

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

School Name: ALFRED KENNEDY SCHOOL

DBN (i.e. 01M001): 25Q193

Principal: JOYCE E. BUSH

Principal Email: JBUSH@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joyce E. Bush	*Principal or Designee	
Joanne Genova	*UFT Chapter Leader or Designee	
Laura Koutsavlis	*PA/PTA President or Designated Co-President	
x	DC 37 Representative, if applicable	
x	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
x	CBO Representative, if applicable	
Diane Tratner	Member/ Assistant Principal	
Susan Pessa	Member/ Chairperson / UFT	
Randy Goldman	Member/UFT	
Roselle Tichauer	Member / UFT	
Athena Pappas	Member/ Parent	
Danielle Vargas	Member/ Parent	
Harriet Demetriou	Member / Parent	

Ann Kenny-Denicker	Member/ Parent	
Nicole Anastasis	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
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, 40% of students in Grades 3-5 will improve in writing skills aligned to the CCLS, as measured by a 3% increase in performance on the NY State ELA assessment from the previous year.

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.

Upon analysis of trends over the previous three years, the assessment results indicate that all students in Grades 3-5 need to show improvement in performance in ELA. Although an improvement was shown in previous years, Grades 3-5 scores showed that our overall performance stills underperforms as compared to our peer groups. Based on analysis of student NYS test scores (Grades 3-5) 50% of students scored at level 1 or low level 2 in short and extended response. Based on Quality Review feedback, it was determined that all students in Grades K-5 need to show an improvement in writing skills on rigorous performance tasks, addressing the 6 traits of writing (Content, Organization, Voice, Word Choice, Sentence fluency, and Conventions).

Instructional Strategies/Activities

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

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

1. Beginning of the Year writing, and rigorous rubrics in 3 genres (Narrative, Informative, Opinion) are aligned horizontally and vertically by Teacher Teams that will lead to clear expectations, feedback to students, and transfers learning across the curriculum, with focus on Content and Organization.
2. Teacher Teams will design coherent instruction following a 'writers' workshop' model, revise *ReadyGen* writing units to support reading units, and utilize *EngageNY* resources. Teachers include multiple entry points, display charts for genre specific vocabulary, such as transition words, temporal words, to support all subgroups.
3. Students across the grades use Thinking Maps as a prewriting strategy, and rubrics as a revision tool in order to meet expectations in all genres. Students have access to charts as language support specific to each genre.

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

1. All teachers on all grades will analyze and align student work and rubrics.
2. Network ELA PD, ELA Teacher Leads, *ReadyGen* PD, Professional Learning Communities, referenced TC units of study, *EngageNY* resources
3. All students, all grades use rubrics, Thinking Maps, and classroom charts.

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

1. Teacher Teams collaborate to review student writing and effective written feedback to students, and impact on student writing.
2. Review of lesson plans and informal observations , sharing of learning strategies / best practices, Benchmark Assessment data
3. Benchmark ELA, class work products, track student writing at end of each unit, specifically in Content and Organization.

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

1. January 2015 – complete alignment of rubrics for first pieces in Opinion, Informative, and Narrative
June 2015 – complete analysis of student progress in each genre using the same rubrics.
2. Monthly, September 2014-June 2015
3. Monthly, September 2014-June 2015

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

1. All classroom teachers use student work samples of High, Middle and Low products to align and norm rubrics vertically and horizontally, in each genre, twice a year.
2. Mentor texts, and exemplars in each writing genre; Professional Learning Communities which focus on ELA in upper grades and early grades;
3. Push-in / Pull-out services, STAR period, and Title III ESL Before School Program

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).

Parents will gain knowledge about the curriculum and the Common Core Standards through parent workshops offered in evenings, and notices.

A parent is a member of the Instructional Committee.

The PTA sponsors a self-sustained Test Sophistication program after school, which is offered to all students in Grades 3-5.

Parents receive bimonthly newsletters from their child's grade, reflecting an overview of the curricula.

Parents receive a monthly newsletter from the Principal.

Parents are encouraged to attend biannual Book Fair to assist students' choice of books, to encourage reading at home.

Translations of letters and notices are provided, and translators are available during parent meetings.
An evening Parent Orientation is conducted early in the school year, whereby parents are introduced to the teachers in the classrooms, and to have initial conversations about the curriculum and expectations for the school year.

Budget and Resource Alignment

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

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

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

N/A

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, all students in Grades K-5 will engage in rigorous Math tasks aligned to the Common Core Standards, resulting in a 3% increase in performance on NYS Math Assessment, in Grades 3-5.

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.

After analyzing data of student performance on NYS Math Assessment from the past 2 years for Grades 4 and 5, it was determined that students underperform on constructed response questions. Student test results, including student work and Performance tasks, indicated that more support is needed for attacking word problems by determining multiple steps, showing the process and explaining their work.

Instructional Strategies/Activities

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

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

1. In Professional Learning Communities, teachers will use UDL Principles to plan scaffolded instruction. Rigorous tasks that result in productive struggle utilize the CRAW strategy, which teaches students to use “concrete, representational, abstract and writing” to organize, clarify and justify their work.
2. With support from Teaching Matters Network Math Liaison, teachers adapt and customize rigorous tasks.
3. Teacher teams will use common protocols and norming to analyze test data and student performance tasks to identify learning gaps and to determine pedagogical next steps.
4. Classroom, Special Education and ESL teachers form small groups based on data analysis to offer specialized support to students in need by scaffolding and differentiating instruction. Students access Math computer programs with support of the Technology teacher, and in classrooms using laptop carts.

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

1. All classroom teachers will work in Professional Learning Communities to plan collaboratively.
2. Teachers customize rigorous tasks from the *Engageny* Math Modules, *Howard County Math Curricular Projects* and *GoMath* units, with support from Network Math Achievement Coach, Math Teachers, and Math Leads.
3. Grade Teacher Team and Data Specialist will analyze test data.
4. Classroom teachers, Special Education teachers, and ESL teacher will support students who are at risk of not meeting standards. The students are placed into small groups based on areas of need. The Technology teacher also supports students at risk of not meeting standards through the use of Math computer programs.

