

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

**School Name:** THE CARL ULLMAN ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 26Q213

**Principal:** KATHLEEN DRISCOLL

**Principal Email:** [KDRISCOLL2@SCHOOLS.NYC.GOV](mailto:KDRISCOLL2@SCHOOLS.NYC.GOV)

**Superintendent:** DANIELLE GIUNTA

**Network Leader:** **MARY JO PISACANO**

## 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
Kathleen Driscoll	*Principal or Designee	
Erika Amit	*UFT Chapter Leader or Designee	
1.Cathy Grodsky	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elaina Athanasopoulos	Member/ Teacher	
Aryun Chang	Member/ Teacher	
Erica Menchin	Member/ Teacher	
2.Jina Chung	Member/ Parent	
3.E. Jaques	Member/ Parent	
4.H. Ou, 5. S. Burroughs	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June, 2015, 80% of all students will improve their comprehension skills as measured by making at least one year's growth on the TCRWP (Teachers College Reading and Writing Project) benchmarks for progress reading levels.

### 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.

**Rationale:** To raise the level of comprehension for K-5 students through alignment to the Common Core Learning Standards.

#### NYS ELA Levels

Grades	2013 Levels 3&4	2014 Levels 3&4	2013 Level 2	2014 Level 2	2013 Level 1	2014 Level 1
3	52.3	67.3%	36.9	23.1%	10.8	9.6%
4	63.3	61.3%	24.5	27.4%	12.2	11.3%
5	65.2	60.7%	23.2	26.8%	11.6	12.5%
Total	60.1	62.9%	28.4	25.9%	11.5	11.2%

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed the progress of our Grade 3 – 5 students as measured by the results of the NYS ELA Assessment for 2013 and 2014. We noted that the percentage of Grade 4 students scoring Level 2 in 2013 as compared to 2014 increased by 2.9% and the number of Grade 5 students scoring Level 2 in 2013 as compared to 2014 increased by 3.6%. Overall the percentage of students scoring Level 2 in 2013 as compared to 2014 decreased by 2.5%

#### K-5 Columbia University Teachers' College Reading Levels - as of November 2014

Grade	Level 1	Level 2	Students reading at level 1 or 2 receiving special education services	Total Number of Students Reading Below Grade Level
K	NA	NA	NA	NA
1	5=8%	12=21%	0	17=29%

2	4=6%	7=10%	2	11=16%
3	5=8%	8=13%	4	13=21%
4	5=9%	8=14%	2	13=23%
5	3=5%	11=17%	6	14=22%

Based on the analysis of this data, teachers and supervisors identified the need to raise the level of reading comprehension skills for students in all grades, with a special focus on developing the critical thinking skills of our Grades 4-5 Level 2 students to help elevate their performance to Level 3.

### **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. Classroom Teachers will assess on an on-going basis the reading levels of all students in Grades K-5 at least 5 times a year utilizing the Teachers College Reading Assessments.
2. Teachers will implement the CCLS-aligned ReadyGen Reading Series in all classes K - 5.
3. In classroom and out of classroom small group differentiated instruction will be utilized for Reading Comprehension AIS instruction in order to better prepare students for future College and Careers.
4. Collaborative Inquiry-based grade level teacher teams will study student work of specific student subgroups (ELLs, High-achievers, Low-performing and/or Students with Disabilities) in order to monitor their progress.
5. Provide teachers with on-going professional development
  - ELA Upper & Lower grade Lead Teachers will attend monthly PD provided by the CFN 2.05 Network
  - ESL professional development provided by CFN 2.05 Network
  - Thinking Maps PD for all staff provided by Assistant Principal and CFN 2.05 Network
  - ESL Liaison will attend monthly PD provided by the CFN 2.05 Network
  - Special Education Liaison will attend monthly PD provided by the CFN 2.05 Network
  - Move to Improve PD connecting kinesthetic learning and Language Arts instruction was provided to all classroom teachers, K-5, select paraprofessionals, Principal and Assistant Principal
  - Principal will attend monthly Principals' Meetings provided by CFN 2.05 Network
  - Assistant Principal will attend monthly AP Meetings provided by CFN 2.05 Network
  - Principal will attend Superintendent meetings throughout the year
  - Voluntary Staff Book Study focused on the book, How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson

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

1. Classroom Teachers, Administrators
2. Classroom Teachers, SETSS Teacher, Administrators
3. Classroom Teachers, Cluster Teachers, Service Providers, SETSS Teacher, Administrators
4. Classroom Teachers, SETSS Teacher, Administrators
5. Classroom Teachers, Service Providers, Paraprofessionals, Administrators

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

1. TCRWP Reading Levels of all students, K-5, will be collected 5 times a year in order to monitor progress
2. ReadyGen End of Unit Performance-based assessments and/or teacher created assessments will be administered to all students, K-5, in order to assess student progress
3. TCRWP Reading Levels of AIS students will be collected and studied 5 times a year in order to monitor progress. Collaborative inquiry-based teacher teams will study student work noting strengths and next steps at least 4 times a year in order to monitor progress
4. Utilize "At A Glance" record sheets, specific for each sub group (ESL, High-achieving, Low-performing and/or Students with Disabilities) in order to monitor individual students' progress 4 times a year
5. Professional Development will provide educators with effective tools and strategies to support the learning needs of all students to better prepare them for college and career. The impact will be demonstrated through student reading comprehension progress as evaluated on the TCRWP assessments and tracked on the "At A Glance" record sheets for student subgroups (ESL, High-achieving, Low-performing and/or Students with Disabilities)

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

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

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

1. Provide each classroom teacher with Columbia University's TCRWP Reading Assessments for independent reading levels. Provide individual Reading Pacing Charts for the purpose of monitoring each student's reading progress throughout the year.
2. Provide each classroom teacher, K-5, with the ReadyGen Reading Series Unit Assessments.
3. Teachers providing AIS instruction will utilize components of the ReadyGen Reading Series. Services may be provided on a push-in or pull out basis.
4. Teachers will utilize their Collaborative Planning time in order to conduct inquiry-based grade-level meetings monitoring the progress of subgroups of students (ESL, High-achieving, Low-performing and/or Students with Disabilities) utilizing "At A Glance" record tracking sheets.
5. Professional Development will be provided as follows:
  - a. Collaborative Planning Time
  - b. Monthly ELA Lead Teacher meetings at locations throughout Network 2.05
  - c. Monthly ESL Liaison meetings at locations throughout Network 2.05
  - d. Monthly Special Education Liaison meetings at locations throughout Network 2.05
  - e. Move to Improve PD, connecting kinesthetic learning and language arts instruction, provided at 30Q212 and 26Q046
  - f. Voluntary Book Study of the book, *How to Differentiate Instruction in Mixed-Ability Classrooms*, conducted during Staff Lunch Periods

