Reflection on the use and further use of the SRSD approach to writing with deeper analysis of student work - 3 hrs (hosted by CFN/D. Werner)

Invited- Title 3 provider A Mazzo

February-Ongoing Assessment to Ensure ELL reading and writing success (hosted by principal and Asst.

Part C: Professional Development

Principal G. Jacobs/M. Lanzaro)- 1 hr.

Invited- Title 3 provider (A Mazzo) and teachers of ELLs within PS 155

March- TBA (hosted by G. Jacobs and M. Lanzaro) - 1 hr

Invited- Title 3 provider (A Mazzo) and teachers of ELLs within PS 155

May- Reflecting on the years success (of the ELLs within the title 3 program) (hosted by G. Jacobs and M/ Lanzaro) -1 hr

Invited- Title 3 provider, all teachers of ELLs within PS 155

Professional development will be provided by Publishing companies, the Supervisor, the ESL teacher, the CFN, and the Director of ELL Student Services.

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:

Parent workshops that identify and create useful strategies for home use, and reinforce identified skills needed for proficiency. These workshops will focus on understanding the ELA and Math curriculum, as well as the NYSESLAT assessment and the learning needs of their children. Introduction of common core learning standards will be reinforced during each session. The workshop presenters will be a team presentation by Parent Coordinator, ELL Specialist and Title III provider (A Mazzo) and supervisor. The workshops will be two (2) three-hour sessions, which will total 6 hours and be provided at no cost to the Title III allocation. Native language translation will be made available at these workshops in the required languages by paraprofessionals within the building and the DOE translation services. Parents will receive letters/flyers, school messenger as well as posting on our school web page. Refreshments will be served to all participants. Up to \$200 will be allocated for refreshments at parent workshops.

These workshops are anticipated to occur in March 2015 and January 2015. The topic planned include "Understanding the Common Core state standards", "Helping your child achieve success with the Common core state standards" and " Helping your child become a better reader and Higher order thinker"

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 	11,200	_____
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	_____	_____
Other	_____	_____
TOTAL	_____	_____