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

1. Students will solve rigorous math tasks, and explain their work, as observed during informal observations.
2. Rigorous Math tasks aligned to each unit will be developed for each grade.
3. Teachers and administrators will monitor student progress through Think Central, Performance tasks and Periodic Assessments.
4. Lowest Third Tracker (GoogleDrive) allows all teachers and administrators access to student progress.

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

1. September 2014-June 2015 every Monday 2:40-4:00, and on common preps
2. September 2014-June 2015, once each month the Network Math Achievement Coach meets with teachers in Grade 2, 3 and 4. Information from those meetings is disseminated to grades K, 1 and 5.
3. September 2014-June 2015 every Monday 2:40-4:00, and on common preps
4. Once a month

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

1. Each Monday Professional time, 2:40- 4:00, and common prep periods
2. Network support, and Teacher Team research using *Engageny* Math Modules, *Howard County Math Curricular Projects* and *GoMath* units.
3. Teacher Teams, with Data Specialist, analyze assessment results and student work.
4. Classroom teachers, Special Education teachers, and ESL teacher will support identified students during Title III ESL Before School program, class lessons, Pull-out / Push-in services, STAR period. Laptop carts are available for classroom use on each floor of the school.

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).

Parents will gain knowledge about the curriculum, GoMath and the Common Core Standards through parent workshops conducted in evenings, and notices.
 A parent is a member of the Instructional Committee.
 The PTA sponsors a self-sustained Test Sophistication program after school, which is offered to all students in Grade 3-5.
 Parents receive bimonthly newsletters from their child's Grade reflecting an overview of curricula.
 Parents receive a monthly newsletter from the Principal.
 Translations of letters and notices are provided, and translators are available during parent meetings.
 An evening Parent Orientation is conducted early in the school year, whereby parents are introduced to the teachers in the classrooms, and to have initial conversations about the curriculum and expectations for the school year.

Budget and Resource Alignment

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

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

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

N/A

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, students in our subgroups (Lowest Third, English Language Learners, and Students With Disabilities) will show movement towards decreasing the Achievement Gap, as evidenced by additional credits on School Quality Guide.

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.

After conducting a trend analysis of student performance data on NYS Assessments and NYSELAT, it was determined that our SWDs and ELLs have underperformed all other student groups for the past 3 years. In ELA, 23% of our students are ELLs and SWDs. Only 4.4% of these students were proficient on the NYS Assessment. 25% of our testing population is ELLs and SWDs, and 6.1% are proficient in Math on NYS Assessments. As a result, the SWDs and ELLs continue to be a priority in our school to accelerate their performance through additional support.

Instructional Strategies/Activities

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

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

1. All teachers will analyze student work data to identify gaps in learning, and provide multiple entry points to academic content areas
2. A Push-in /Pull-out model by the ESL teacher and for the SWD, by Special Education teachers, will provide added flexibility in scheduling to meet the diverse needs in the least restrictive environment. This affords increased opportunities for targeted small group instruction. ESL teacher, teachers dually certified in CB/ESL in Grades K, 2 and 4, and Special Education teachers, provide consistent English language acquisition support, including principles of UDL, hands-on materials, picture word walls and glossaries, and small group instruction and partnerships.
3. The use of technology in the classroom to provide media options for expression and communication coupled with alternatives for customizing the display of information, both auditory and visual, will allow for greater access to learning for all of our students.

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

1. All teachers participate in supporting our ELLs, SWDs and lowest performing students.
2. ESL teacher and Special Education teachers provide support in Push-in /Pull-out models of instruction.
3. iPads, laptop carts, and SmartBoards are available in every classroom. Students utilize online programs such as *RazKids*, *Imagine Learning*, *Starfall*, *Think Central*, *Safari Montage*, *BrainPop*, and various iPad apps. *Imagine Learning English* an online, individualized ESL program and computerized aided instruction, is used for our ELL and SWD population. The program teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy with individualized lessons.

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

1. Across classrooms, instruction is scaffolded as evidenced by supports and practices which increase student engagement, communication and perseverance in problem solving, including Thinking Maps, visual support for vocabulary, Think-Pair-Share / Turn and Talk, sentence prompts for discussions, CRAW instructional Math strategy, problem solving strategies in Math, rubrics and checklists, access to manipulatives, intentionally scaffolded questions which include levels of DOK and / or HOTS, integrating UDL principles of representation, action and expression, and group work, all of which are in evidence in lesson plans, classroom practice and informal observations.
2. Flexible scheduling enables Special Education teachers to push in to classrooms, and / or pull out groups of students to provide targeted instruction to identified students, which addresses students' individual needs. Gaps are addressed in small group work, building upon the strategies and practices taking place within the classroom, during the STAR period, and in the Before School Title III program.
3. As a result of increased use of technology, student engagement and communication has increased. The effective use of technology enables students to develop connections to learning. Detailed reports of student progress are generated from *Imagine Learning*, *RazKids* and *Think Central*.

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

1. September 2014- June 2015, daily
2. September 2014-June 2015, daily
3. September 2014-June 2015, ongoing, including monthly data reports.

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

1. All students in all classes, as a result of shared best practices.
2. The STAR period will provide additional instructional time specifically for targeted small group instruction for the Lowest Third students of the class. Our Title III Before School Program offers small group instruction for our ELLs. Flexible scheduling allows for Push-in / Pull-out services for targeted students.

3. Laptop carts on each floor are available daily. Technology is a cluster class scheduled once a week for Grades 1-4, and twice a week for Grade 5. Each classroom has an iPad available for student and teacher use. All classrooms have SmartBoards and access to *Safari Montage*, as well as other media resources.