***Strategies to Increase Parental Involvement***

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

- An ARIS Parent Link Station, available to parents during Parent-Teacher Conferences with assistance provided by the Assistant Principal – November 2014 and March 2015
- Classroom Monthly Newsletters highlighting units of study in the content areas with helpful hints for parents
- Cluster Teachers Monthly Newsletters
- Guidance Counselor Monthly Newsletters
- Creation of 2014-2015 school calendar distributed to entire school community
- Study Island, an educational website, is made available to every student 3-5 in the content area of Literacy and can be used both in school and at home.
- Study Island Education Parent Workshop – Winter 2014/2015
- NYS ELA Parent Workshop – Winter/Spring 2015
- Literacy Strategies Workshops for Parents of ELL students – Fall 2014 and Spring 2015
- School Leadership Training for parents
- Monthly Parent-Teacher Association Meetings
- Monthly Prekindergarten Parent Discussion Group meetings
- Monthly School Leadership Team Meetings

- Quarterly Meetings with PTA Executive Board
- Parent-Teacher Conferences to discuss ELA student progress – November 2014, March 2015, and May 2015
- Meet the Teacher Parent Meeting to discuss Grade-specific Reading Expectations – September 2014
- Parent Coordinator Outreach to parents via email, text, and/or voice messaging utilizing *School Messenger*
- School book fairs
- School International Festival in which students and parents share their cultural heritages orally, in writing and through performance – Spring 2015
- Parent Engagement Time provided every Tuesday afternoon from 2:20 p.m. – 3:00 p.m. for parents of students in all grades to meet with teachers to discuss their children's academic growth.
- Parent Networking meetings organized by the Parent Coordinator to be held throughout the 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.

P.S. 213 programs are enhanced through the support of our PTA for the following programs:

- Schoolwide Enrichment Model Enrichment Activities, Fall and Spring, for all K-5 students
- Visual Art Program for all students K – 5
- School Newspaper
- After-school Drama Club

P.S. 213 Staff have volunteered their time to create and facilitate the following programs for students:

- Model United Nations, facilitated by the Assistant Principal and Select Teachers
- Science Club, facilitated by the Science Cluster Teacher
- School Newspaper, facilitated by the Guidance Counselor and Pupil Accounting Secretary

## 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, 80% of students in Grades K-5 will maintain proficiency or show improvement of at least one level on their ability to construct grade appropriate viable arguments in mathematics as measured on the Exemplars, Envisions or teacher-created rubrics for reasoning and proof.

### **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.

Rationale: To raise the level of Mathematics achievement for K-5 students through problem-solving/reasoning and proof.

#### NYS Math Levels

Grades	2013	2014	2013	2014	2013	2014
	Levels 3&4	Levels 3&4	Level 2	Level 2	Level 1	Level 1
3	61.5%	71.7%	30%	20.8%	7.7%	7.5%
4	78.4%	66.1%	15.7%	29.0%	5.9%	4.8%
5	66.7%	68.4%	23.2%	26.3%	10.1%	5.3%
Total	68.1%	68.6%	23.8%	25.6%	8.1%	5.8%

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist, and Supervisors reviewed the progress of our Grade 3 – 5 students as measured by the results of the NYS Math Assessment for the years 2013 and 2014. We noted that the total percentage of students scoring level 1 decreased by 2.3% in 2014. The total percentage of students scoring Level 2 increased by 1.8% in 2014. The total percentage of students scoring Level 3 & 4 increased by .5% in 2014.

#### Math Scores with a focus on Reasoning and Proof – November 30

Grade	Level 1	Level 2	Students Performing on Level 1 or 2 receiving Special Education Services	Total Number of Students Performing Below Grade Level
K	2=3%	25=34%	5	27=37%
1	0	25=44%	1	25=44%

2	0	14=21%	6	14=21%
3	3=5%	16=25%	5	19=30%
4	14=25%	10=18%	2	24=44%
5	4=6%	7=11%	6	11=17%
Total	23=6%	97=26%	25	120=32%

Teachers, Inquiry Teams, the Data Specialist, and Supervisors reviewed Students' Exemplar and/or Envision Performance Tasks data as of November 30, 2014. Students were assessed in the area of Problem Solving with a focus on Reasoning and Proof. It was noted that a large number of students were performing on Level 2 in all grades, K-5, specifically in Grades K, 1, 2 and 3.

Based on the analysis of this data, teachers and supervisors identified the need to raise the level of mathematics achievement of K – 5 students through Problem Solving with a focus on Reasoning and Proof.

#### ***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. Classroom teachers, K-5, will assess students' ability to solve Exemplars Word Problems and/or Envisions Performance-based problem solving tasks showing reasoning and proof on a monthly basis
2. The CCLS-aligned Envisions math curriculum will be implemented in all grades, K-5, with a focus on problem solving showing reasoning and proof
3. In classroom and out of classroom small group differentiated instruction will be utilized for Math problem solving AIS instruction in order to better prepare students for future College and Careers
4. Collaborative Inquiry-based grade level teacher teams will study student work of specific student subgroups (ELLs, High-achievers, Low-performing and/or Students with Disabilities) in order to monitor their progress in math problem solving
5. Provide teachers with on-going professional development
  - MATH Upper & Lower grade Lead Teachers will attend monthly PD provided by the CFN 2.05 Network
  - ESL professional development provided by CFN 2.05 Network
  - Thinking Maps PD for all staff provided by Assistant Principal and CFN 2.05 Network
  - ESL Liaison will attend monthly PD provided by the CFN 2.05 Network
  - Special Education Liaison will attend monthly PD provided by the CFN 2.05 Network
  - Move to Improve PD connecting kinesthetic learning and Math instruction was provided to all classroom teachers, K-5, select paraprofessionals, Principal and Assistant Principal
  - Principal will attend monthly Principals' Meetings provided by CFN 2.05 Network
  - Assistant Principal will attend monthly AP Meetings provided by CFN 2.05 Network
  - Principal will attend Superintendent meetings throughout the year
  - Voluntary Staff Book Study focused on the book, How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson

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

1. Classroom Teachers, Administrators
2. Classroom Teachers, SETSS Teacher, Administrators
3. Classroom Teachers, Cluster Teachers, Service Providers, SETSS Teacher, Administrators
4. Classroom Teachers, SETSS Teacher, Administrators
5. Classroom Teachers, Service Providers, Paraprofessionals, Administrators

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

1. Math Exemplars Word Problems student levels and/or Envisions Performance-based problem solving task levels for all students, K-5, will be collected monthly in order to monitor progress.
2. Envisions Chapter Tests and Unit Tests, as well as Performance-based problem solving tasks will be administered to all students throughout the year in order to monitor progress.
3. Math Exemplars Word Problem student levels and/or Envisions Performance –based problem solving task levels of students receiving AIS services will be collected and studied 4 times a year in order to monitor student progress.
4. Utilize Math “At A Glance” record sheets, specific for each subgroup (ESL, High-achieving, Low-performing and/or Students with Disabilities) in order to monitor individual students’ progress 4 times a year.
5. Professional Development will provide educators with effective tools and strategies to support the learning needs of all students to better prepare them for college and career. The impact will be demonstrated through improved student math problem solving skills with a focus on reasoning and proof as evaluated on the Exemplars Word Problems and/or Envisions Performance-based problem solving tasks tracked on the Math “At A Glance” record sheets for student subgroups (ESL, High-achieving, Low-performing and/or Students with Disabilities).

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

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

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

1. Provide each classroom teacher with Exemplars Word Problems and Exemplars Rubrics for Problem Solving and Reasoning and Proof. Provide each teacher with CCLS-aligned Envisions Math Program including Envisions Performance-based problem solving tasks and rubrics.
2. Provide each classroom teacher with CCLS-aligned Envisions Math program.
3. Teachers providing AIS instruction will utilize components of the Envisions Math program. Services may be provided in the classroom, on a push in or pull out basis.
4. Teacher will utilize their Collaborative Planning time in order to conduct inquiry-based grade level meetings monitoring the progress of subgroups of students (ESL, High-achieving, Low-performing and/or Students with Disabilities) utilizing “At A Glance” record tracking sheets noting performance levels and next steps.
5. Professional Development will be provided as follows:
  - a. Collaborative Planning Time
  - b. Monthly MATH Lead Teacher meetings at locations throughout Network 2.05
  - c. Monthly ESL Liaison meetings at locations throughout Network 2.05
  - d. Monthly Special Education Liaison meetings at locations throughout Network 2.05
  - e. Move to Improve PD provided at 30Q212 and 26Q046
  - f. Voluntary Book Study of the book, How to Differentiate Instruction in Mixed-Ability Classrooms, conducted during Staff Lunch Periods

**Strategies to Increase Parental Involvement**

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

- An ARIS Parent Link Station, available to parents during Parent-Teacher Conferences with assistance provided by the Assistant Principal – November 2014 and March 2015
- Classroom Monthly Newsletters highlighting units of study in the content areas with helpful hints for parents
- Cluster Teachers Monthly Newsletters

- Guidance Counselor Monthly Newsletters
- Creation of 2014-2015 school calendar distributed to entire school community
- Study Island, an educational website, is made available to every student 3-5 in the content area of MATH and can be used both in school and at home.
- Study Island Education Parent Workshop – Winter 2014/2015
- NYS MATH Parent Workshop – Winter/Spring 2015
- Math Strategies Workshops for Parents of ELL students – Fall 2014 and Spring 2015
- School Leadership Training for parents
- Monthly Parent-Teacher Association Meetings
- Monthly Prekindergarten Parent Discussion Group meetings
- Monthly School Leadership Team Meetings
- Quarterly Meetings with PTA Executive Board
- Parent-Teacher Conferences to discuss MATH student progress – November 2014, March 2015, and May 2015
- Meet the Teacher Parent Meeting to discuss Grade-specific MATH Expectations – September 2014
- Parent Coordinator Outreach to parents via email, text, and/or voice messaging utilizing *School Messenger*
- School book fairs
- School International Festival in which students and parents share their cultural heritages orally, in writing and through performance – Spring 2015
- Parent Engagement Time provided every Tuesday afternoon from 2:20 p.m. – 3:00 p.m. for parents of students in all grades to meet with teachers to discuss their children’s academic growth.
- Parent Networking meetings organized by the Parent Coordinator to be held throughout the 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.

- P.S. 213 programs are enhanced through the support of our PTA for the following programs:
- Schoolwide Enrichment Model Enrichment Activities, Fall and Spring, for all K-5 students
  - Visual Art Program for all students K – 5
  - School Newspaper
  - After-school Drama Club
- P.S. 213 Staff have volunteered their time to create and facilitate the following programs for students:
- Model United Nations, facilitated by the Assistant Principal and Select Teachers
  - Science Club, facilitated by the Science Cluster Teacher
  - School Newspaper, facilitated by the Guidance Counselor and Pupil Accounting Secretary

### Goal and Action Plan #3

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

#### Annual Goal #3

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

By June 2015, 80% of students in Grades 3-5 will improve one level on the written analysis of literary or informational texts as measured by CCLS-aligned ReadyGen and/or teacher created rubrics.

#### 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 part of our commitment to support all students in Grades K – 5 to be College and Career Ready, Literary and Informational Writing has been targeted by the P.S. 213 school as an area that needs to be strengthened in our educational program as indicated in the Common Core Learning Standards.