Strategies to Increase Parental Involvement

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

Parents will gain knowledge about the curriculum and the Common Core Standards through parent workshops which are conducted in evenings, and notices.
 A parent is a member of the Instructional Committee.
 The PTA sponsors a self-sustained Test Sophistication program after school, which is offered to all students in Grades 3-5.
 Parents receive bimonthly newsletters from their child's grade, reflecting an overview of the curricula.
 Parents receive a monthly newsletter from the Principal.
 Parents are encouraged to attend biannual Book Fair to assist students' choice of books, to encourage reading at home.
 Translations of letters and notices are provided, and translators are available during parent meetings.
 An evening Parent Orientation is conducted early in the school year, whereby parents are introduced to the teachers in the classrooms, and to have initial conversations about the curriculum and expectations for the school year.

Budget and Resource Alignment

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

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

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

N/A

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.
 By June 2015, 12 classroom teachers will partner with City Center artists to integrate the Arts into their teaching practice while creating a culture of inquiry, as evidenced by teacher and Resident Artist observational rubric.

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.
 As per our Quality Review from Spring 2014, identified needs were to increase academic rigor in learning experiences, and to promote greater student achievement for all subgroups. Our partnership with City Center has supported our efforts to infuse rigor in language arts, through a variety of experiences in the Arts.

Instructional Strategies/Activities

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

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

1. All students in the participating classes attend dance lessons and activities, including ELLs and SWDs. Students generate ideas, improvise, collaborate with peers, and take part in reflective practice.
2. Classroom teachers reinforce language development from dance lessons, in the classrooms.

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

1. Classroom teachers and City Center Resident Artists support students during dance lessons. City Center Resident Artists and City Center Consultants provide professional development, and lesson plans, to support teachers to improve their professional practice and dance knowledge.
2. Classroom teachers can use resources in the Dance section of the school library, as well as DVDs of performances.

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

1. Teachers meet monthly to review student data for effectiveness and to develop next steps.
2. Participants fill out an evaluative rubric at the end of the residency.

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

1. September: What is transfer? What are the four critical dispositions needed to produce learning in the Arts, and across disciplines?
2. October: How does transfer connect to the Arts? Identify shared goals.
3. November: What is the challenge of transfer? Impact of learning in one context on performance, in another?
4. December-January: Co-observations
5. February: Finding evidence of transfer. Students complete Transfer Assessments.
6. March: Other perspectives on transfer; evidence from the classroom on transfer
7. April – no meetings
8. May: reflections: Teachers share revised lessons and outcomes of lessons.

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

1. Resident Artists work with classes weekly.
2. Teachers, City Center Resident Artists and City Center Consultants meet monthly.

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).
 Parents are invited to attend performances at City Center at least once a year.
 Tickets are periodically offered for weekend performances for families to attend.
 Parents are invited to view a sharing session with Resident Artists during school.
 In evening, parents are invited to attend a Parent-Child workshop presented by a City Center Resident Artist.
 Parents receive bimonthly newsletters from their child's grade reflecting an overview of curricula.
 Parents receive monthly newsletter from the Principal.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	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.

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

1.

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

1.

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

1.

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

1.

E. 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	Shared Reading /Writing; Foundations, Wilson, LLI; repeated Read Alouds; specific reading / writing strategies; Guided Reading; Thinking Maps; technology: Imagine Learning, RazKids, Starfall; Test Sophistication program	Small groups	During school day- STAR period; before school (for ELLs)
Mathematics	Charts with simplified language and picture support; content vocabulary; Math games; Technology: GoMath reteach, Think Central Test Sophistication program	Small groups	During school day – STAR period; before school (for ELLs)
Science	Charts with simplified language and picture support; content vocabulary; Grade 4 additional Science period	Small group	During school day, additional Science period and embedded in ELA
Social Studies	Charts with simplified language and picture support; reinforcing content vocabulary; Thinking Maps;	Small group	During the school day; embedded in ELA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and support- discussions, games, scenarios, about following rules, dealing with family issues, getting along with peers, appropriate self-expression, self-esteem	Small group; one to one	During the school day

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

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

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

Title I Status

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

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).
N/A

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.).
N/A

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.).
N/A

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.
N/A

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q193** School Name: **PS193 ALFRED KENNEDY SCHOOL**

Cluster: **TEACHING MATTER** Network: **571**

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.

P.S. 193Q uses the results from the Learning Environment Survey, as well as, school-created surveys and evaluations to determine the translation needs of our school community. We also use the ATA OTELE report and the Home Language Information forms (HLIS) to assess this need.

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.

a. Three major languages spoken in P.S. 193 other than English are : Chinese, Korean, and Spanish.
b. The following languages are spoken by a small number of parents: Greek, Arabic, Farsi, Italian, Urdu, Pashtu and Hindi.
These findings will be reported to the school community via the parent newsletter.

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.

Open school invitations
Special event or activity announcements, school newspaper
Central notices not already available in translated versions
School automated messaging system is able to send school-wide messages in Spanish, Chinese and Korean.

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.

In-house school staff or parent volunteers will be available for oral interpretation at:

- Student Admissions
- ELL Parent Orientations
- PTA Meetings, Open School, special events or activities, parent workshops
- Group or individual parent meetings
- Counseling
- Telephone communications

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>.

The Parent

Coordinator and School Secretary will maintain a list of parents who need translation services. Notices will be sent in the specific languages needed. Letters will be sent to the DOE Translation of form letters. The school will assess the need for services and provide as needed.



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: Alfred J. Kennedy	DBN: 25q193
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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 193's ESL Title III Program will take place two mornings per week from 7:35am-8:20am. An additional day per week will be reserved for planning and PD for the teachers. We will be servicing 30 current and former ELL students from grades 2 through 5. Students will receive their instruction in English. One certified ESL and general education teacher, will service 2nd grade students and beginners in grades 3 through 5. An additional certified ESL and general education teacher, will service intermediate and advanced students in grades 3 through 5. During this instructional time, the two ESL teachers will work with their groups focusing on both math and ELA skills as well as the NYSESLAT, alternating daily. Our rationale for this instructional decision is based on how our ELL students performed on the state tests last year. In our efforts to help close the achievement gap of our ELL students, we are purchasing several resources students are not using in their regular instructional day.

During math instruction, students will learn academic vocabulary to enable their ability to comprehend word problems. As a scaffold, students will have access to manipulatives, such as counters, base ten blocks and tiles for concrete learning. Additionally, students will be provided with vocabulary words in both English and their native language with picture support to reinforce the word. Students will also watch math videos that target their specific needs on laptops, using websites such as Kahn Academy and Brain Pop, Jr.. We are purchasing hands on math activities from Lakeshore Learning to support math concepts. We have purchased "Simplified Math Exercises for ELLs" by Continental Press.

During ELA and NYSESLAT instruction, students will rotate through a variety of learning activities based on their specific needs. Students will be reading their leveled books called Easy Readers and learning reading skills for informational and literary texts, such as identifying the main idea and key details or making inferences. Teachers will focus on bolstering students' language acquisition through the use of vocabulary cards with picture support as well as story telling strategies. Hands on learning activities that promote phonics skills and well as reading and writing skills will be purchased from Lakeshore Learning. Also, students will access the Imagine Learning System, which is a software ESL literacy program will be used for independent work. Imagine Learning teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness, with individualized lessons and graphic support.

Part B: Direct Instruction Supplemental Program Information

We will also be taking the ELL students in this program on a trip to the Queens County Farm Museum to the Honey Bees Alive! Workshop, where students will have a hands on experience to learn about the life-cycle of honeybees, their products and how they help us. Students will make a candle from beeswax and an edible honey stick. This trip will support language acquisition and provide students with a real life experience to connect to nonfiction texts and produce informational texts. Our school will be using non-Title III funds for this trip._____

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: Our ESL teachers will be attending SIOP workshops as well as ELL workshops offered by our Teaching Matters network throughout the year in order to learn additional strategies for instructing ELLs. Teachers will participate in workshops offered by OELL. Teachers will also use video resources offered by DOE, such as "Math Problem-Solving Strategies for ELLs in Elementary Grades", "Teaching Common Core-aligned Math to ELLs", and "Teaching Vocabulary to English Language Learners".

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: An orientation session for parents of ELLs takes place in early October. Topics at the orientation include state standards, assessments, school expectations, and general requirements for the ESL programs. Also, a parent workshop interest survey will be sent home to assess the needs and interests of ELL parents including financial budgeting, computer classes, learning to speak English, job preparation, etc. Parent workshops will be planned accordingly and will be offered throughout the school year.

One Content Area teacher (Computer) will conduct 4 parent workshops using computer skills, along with outside specialists in Adult Continuing Education topics, based on survey results. Three translators will be available (Spanish, Chinese, Korean).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,896.00 -2 teachers @ \$52.00 per hour @ 3 hours per week for 16 weeks = \$6240.00 - 1 teacher @ \$52.00 per hour @ 2 hours per month for 4 months = \$416.00 - 3 translators @ \$20.00 per hour @1 hour per month for 4 months = \$240.00	Two Certified ESL teachers will teach two ELL Morning Academy Classes. One certified ESL teacher will teach the Morning Academy Program for Grade 2, and Beginner ELLs in Gr. 3-5. One certified ESL teacher will teach the Morning Academy Program for Gr. 3-5 Intermediate/Advanced students. One Content Area teacher (Computer) will conduct 4 parent workshops using computer skills, along with outside specialists in Adult Continuing Education topics, based on survey results. 3 Translators will be available (Spanish, Chinese, Korean).
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. 	- Copy paper and folders=\$250.0 - Educational Activities purchased from Lakeshore=\$933.0 - Workbooks "Simplified Math Exercises for ELLs" (Continental Press) 20 workbooks x \$5.78 = \$116.00	Packets for ELL Workshops for parents. -Language Center - Highlight your Skills -Phonics Center - Sightword Talking Board -Vocabulary Match Ups - What's the Order Sequencing - Comprehension Tub - Teaching Chat - Puzzles - Flip Books - Word Builders - Math Puzzles
Educational Software (Object Code 199)	\$2280.00 Imagine Learning software license renewal = 30 licenses	An ESL computer literacy program used for direct vocabulary development.
Travel	Metro Cards for parents to attend DOE workshops for	Parents will be able to travel to DOE workshops for parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	parents = \$300.00	
Other	_____	_____
TOTAL	\$10,775.00	_____

**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 25	Borough Queens	School Number 193
School Name P.S. 193Q Alfred J. Kennedy		

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 Joyce Bush	Assistant Principal Diane Tratner
Coach type here	Coach type here
ESL Teacher Madelyn Wasserman	Guidance Counselor Meiling Liu
Teacher/Subject Area Susan Pessa / teacher	Parent
Teacher/Subject Area Lauren Waters - teacher	Parent Coordinator Nicole Bellomo
Related Service Provider Maria Karastathis -IEP teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	500	Total number of ELLs	56	ELLs as share of total student population (%)	11.20%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	11
SIFE	1	ELLs receiving service 4-6 years	6	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	50	1	7	6	0	5	0	0	0	56

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	50	1	7	6	0	5	0	0	0	56
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	4	3	1	3	1	3								15
Chinese	6	11	2	2	1	1								23
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	3	3	1	2	1									10
Punjabi														0
Polish														0
Albanian					1									1
Other	2	3			2									7
TOTAL	15	20	4	7	6	4	0	56						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	1	1	2	2								12
Intermediate(I)	2	7	0	1	2	2								14
Advanced (A)	8	12	3	5	2	0								30
Total	15	20	4	7	6	4	0	0	0	0	0	0	0	56

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	4				4
4	4	2			6
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	1		3						4
4	4								4
5	3		2		1				6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool our school uses to assess the early literacy skills of ELLs is DIBELS (Dynamic Indicators of Basic Early Literacy Skills). There are three levels of achievement in DIBELS: Intensive (intensive help), Strategic (must be monitored for possible risk), and Benchmark (met goals). It monitors progress so we can differentiate the needs of each student, including the ELLs, based on the data

provided. For Comprehension, we are using Fountas and Pinnell.