#### Literary and Informational Writing Levels as of November, 2014

Grade	Level 1	Level 2	Students reading at level 1 or 2 receiving special education services	Total Number of Students Reading Below Grade Level
3	13 = 21%	15 = 24%	4	28 = 44%
4	2 = 4%	21 = 38%	1	23 = 38%
5	2 = 3%	22 = 35%	7	24 = 38%

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed the progress of our Grades 3 -5 students in the area of Informational Writing. Students were assessed using the ReadyGen Writing Rubrics and/or teacher-created rubrics. It was noted that a large number of students were performing on Level 2 in Grades 3-5.

#### 2014 NYS ELA ITEM ANALYSIS DATA

##### Writing from Source

Students analyze texts and describe the importance of story elements by communicating understanding through coherent grade appropriate writing.

Grade	Average % of items answered correctly within the category of writing from
-------	---

	source
3	58%
4	58%
5	63%

When Writing from Source students in Grades 3-5 read grade-level texts and make statements that they support using details from the text. Writing from Source in Grade 3 involves asking and answering questions in order to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. Writing from Source in Grade 4 involves students referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Writing from Source in Grade 5 involves students quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

The School Leadership Team, Vertical Data Inquiry Team, Data Specialist and Supervisors reviewed 2014 NYS ELA Item Analysis Data and noted that overall students demonstrated a weakness in the area of Writing from Source.

Based on the analysis of this data, teachers and supervisors identified the need to target Literary and Informational Writing as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning 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. Classroom teachers will assess on an on-going basis the Literary and Informational writing levels of all students in Grades K-
2. Teachers will implement the CCLS-aligned ReadyGen Reading Program in all grades, K-5. As part of this program teachers will engage all students in Science and/or Social Studies writing tasks that will be embedded in the CCLS curricula. These writing tasks will require students to read and analyze texts, and write opinions/arguments in response.
3. In classroom and out of classroom small group differentiated instruction will be utilized for Literary and Informational Writing AIS instruction in order to better prepare students for future College and Careers.
4. Collaborative Inquiry-based grade level teacher teams will study student work of specific student subgroups (ELLs, High-achievers, Low-performing and/or Students with Disabilities) in order to monitor their progress in writing.
5. Provide teachers with on-going professional development
  - a. ELA Upper & Lower grade Lead Teachers will attend monthly PD provided by the CFN 2.05 Network
  - b. ESL professional development provided by CFN 2.05 Network
  - c. Thinking Maps PD for all staff provided by Assistant Principal and CFN 2.05 Network
  - d. ESL Liaison will attend monthly PD provided by the CFN 2.05 Network
  - e. Special Education Liaison will attend monthly PD provided by the CFN 2.05 Network

- f. Move to Improve PD connecting kinesthetic learning and Language Arts instruction was provided to all classroom teachers, K-5, select paraprofessionals, Principal and Assistant Principal
- g. Principal will attend monthly Principals' Meetings provided by CFN 2.05 Network
- h. Assistant Principal will attend monthly AP Meetings provided by CFN 2.05 Network
- i. Principal will attend Superintendent meetings throughout the year
- j. Voluntary Staff Book Study focused on the book, How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson

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

- 1. Classroom Teachers and Administrators
- 2. Classroom Teachers, SETSS Teacher and Administrators
- 3. Classroom Teachers, Cluster Teachers, Service Providers, SETSS Teacher, Administrators
- 4. Classroom Teachers, SETSS Teacher and Administrators
- 5. Classroom Teachers, Service Providers, Paraprofessionals, Administrators

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

- 1. Literary and Informational Writing Levels of all students, K-5, will be collected 3 times a year in order to monitor Writing progress.
- 2. CCLS-aligned Ready Gen Science and/or Social Studies writing tasks will be administered to all students, K-5, in order to monitor student progress.
- 3. Student writing pieces of AIS students will be collected and studied 4 times a year in order to monitor progress.
- 4. Utilize "At A Glance" record sheets, specific for each student subgroup (ESL, High-achieving, Low-performing and/or Students with Disabilities) in order to monitor individual students' progress 4 times a year.
- 5. Professional Development will provide educators with effective tools and strategies to support the learning needs of all students to better prepare them for college and careers. The impact will be demonstrated through levels of proficiency achieved for all students, K-5, on student writing pieces as evaluated on the ReadyGen writing performance task rubrics and/or teacher-created rubrics.

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

- 1. September 2014 – June 2015
- 2. September 2014 – June 2015
- 3. October 2014 – June 2015
- 4. October 2014 – May 2015
- 5. October 2014 – May 2015

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

- 1. Provide each classroom teacher with the CCLS-aligned ReadyGen Reading program inclusive of Science and Social Studies performance-based writing tasks and rubrics. Provide each classroom teacher, K-5, with the K-8 Continuum for Assessing Informational Explanatory Writing to be used as a resource in determining students' differentiated writing strengths and next steps.
- 2. Provide each teacher, K-5, with the ReadyGen Reading program. Provide each teacher, K-5, with the Columbia University's TCRWP Writing Units of Study to supplement their writing instruction.
- 3. Teachers providing AIS instruction will utilize select writing components of the ReadyGen Reading program, as well as components of Columbia University's TCRWP Writing Units of Study. Services may be provided on a push in or pull out basis.
- 4. Teachers will utilize their Collaborative Planning time in order to conduct inquiry-based grade-level meetings monitoring the progress of subgroups of students (ESL, High-achievers, Low-performing and/or Students with Disabilities) utilizing "At A Glance" record tracking sheets noting individual student strengths and next steps.
- 5. Professional Development will be provided as follows:
  - a. Collaborative Planning Time
  - b. Monthly ELA Lead Teacher meetings at locations throughout Network 2.05
  - c. Monthly ESL Liaison meetings at locations throughout Network 2.05
  - d. Monthly Special Education Liaison meetings at locations throughout Network 2.05
  - e. Move to Improve PD provided at 30Q212 and 26Q046
  - f. Voluntary Book Study conducted during Staff Lunch Periods

**Strategies to Increase Parental Involvement**

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

- An ARIS Parent Link Station, available to parents during Parent-Teacher Conferences with assistance provided by the Assistant Principal – November 2014 and March 2015