In looking at the data from DIBELS for our ELLs, we observe that our Gifted and Talented classes in Grades Kindergarten and First met the benchmark goals, as did most of the General Education Kindergarten ELLs. Things changed as we go up to First Grade. Our First Grade ELLs are mainly 'At Risk- Strategic', shown in yellow and red, shown as 'Intensive Intervention' is needed. In Grade 2, our Beginner ELL is in the 'red' area, and the Advanced ELLs have met their benchmark goals. Most of the ELLs in the Intensive and Strategic areas - red and yellow - are those ELLs receiving 8 periods of ESL a week to work on language acquisition. Those children in the 'green' area, who have met their benchmark goals, need work on academic language and higher level thinking skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In grade K we have 6 Beginner/Intermediate ELLs and 8 Advanced ELLs. In grade 1 we have 8 Beginner/Intermediate ELLs and 12 Advanced ELLs. In grade 2 we have 1 Beginner/Intermediate and 3 Advanced ELLs. In grade 3 we have 2 Beginner/Intermediate and 5 Advanced ELLs. In grade 4 we have 5 Beginner/Intermediate ELLs and 1 Advanced ELL. In grade 5 we have 4 Beginner/Intermediate ELLs and 1 Advanced ELL. In kindergarten and grade 1 we have ELLs in the Gifted and Talented Classes and in grade 1 we have special education ELLs. In grades 3 and 4 there are SPELLS in the ICT classes and in grade 5 we have SPELLS in the special education self-contained class. By looking at the data, we see that we need a great deal of differentiated instruction to best meet the needs of our students. We need to use this data to drive instruction to meet the needs of our diverse ESL population (G&T, SPELLS, and Beginner ELLs) to move them ahead. For our beginners we need to focus on vocabulary and speaking. For our G&T and Advanced ELLs, we will try to focus on higher order thinking skills and academic language to move them ahead and have them reach proficiency on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
This data is not available as of 10/23/13
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?
 - 4a. In our Gifted and Talented Kindergarten and First Grade classes, and in our Third Grade, we have mostly Advanced ELLs. In Grade One, we have an equal division of Beginner / Intermediate, and Advanced ELLs. In Grade 2, we have more Advanced ELLs than Beginner/Intermediate. In Grade 4, we have more Beginner/Intermediate than Advanced ELLs. In Grades 2,3 and 4, our Beginner ELLs have been in this country for one year or less. All of our Grade 5 ELLs are SPELLS. We also have SPELLS in Grade 3 ICT, Grade 4 ICT, and in Grade K/1/2 Self-Contained Special Education. No students took tests in their native language in 2013.
 - 4b. We have not administered the ESL Periodic Assessment in 2013, as yet.
 - 4c. We have not administered the ESL Periodic Assessment yet this year. We use native language with our Upper Grade Beginner ELLs. We use glossaries, translated exams, translated alphabet charts, as well as bilingual dictionaries. We also have reading books in other languages. We use native language with our Imagine and LeapFrog programs to help the students understand the directions.
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 classroom teacher is the primary interventionist in Tier 1 of RTI. Using curriculum and assessments in the classroom (Fountas and Pinnell Running Records, DIBELS and Imagine Learning), as well as any of the other Tier 1 interventions listed on our Response to Intervention programs, the classroom teacher evaluates each student, including the ELLs, to gauge skills in Literacy and Math. Through Progress Monitoring, the teachers are able to note academic gains. The classroom teacher and ESL teacher discuss the outcomes for our ELLs and meet to see if further intervention than ESL is warranted. Continuous assessment and evaluation will occur. The fully-certified classroom teachers and our fully-certified ESL teacher will provide the highest quality of instruction by providing multiple entry points to instruction, and using research based strategies and interventions. Assessment data will be shared with parents as well. For any student, including the long term ELLs, not responding to Tier 1 strategies, Tier 2 interventions may be looked at.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We take into consideration the second language development of all of our ELLs when making instructional decisions. We plan our instruction with multiple entry points to make sure our ELLs are learning the academic language and skills needed in each academic subject area.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use the NYSELAT scores and State ELA, Math and Science scores to evaluate the success of our program for ELLs.

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](#).)
At Kindergarten registration, Home Language Identification Surveys (HLIS) forms are given out to all parents, or other guardians and relatives. Translators are available, when needed. An informal interview is conducted by a pedagogue in English, or in a Native Language with a translator to discuss the language background of the child, and to answer questions about how to complete the HLIS form. Our fully certified ESL teacher checks over all the HLIS forms, to make sure they have been completed correctly, and makes the determination based on the HLIS form, and the informal interview, as to which children need to take the LAB-R Test. This procedure is followed whenever a new admission enters P.S. 193. The ESL teacher then administers the LAB-R within the first ten days of being admitted. This process takes place throughout the year. Using the cut scores for the LAB-R, our ESL teacher determines which children are ELLs, and which children passed the LAB-R. Th children who speak Spanish, and are identified to be ELLs, are then given the Spanish LAB by a fully certified pedagogue. All of the LAB-R answer documents are sent to the State for processing.
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.
Regarding parental choice, the ESL teacher sends out the Entitlement Letters in September, in appropriate languages, inviting parents of the children who did not pass the LAB-R, to an orientation meeting at P.S. 193 during the first ten days of school. At the meeting, a video is shown in appropriate languages to inform the parents of their choices regrding the three models: ESL, Dual Language, and Bilingual.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our ESL teacher ensures that all entitlement letters are translated and distributed based on the LAB-R scores, and NYSELAT scores. Entitlement Letter 'C' is sent to all of the new ELLs who did not pass the LAB-R. The Parent Survey and the Program Selection Forms are sent with the Entitlement Letter 'C', translated into the appropriate language. These forms are brought back when the parent or guardian come in for the Parent Orientation Meeting that takes place with the first ten days of school. After watching the video, questions are answered using translators, and the Entitlement Letters are filled in.
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.
Based on the video, the Parent Selection Form, the Parent Survey, and discussions with parents at this meeting (with the help of translators) we determine if a Bilingual or a Dual Language program is requested. No parents have requested a Bilingual or Dual Language Program for the 2013-14 school year. We reach out again to the parents who did not attend the first orientation and make arrangements to have them attend an orientation at their convenience. All of the parents of new admits attended an orientation and filled out the Parent Survey and the Selection Form this year. Placement letters are distributed informing the parents that the child has been placed in an ESL program in our school, based on the meeting. Entitlement and NonEntitlement letters are given out to all the ELLs based on whether they passed the NYSELAT or whether they will remain in ESL for the 2013-14 school year. Copies of all Entitlement and Placement letters are put in the ESL binder in the ESL room, and the original form is placed in the child's file.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All of the ELLs in our school take the New York State English As a Second Language Achievement Test (NYSELAT). To ensure that all ELLs take the NYSELAT annually, our fully certified teacher checks the RLER in ATS. Our ESL teacher, and several other fully certified teachers annually administer all four parts of the NYSELAT - Speaking, Listening, Reading and Writing. These teachers have been trained by our ESL teacher to administer the NYSELAT. To ensure that all four components are administered, our ESL teacher uses the following order when administering the exam: Speaking, Listening, Reading, Writing, followed by any make-up exams that are needed. The tests are carefully counted and recounted before and after the exam is administered, and stored in a secure location by our ESL teacher, who makes sure that the tests are safely returned to the State at the end of the exam period.

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. **D**
- For the past few years, all the parents of our new admits have chosen the ESL instructional program as their first choice (100%). The program we have at P.S. 193 is Freestanding ESL, and that has been the choice of the parents of the new admits.

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])?

To assure that the mandated number of instructional minutes is provided for all ELLs, we are using both a push-in and pull-out model. We have grouped our ELLs in one class on each grade. We are using that model in Grades K-5. The General Education classes in our school are heterogenous, and our ELLs are placed in these classes by age.
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)?

Our newcomers (Beginners) are receiving 8 periods (360 minutes) of ESL per week as per CR Part 154, to help them learn vocabulary and skills in the content areas, using research based programs. Our Intermediates also receive 360 minutes of ESL per

week to help them reach the goal of passing the NYSELAT, and moving up on the ELA and Math State exams. Our Advanced ELLs receive 4 periods (180 minutes) of ESL per week, and 180 minutes of ELA instruction, as required under CR Part 154, with the goal of passing the NYSELAT, and also moving toward proficiency on the ELA and Math tests.

Our fully certified teachers and our ESL teacher, during push-in and pull-out, work with the ELLs using ReadyGen, GoMath, and Imagine Learning English. They use ESL strategies to support the ELLs and help them work toward raising their performance levels on the ELA and Math State Tests. The students are seen by our fully certified ESL teacher for the mandated minutes.

ELA instruction is delivered in the classroom during the 90 minutes Literacy Block each day where our ELLs receive support and scaffolded instruction with multiple entry points. NLA is delivered by using glossaries and Imagine Learning English, which uses native language support.

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

Our fully certified ESL teacher will be pushing in and pulling out in Grades K-5 during the 2013-2014 school year to help provide instruction in the content areas. She will focus on academic language, vocabulary and ESL strategies as she works with the classroom teachers to help make the content areas comprehensible for the ELLs. Picture word walls, glossaries, small group instruction and multiple entry points will be used to foster and enrich language development to meet the demands of the Common Core Learning Standards. In Grades 1 and 3, our ESL teacher will be pushing into the classrooms to work directly with the classroom teachers to use ESL strategies, to make content comprehensible and to enrich language. We will be preteaching difficult words, using pictures, and working in small groups to ensure that the ELLs work on Listening, Speaking, Reading, and Writing at their level. In Grade K, we have a fully certified bilingual ESL teacher who works in a self-contained Kindergarten setting and works with some of our Kindergarten ELLs throughout the day, fostering language development, using pictures, the SmartBoard, and ESL strategies .

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

A fully certified pedagogue who speaks Spanish ensures that our ELLs are appropriately evaluated in Spanish for the Spanish LAB.

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

Our fully certified ESL teacher works with our ELLs during push-in and pull-out classes to ensure that Listening, Speaking, Reading and Writing are covered in the curriculum.

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).

6a. We currently have one SIFE student. We will use translated glossaries, picture word walls, small group instruction, and multiple entry points to help our SIFE student move towards proficiency. Our ESL teacher will work with our SIFE student for 360 minutes per week, as per CR Part 154, using research based programs. These programs include Ready Gen ESL component, Imagine Learning English, and LeapFrog. The ESL and classroom teacher will collaborate to develop appropriate lessons for the SIFE student.

6b. Our fully certified teachers and our fully certified ESL teacher use the following research based programs with our ELLs who have been in the U. S. schools for less than 3 years - ReadyGen ESL scaffolded strategies, Imagine Learning English. The following strategies are used to help our ELLs move towards proficiency on NYSELAT, and move up on the State Reading and Math tests. Both during our pus-in and pull-out model, the following instructional approaches and methods are used to make content comprehensible and enrich language development using ESL strategies: pre-teaching activities, Total Physical Response (TPR), cooperative learning activities, teacher modeling, use of manipulatives and visuals, peer-tutoring, and lessons with hands-on activities. The ESL teacher introduces high-interest and grade appropriate topics, and supports topics being learned in the classroom. ESL strategies are infused in content area instruction. Throughout the day, the classroom teacher provides additional language development instruction, both in language acquisition, and in content areas. The ESL teacher introduces high-interest, and grade appropriate topics, for example, holidays, home and school events, and everyday experiences. In addition, the ESL teacher provides support for content area subjects. Through these multi-modality activities, students are offered many and varied opportunities to integrate listening, speaking, reading and writing daily.