- Classroom Monthly Newsletters highlighting units of study in the content areas with helpful hints for parents
- Cluster Teachers Monthly Newsletters
- Guidance Counselor Monthly Newsletters
- Creation of 2014-2015 school calendar distributed to entire school community
- Study Island, an educational website, is made available to every student 3-5 in the content area of Literacy and can be used both in school and at home.
- Study Island Education Parent Workshop – Winter 2014/2015
- NYS ELA Parent Workshop – Winter/Spring 2015
- Literacy Strategies Workshops for Parents of ELL students – Fall 2014 and Spring 2015
- School Leadership Training for parents
- Monthly Parent-Teacher Association Meetings
- Monthly Prekindergarten Parent Discussion Group meetings
- Monthly School Leadership Team Meetings
- Quarterly Meetings with PTA Executive Board
- Parent-Teacher Conferences to discuss ELA student progress – November 2014, March 2015, and May 2015
- Meet the Teacher Parent Meeting to discuss Grade-specific Reading Expectations – September 2014
- Parent Coordinator Outreach to parents via email, text, and/or voice messaging utilizing *School Messenger*
- School book fairs
- School International Festival in which students and parents share their cultural heritages orally, in writing and through performance – Spring 2015
- Parent Engagement Time provided every Tuesday afternoon from 2:20 p.m. – 3:00 p.m. for parents of students in all grades to meet with teachers to discuss their children’s academic growth.
- Parent Networking meetings organized by the Parent Coordinator to be held throughout the year.
- Parents are invited to Classroom Writing Celebrations throughout 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.

- P.S. 213 programs are enhanced through the support of our PTA for the following programs:
- Schoolwide Enrichment Model Enrichment Activities, Fall and Spring, for all K-5 students
  - Visual Art Program for all students K – 5
  - School Newspaper
  - After-school Drama Club
- P.S. 213 Staff have volunteered their time to create and facilitate the following programs for students:
- Model United Nations, facilitated by the Assistant Principal and Select Teachers
  - Science Club, facilitated by the Science Cluster Teacher
  - School Newspaper, facilitated by the Guidance Counselor and Pupil Accounting Secretary

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

#### **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.

## 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. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
<p><b>ELA</b></p>	<p>ELA AIS service provided during the school day. Students in Grades K through 5 receive small group instruction for reading and writing. Teachers utilize best practices from Columbia University Teachers' College Reading and Writing Project and the ReadyGen Reading Program to develop decoding, fluency, word recognition, comprehension and critical thinking skills, as well as, writing.</p> <p>In Tier I, all students are screened using TCRWP assessments. Teachers analyze the data and plan standards based core instruction. Students receive instruction that is based on research based best practices. The classroom teacher utilizes both the ReadyGen resources and Columbia University Teachers College Reading and Writing Project for literacy.</p> <p>Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for a small group of students who are not responding to Tier I instruction and interventions. Students who receive Tier II interventions also continue to receive Tier I instruction. The interventions are designed to remediate students' basic skills. Tier II interventions take place during regular classroom instruction. The school uses Teachers College, Foundations, and Wilson Reading System as intervention tools.</p>	<p>Method of delivery of service:</p> <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>	<p>When the service is provided:</p> <ul style="list-style-type: none"> <li>• During the day</li> <li>• After-school Title III Program</li> </ul>

	<p>Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations and who are not responding to Tier II interventions. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III interventions continue to receive core instruction. Tier III instruction occurs during the normal school hours or in some cases, during and After-school AIS session. Furthermore, many students receiving Tier III interventions will continue to require support in all three tiers in order to accelerate progress by the end of the intervention period.</p>		
<p><b>Mathematics</b></p>	<p>Students in Grades K through 5 receive small group Math AIS services provided during the school day. Teachers utilize best practices and resources from Envisions curriculum and Exemplars problems. Students in all grades work on problem solving using reasoning and proof as well as learning their math facts.</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> </ul>	<p>When the service is provided</p> <ul style="list-style-type: none"> <li>• During the day</li> </ul>
<p><b>Science</b></p>	<p>Science AIS service is provided by the science teacher and classroom teachers through the use of literacy and math practices in small groups with a focus on content and strategies.</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> </ul>	<p>When the service is provided</p> <ul style="list-style-type: none"> <li>• During the day</li> </ul>
<p><b>Social Studies</b></p>	<p>Social Studies/ELA AIS service provided during the school day. Students in Grades K through 5 receive small group instruction for reading and writing. Teachers utilize best practices from Columbia University Teachers’</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> </ul>	<p>When the service is provided:</p> <ul style="list-style-type: none"> <li>• During the day</li> <li>• After-school Title III Program</li> </ul>

	College Reading and Writing Project and the ReadyGen Reading Program to develop decoding, fluency, word recognition, comprehension and critical thinking skills, as well as, writing.		
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk services provided by the SETSS, ESL, Speech, Science and Physical Education teachers, Guidance Counselor, Occupational Therapy, and School Psychologist and Social Worker.	Method of delivery of service <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> </ul>	When the service is provided: <ul style="list-style-type: none"> <li>• During the day</li> <li>• After-school Title III Program</li> </ul>

**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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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



**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: Carl Ullmann	DBN: 26Q213
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 38
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The program model at P.S. 213Q is a Freestanding English as a Second Language Program. This is a push-in/pull-out program that takes place during the school day and the language of instruction is English. Our Title III After-school program will supplement our mandated program for English Language Learners (ELLs). Thirty-eight ELLs from kindergarten through fifth grade will be offered the opportunity to participate in this program. In addition, twenty-three former ELLs (f-ELLs), from Kindergarten to fifth grade, who have become English-proficient in the last two years will also be offered the opportunity to participate in the program. That makes 61 students eligible for the Title III after-school program. Small group instruction will be provided by three certified ESL teachers under the direction and supervision of an instructional leader. Students will be grouped according to grade level and their NYSESLAT proficiency levels. The three certified ESL teachers will work with all students in concentrating on improving students' academic vocabulary and their understanding of complex texts. Differentiated instruction will be provided and guided initially by an analysis of the NYSESLAT strands of Reading/Writing and Listening/Speaking. The results of the New York State ELA, Math, and Science exams will also be analyzed as part of the action research of the instructors teaching the Title III program in addition to the input from classroom teachers and other service providers in the school.

Our Title III program will consist of 15 weeks of two 1.5 hour sessions each week after school. In order to accommodate the needs of English Language Learners - who benefit from small group instruction, the students will be separated into six groups. Three groups of ELLs and f-ELLs will attend the program on Wednesdays, while one group will attend the program on Thursday, and the other two groups will attend the program on Fridays. Each of the three ESL teachers will have two groups. Activities provided will not only supplement but will enhance our program for our ELLs and f-ELLs. First and foremost: we will create an environment where all are revered and actively involved. In order to ensure that each child feels that their culture is valued, strategies implementing group learning that include each child's participation in his/her learning style and level of proficiency will be utilized. We will use a broad variety of materials, including leveled books as well as books rich in academic vocabulary that are appropriate for read-alouds. In addition, a selection of books and music in students' native languages; books,

### Part B: Direct Instruction Supplemental Program Information

brochures and illustrations of their countries and culture; manipulatives and games and a wide variety of art materials will be implemented. Students will work at listening centers while the teacher works with another student or small group. When students have finished at the listening center the teacher will follow up with appropriate activities related to the listening selection while another group listens to a selection on their level. Our class library with CDs facilitates differentiation of instruction. Students will work in smaller groups than they do during the day. Ideally, there will be 10 students in a group. However, there will be no more than 12 students in a group. (As of this writing, four students have already declined the invitation for the Title III program.) Each group will solve problems and create products together. Students will work with their more proficient peers and thus build an initial vocabulary on what is familiar to them. In addition, these students will benefit from more one-to-one instruction while the other students are engaged in group activities.

Our Title III Instructional Program will also improve learning in core subject areas. This after-school program is designed to improve performance in English Language Arts, Math, Social Studies and Science as well as improving students' native languages. We will use a series of books titled "People in My Community" Series to enhance our Social Studies instruction. In addition, we will utilize "Thinking Graphically About Flipcharts" and thinking maps to improve organizational skills for writing. Strategies will be implemented to foster community, confidence, and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary and cultural experiences. Books, pictures, newspapers, and music in English and in students' native languages will be utilized. Students will also use computer programs for reports and presentations as well as programs to develop phonemic awareness and emergent literacy and enhance vocabulary, listening and speaking skills. Each student has a portfolio which is utilized for ongoing assessment. In addition, Options Just Right Reading Predictors pre- and post-tests and the W.R.A.P. (Writing and Reading Assessment Profile) will be utilized to monitor their progress.

### 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:

Initially, we will commence our Title III program with an initial hour-long meeting on the morning of October 27th to create the most ideal groupings of ELLs and f-ELLs based on grade and English proficiency levels. This will be followed by focus groups and inquiry groups to research and investigate research-based strategies and resources to scaffold for learners of varying proficiency levels. On Tuesday, October 28th, the teachers will meet for joint curriculum development, reviewing data of our ELLs and former ELLs, and holding a discussion on text complexity and utilizing non-fiction short texts to develop Tier II vocabulary skills for ELLs. We will meet again mid-program to review student assessments and develop more lesson units tailored to accommodate the needs of our students. There will be ongoing Professional Development for ESL teachers, administrators, and classroom teachers

### Part C: Professional Development

throughout the school year. ESL teachers will attend a two-part series on English Language Learners presented by Maryann Cucchiara offered by CFN 205, as well as PDs offered by OELL, and others as they become available. Topics covered during these PDs include, but are not limited to "Creating Common Core-Aligned Tasks for ELLs" and "Integrating Language Activities into the ELA Curriculum." Information from this course as well as other courses throughout the year will be turn-keyed to classroom teachers and other service providers by the ESL teachers on four Mondays during the Professional Development period - in December, January, March. In addition to professional development from outside sources, we have ongoing action research in our school among our Collaborative Inquiry Teaching Teams. Our school focus is on student writing and using text evidence to support responses. A certified ESL teacher is part of the school PD Planning Team and will discuss research-based ESL instruction and new approaches with teachers one Monday per month.

### 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:

In addition to student instruction, the parents of our Title III program students, along with older siblings and/or other family members, will be invited to three 2-hour meetings, offered in two sessions: one with a Chinese translator and another with a Korean translator. The meetings will provide them with strategies on how they can improve their child's acquisition of English. To mitigate the loss of valuable time on the part of the parents, as well as to encourage a comfortable environment in which parents can speak and be heard clearly as well as engage with the presenters and the material being presented, each meeting will be offered twice: one in English along with a Chinese translator (from the P.S. 213Q staff); and the same meeting in English along with a Korean translator from the staff. That means, the three teachers have a total of eight hours to engage with small groups of parents focusing on English and the respective home language, to hear their questions and concerns, and to provide support as parents raise their children in a new place. (Of the 38 ELLs, the number of families speaking Chinese and Korean is split right down the middle, at 19 students speaking Chinese and 19 students speaking Korean.) Invitation letters will be sent to parents in English as well as in the families' native languages. The first set of meetings will take place on two evenings in December of 2014. They will inform parents on how to help their students succeed on the NYSESLAT as well as to provide pathways for home-school connections. The second set of meetings will take place on an evening in January of 2015 and will focus on how parents can read to their children and foster communication in their L1 as a conduit to acquiring L2. In addition, parent will be informed of how to connect language development with content area. The last set of meetings, to be held on two evenings in March, will cover the ELA, Math, and other content area subjects, as well as resources parents can use to support their children at home. The funding will be used for the three ESL teachers guided by an instructional supervisor to plan and present, and to purchase practical materials for parents as well as refreshments for all. Funding will also be made available for translators from the DOE. Activities will include modeling of strategies by teachers followed by active participation of parents with their children. In addition to practical ideas provided by teachers,