6c. The children who have been in ESL for 4-6 years, and our Special Needs ELLs, receive ESL and AIS services. Many of them receive SETSS, Speech, and / or Occupational Therapy, as well. The services provided to long-term ELLs are as follows: AIS services, both during the day and after school, AIS during the day in the SETSS program, ongoing throughout the school year. In addition, our school will use our 2 weekly 50 minute periods at the end of the day for AIS services. During this time, the ELL students are assigned to work with fully certified teachers and receive additional help to ensure that they attain and maintain proficiency levels in English and academic subject areas. Research shows that small group instruction enhances academic and social performance. Many of our ELLs receiving services for 4-6 years will be coming in for the Title III program, and work in small groups with our ESL teacher to help them reach proficiency on the

NYSELAT and improve on their Reading and Math scores on the State tests.

6d. We do not have any ELLs who have completed 6 years.

6e. We are carefully following our ELLs who have reached proficiency on the NYSELAT exam. Those students also receive extended time (time and a half) on State assessments, and take the test in a separate location. The children who have passed out of ESL receive this support for two years. If these children are having any difficulties they are referred for AIS help after school and receive help from our ESL teacher during push-in periods. These students also use the Imagine Computer 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?

The instructional strategies and grade level materials that teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development are hands-on materials, picture word walls, glossaries, buddies, small group instruction, and SmartBoards.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school utilizes the push-in model for added flexibility in scheduling, in order to deliver curriculum instruction to meet the diverse needs of the ELL-SWDs within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

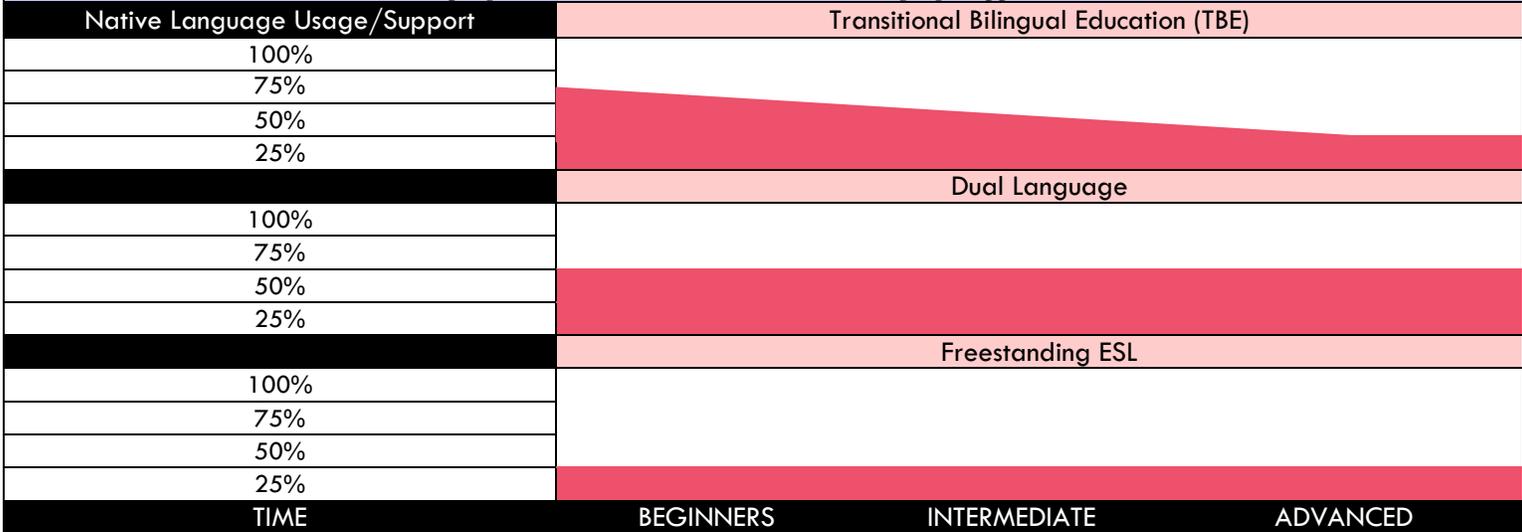
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The ESL teachers examine results of the Periodic / Interim Assessments as scores become available to us, to inform our instruction. In analyzing the results, the teacher determines which individual ELLs are weak in particular areas. Using this information it is decided how to address their needs with additional help. This may include participation in AIS, use of technology, small group instruction in classrooms, and support for the Core Curriculum by the ESL teacher in either pull out periods or periods when the ESL teacher works with students in their classrooms.
- The ESL teacher will collaborate with classroom teachers to plan strategies for reading and writing for the ELLs using the ReadyGen program and GoMath. In addition, ELLs are assigned to various AIS programs throughout the school, ongoing throughout the year, working on reading, math and writing. During the 50 minute AIS periods, we try to help our Beginner and Intermediate ELLs struggling in Reading and Math by scaffolding the instruction further based on any weak areas such as math, phonics, comprehension, or writing, with the goal of being able to attain proficiency levels in English and academic subjects. This works well because our ELLs receive additional support on skills they need in a small group setting. All of our ELLs who are in testing grades receive time and a half extended time and separate location to take the State assessments.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program is effective and it meets the needs of our ESL population. Our ELLs, have in the past, and continue to do well on the NYSELAT. Our ELLs also continue to do well on the ELA and Math State assessments.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be continuing our Title III Morning Program for the 2013-2014 school year. Grades 3-5 will meet five mornings a week to work on math and literacy skills, to work towards proficiency on the NYSELAT and State Assessments.
12. What programs/services for ELLs will be discontinued and why?
- We are continuing all previous programs and services for our ELLs during the 2013-14 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs have equal access to all school programs. Our ELLs have the same access to our Sports and Arts after school program. They also have the opportunity to stay for AIS help. They also participate in Enrichment clubs held during the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In addition, we have continued to receive ESL funds (Title III) enabling us to provide a morning literacy program five times a week for Grades 1-5, using research based programs. With these funds, we purchased the Imagine Learning English program, a research based computer instructional program that teaches children English using 1:1 instruction. Imagine Learning English allows us to differentiate instruction for each ELL while working on vocabulary, phonemic awareness, conversations, letter recognition, listening comprehension and reading fluency. Fifty-six of our ELLs have been placed on this program and have access to it in their classrooms, and in the ESL room. Progress is shown on detailed reports for the student and teacher, with native language support. The ReadyGen literacy program used by the entire school has an ESL scaffolded support component. Our LeapFrog system provides a great deal of support for our ELLs. We are currently using LeapFrog assessments and skill cards, which are differentiated for each child's reading level. We have LeapFrog interactive books, a LeapFrog leveled library and a phonics series. For our Beginners we also use the LeapFrog Language First series, a multi-sensory program for English language development. This program is a series of books, designed to develop English language proficiency, but, in addition, it supports reading instruction appropriate to the child's level of language proficiency. Directions for all "Language First" activities can be accessed by the children in their native languages for vocabulary development. We are using Acuity tutorials to provide reading and skills practice for our ELLs on their level. We are also using the Rigby ELL assessment kit and leveled library. Using the Rigby In-Step program leveled readers, we are reading leveled books and working on comprehension skills in academic subject areas as well. Our plan is to help all of these children work their way from 8 periods of ESL a week, to 4 periods a week, and then to pass the NYSELAT exam.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered to the Beginner ELLs in our Imagine Learning English program. Directions to the activities are given in the child's native language. Directions for the 'Language First' part of the LeapFrog program are also given in a student's native language. We also have books and charts and dictionaries in native languages. Multicultural materials are also available.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our ELLs are placed in classes based upon their age and are given support and help based upon their age. No student is

placed in a class based on ability.

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 do not offer any activities for newly enrolled ELLs before the school year begins. Our screening for the new ELLs begins as soon as school starts.

18. What language electives are offered to ELLs?

We do not offer any language electives at P. S. 193.

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)?

We do not have a dual language program.

C. Professional Development and Support for School Staff

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

1. Professional development in the area of ESL is available both through the Department of Education of NYC and through our network, and will be ongoing throughout the year. Our ESL teacher turnkeys ESL strategies and scaffolds in all content areas in the classroom during push-ins, and turnkeys ESL workshops for our staff. We review the academic language the ELLs need for development in Math, Social Studies, and Science.

2. The ESL teacher has recently attended and will be attending ESL workshops given by Paula Waldron, the Director of ELLs for CFN 571 - Teaching Matters Network, and Pedro DeLaCruz, our ELL CPS. We discussed instructional shifts and worked on making the Common Core Learning Standards accessible to English Language Learners. The Common Core demands that students be able to access complex text through reading, writing, and speaking. In these workshops, we explore ways to access new and existing Common Core curricula by scaffolding text, choosing and teaching its academic vocabulary.

3. In transitioning from elementary to middle school, teachers indicate all information necessary for placement in classes and into ESL programs, and forward this information through our guidance office to schools chosen by the respective students and parents, ensuring that all services which should be provided in the next school are indicated on the students' record. Much help is available through our guidance department to assist parents in this transitional time.

4. Our Network Support Specialist for ESL and our ESL teacher will provide ongoing professional development during the school day, at Professional Development meetings, and at Faculty Conferences to ensure that the classroom teachers receive the 7 1/2 hours they need in teaching ELLs and 10 hours for Special Education teachers and paraprofessionals. At the present time, all of our staff have the required 7 1/2 hours for General Education teachers, and 10 hours for Special Education teachers, as per Jose P. Our staff keep personal records on their hours of ESL training, as per Jose P. We have had our ESL Support Specialist give professional development meetings with staff members to receive ESL training. For new staff, our ESL teacher will provide professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The ESL parents of our new admits come to our school for an orientation meeting. During the school year, the ESL teacher is available to meet with all parents of ELLs on Back to School Night, and during our two Parent Teacher Conferences. Translators are available during those times. During the year, there is ongoing contact as needed in the form of conferences, or on the telephone. The ESL teacher also participates in SBST meetings involving all ESL students with IEPs, as well as Annual Reviews of IEPs.
 2. The Parent Coordinator of P.S. 193 has access to information about workshops in the district and provides this information to the parents of all of our ELLs. One of the services provided to ELL parents is the Dial-a-Teacher Program, where our ELLs can get homework help in many different languages. The New York City Public Library system offers services to help our ELL students and parents.
 3. We evaluate the needs of the ESL parents, on an individual basis. We provide translators for our ELLs' parents during Parent-Teacher Conferences. We provide translated letters and notices when necessary. We use translators as needed during SBST or annual review processes. We can also evaluate the needs of our ELLs during the Back to School Night Parent Orientation, and during the ESL Parent Orientation for new ESL students. We will be sending out Parent Surveys to find out what further help our ESL parents require.
 4. All of the prior services offered to our ELL parents make them fully aware of how their children are performing in school, how the school can help them and how they as parents can help their children. Our Occupational Therapist will be doing a writing workshop for all parents in our school.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce E. Bush	Principal		12/19/13
Diane Tratner	Assistant Principal		12/19/13
Nicole Bellomo	Parent Coordinator		12/19/13
Madelyn Wasserman	ESL Teacher		12/19/13
	Parent		
Susan Pesso	Teacher/Subject Area		12/19/13
Lauren Waters	Teacher/Subject Area		12/19/13
	Coach		
	Coach		
Meiling Liu	Guidance Counselor		12/19/13
	Network Leader		
Maria Karastathis	Other <u>IEP Teacher</u>		12/19/13
	Other _____		
	Other _____		
	Other _____		