**Part D: Parental Engagement Activities**

materials such as flash cards, visuals, games, content area books and dictionaries will be distributed to the parents in order to support their child’s learning at home. They will be encouraged to share content area texts, newspapers, and music in their native language, not only to support their child’s language in school but to continue development in the child’s native language.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	60% of 11,200 = \$6,720 We need: \$6,816.15  3 Teachers 2 Sessions (or cohorts) per week (We have many ELLs and f-ELLs interested in attending, so in order to keep each group small, we are assigning students to six different groups.)  15 Weeks (30 Sessions total) 1.5 hours per session  3 teachers x 2 sessions x 1.5 hours x 15 weeks x \$50.49 = \$6,816.15	Wednesday After-school Program, 2:20 PM to 3:50 PM.  Friday After-school Program, 2:20 PM to 3:50 PM. Per Session Rate with Fringe Benefits: \$50.49/hr  The Wednesday Sessions begin on November 5, 2014 and end on March 25, 2015.  WEDNESDAY Session Dates:  November: 5, 19 (skip 12 for PT conferences, skip 26 for Thanksgiving Recess)  December: 3, 10, 17 (skip 24 for Winter Recess)  January: 7, 14, 21, 28  February: 4, 11, 25 (skip 18 for Mid-Winter Recess)  March: 4, 11, 25 (skip 18 for PT conferences)  The Thursday Sessions begin on November 6, 2014 and end on March 26, 2015.  THURSDAY Session Dates:  November: 6, 2  December: 4, 11, 18  January: 8, 15, 22, 29  February: 5, 12, 26  March: 5, 12, 26

**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.
		<p>The Friday Sessions begin on November 7, 2014 and end on March 13, 2015.</p> <p>FRIDAY Session Dates:</p> <p>November: 7, 14, 21 (skip 28 for Thanksgiving Recess)</p> <p>December: 5, 12, 19 (skip 26 for Winter Recess)</p> <p>January: 9, 16, 23, 30</p> <p>February: 6, 13, 27 (skip 20 for Mid-Winter Recess)</p> <p>March: 6, 13</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p>20% of \$11,200 = \$2,240 We need = \$2,395.61</p>	<p>Curriculum Planning and Research:</p> <p>Per Session Rate with Fringe Benefits = \$50.49/hr</p> <p>Focus groups to discuss differentiation and scaffolding for ELLs and f-ELLs of various grade and proficiency levels Monday 10/27/14 for 1 hour Total for 3 teachers = \$151.47 Each teacher = \$50.49</p> <p>Focus groups to find differentiated resources that can be incorporated into the Title III Program Wednesday 10/29/14 for 2 hours Total for 3 teachers = \$302.94 Each teacher = \$100.98</p> <p>Focus Groups to Investigate Research-based Strategies for ELLs Thursday 1/29/15 (2 hours) Total for 3 Teachers = \$302.94 Each teacher = \$100.98</p> <p>Focus Group to Discuss Scaffolding Strategies and Research Home-School Connection Opportunities Thursday 12/4/14 for 1 hour Subtotal for 3 teachers = \$151.47</p>

**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.
		<p style="text-align: center;">+</p> <p>Chinese &amp; Korean Meetings  Thursday 12/11/14: Eng/Chi (2 hours)  Thursday 12/18/14: Eng/Kor (2 hours)  Subtotal for 3 teachers = \$302.94  Total for 3 teachers = \$454.41  2 Translators from Staff for 1 hour each (only for the first half of the session) = \$50.49 x 2 = \$100.98</p> <p>Jan Parent Meeting  Inquiry group to discuss strategies that will align with the content area units ELLs and f-ELLs are studying during the day  Subtotal for 3 teachers = \$151.47</p> <p style="text-align: center;">+</p> <p>Eng/Chi Mtg (2 hours)  Eng/Kor Mtg (2 hours)  Subtotal for 3 teachers = \$302.94  Total for 3 teachers = \$454.41  2 Translators from Staff for 1 hour each (only for the first half of the session) = \$100.98</p> <p>Mar Parent Meeting  Inquiry group to find additional resources that parents can utilize at home to support their children  Subtotal for 3 teachers = \$151.47</p> <p style="text-align: center;">+</p> <p>Eng/Chi Mtg (2 hours)  Eng/Kor Mtg (2 hours)  Subtotal for 3 teachers = \$302.94  Total for 3 teachers = \$454.41  2 Translators from Staff for 1 hour each (only for the first half of the session) = \$100.98</p> <p>Parent Materials:  Food \$200  Materials \$75</p>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	20% of \$11,200 = \$2,240 We need = \$2,200.95 (NYSESLAT	Attanasio's Getting Ready for the NYSESLAT (Common Core-aligned) Total: \$1,475.70 Pack of 5 Student Books = \$98

**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.
materials. • Must be clearly listed.	Readiness = \$1,475.70 + National Geography Reach: In the USA for Newcomers = \$725.75)	2 Packs of 5 Student Books = \$196 (10 books for an entire grade)  6 Grades, 10 student books in each grade = \$1,176 Teacher's Manual each: \$49.95 6 Teacher's Manuals: \$299.70 (FREE CD with each Teacher's Manual)  Reach by National Geographic Newcomer ELLs' material In the USA <a href="http://www.ngsptechnology.com/tabid/1428/Default.aspx">http://www.ngsptechnology.com/tabid/1428/Default.aspx</a> 1 Teacher's Resource Kit = \$668.75 1 In the USA Student Practice Book = \$57
Educational Software (Object Code 199)	0	_____
Travel	0	_____
Other	0	_____
<b>TOTAL</b>	<b>\$11,412.71</b>	_____

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

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

## Part I: School ELL Profile

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

District <b>26</b>	Borough <b>Queens</b>	School Number <b>213</b>
School Name <b>P.S 213-The Carl Ullman School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Kathleen Driscoll</b>	Assistant Principal <b>Natalie Culpeper-Brown</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Jasmine L. Norris</b>	Guidance Counselor <b>Margaret Toy</b>
Teacher/Subject Area <b>ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Mrs. Carolyn May-Kindergarten</b>	Parent Coordinator <b>/Beth Revello-Wick</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Mary Jo Pisacano</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>436</b>	Total number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>6.65%</b>
--	------------	----------------------	-----------	---	--------------

# 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	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	11	11	0	1	0	7	0	0	0	0	0	0	0	30
Push-In	0	0	2	0	0	0	0	0	0	0	0	0	0	2
<b>Total</b>	<b>11</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>32</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	3	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	3	0	0	1	0	0	0	33

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>33</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	5	4	1	1	0	1								12
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								1
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	7	6	1	0	0	5								19
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	1								1
Albanian	0	0	0	0	0	0								0
Other		0	0	0	0	0								0
<b>TOTAL</b>	<b>12</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>33</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	0	0	1	0	1								8
Intermediate(I)	3	4	1	0	0	2								10
Advanced (A)	2	7	1	0	0	5								15
Total	<b>11</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>33</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	0	0	0	0	0	0							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	0	0	0	0	0							
	A	0	0	0	0	0	0							
	P	0	0	0	0	0	0							
READING/ WRITING	B	0	0	0	0	0	0							
	I	0	0	0	0	0	0							
	A	0	0	0	0	0	0							
	P	0	0	0	0	0	0							

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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.  
TCRWP is one assessment tool that our school uses to assess the early literacy skills of our ELLs. This assessment helps to determine the ELL students' alphabet recognition, phonemic awareness, and independent reading levels. They can also determine whether or not the student has had exposure to literacy before entering our school. Although we have students at the Advanced level, nevertheless we

have discovered that some of these students need additional instruction in the areas of Reading and Writing, which we provide AIS/RTI Services on an as need basis.

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

After reviewing the LAB-R results of our new admits, it was determined that eleven Kindergarten students tested at the Beginner level, three tested at the Intermediate Level, and two at the Advanced Level. Four first grade students tested at the Intermediate level and seven tested at the Advanced level. Out of two first grade students, one tested at the Intermediate level and one at the Intermediate level. Our one third grader tested at the Intermediate level. Of the fifth graders, one tested at the beginner level, two tested at the Intermediate level, and four tested at the Advanced level. The trend has been that most students become proficient in English by the end of Kindergarten through second grade. Developmentally speaking, students will first become proficient in listening and speaking before they become proficient in reading and writing. In Kindergarten, the students tend to fall into the Beginner level. Moving to first grade data, proficiency are determined by the NYSESLAT taken at the end of Kindergarten. LAB-R and NYSESLAT are two different and unaligned assessment instruments. NYSESLAT is more academically challenging than LAB-R with a greater emphasis on print conventions and higher order cognitive skills. By the end of the 1<sup>st</sup> grade, and after two years of ESL instruction, most children are scoring at the Advanced level or are passing out. Moving through the upper grades, the numbers of the Beginners tend to be accounted for by new arrivals. An overall pattern for all grades is that for the most part, students move up through proficiency levels at an expected rate.

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

THE NEW YORK STATE DEPARTMENT OF EDUCATION DID NOT REPORT THE SPRING 2013 NYSESLAT REPORTS IN COMBINED MODALITIES, THEREFORE WE CANNOT PROVIDE THIS INFORMATION.

4. For each program, answer the following:

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

When given the option, our students elected to take the state math in English instead of their native language. The results are as follows:

One third grade scored a Level 1, out of six fourth graders, one scored a Level 1, one scored level 2, and four students scored a Level 4. We ensure that ELLs are appropriately evaluated in their native language by informally assessing them throughout the school day while doing various tasks such as listening and speaking to each other during partner work and group work. Students in grades 3-5, are provided with glossaries, peer tutoring, and translation dictionaries. (Glossaries and native dictionaries are provided during math standardized tests, where applicable.) Teachers provide appropriate response time for ELLs to answer, understand, and to ask questions for clarification. In addition, AIS/RTI services are provided throughout the year.

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](#).)

Instead of being reactive to providing ELL's with intervention services, we are proactive. We use the three tiered RTI model to provide high-quality instruction for ELL's according to their needs. The learning rate of each individual student is monitored in order to make important educational decisions. There are three tiers of instructional support. Tier I provides a rigorous and evidence-based core curriculum, including language development for ELLs. If it is found through assessments given that an ELL needs extra attention, the team will provide Tier II intensive targeted instruction in areas of need. The Tier II instruction is provided in addition to the Core Curriculum. Tier II instruction can be provided by a pedagogue, such as a, service provider or by the classroom teacher during small-group instruction. The Tier II instruction will be provided for a time determined by the PPC/RtI Team. All the while progress monitoring will inform if the child is in need of services for a longer period of time or more intensive services (Tier III), or if the services are adequate or should be discontinued.

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

We ensure that the students' second language is considered in instructional decisions by providing students with dictionaries, glossaries, and peer-tutoring, as well as, providing additional time on tasks. Students are also provided with translators on an as need basis. ELLs are provided with opportunities to read and write within all curriculum areas regularly. Teachers are provided with strategies such as monitoring of their own speech while speaking with ELLs and teaching, speaking clearly, slowly, and naturally, and in simple sentences. Teachers will also use names of people rather than pronouns so as not to confuse the students. Teachers also will pause after each sentence for clarity.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of the program for our ELLs by evaluating the results of their NYSESLAT, ELA Standardize Assessments, Math Standardize Assessments, and Science Standardize Assessments. In addition, as a school, we utilize Envisions unit math assessments, TCWRP, and Ready Gen tasks as tools in monitoring progress.

## Part IV: ELL Identification Process

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

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a parent or guardian registers a new child into the school system, they will be immediately provided with/and required to complete a Home Language Identification Survey (HLIS) given to the parent/guardian by the school secretary and explained by by the administrators and/or ESL Teacher, Mrs. Norris. The survey will be given to the parent/guardian in both the parent's/guardian's native language and in English. This survey will inform the school as to which is the primary language spoken at home. If the HLIS indicates that the child uses a language other than English, (at least Once for question 1 – 4 and at least twice for questions 5 – 8), then that student will be referred to the certified English as a Second Language Teacher, Mrs. J.L.Norris. Mrs. Norris will conduct informal oral interviews with the parents/guardians to assist in completing the HLIS and speak with the student in order to determine the student's eligibility for ESL services. When necessary, a translator will be made available for the parent/guardian. If the HLIS and the informal student and parent interview indicates that the student uses a language other than English, then the student will be administered the Language Assessment Battery-Revised (LAB-R) by Mrs. Norris. This English Proficiency test will determine those particular students' proficiency levels and entitlement into the program. If a student speaks Spanish in the home and the results show that he/she is entitled to ESL services, that child must take the Spanish LAB-R to determine language dominance. In order to exit the program, each child will have to take the New York State English as a Second Language Achievement Test (NYSESLAT). This test is given annually in the spring semester of each school year. The NYSESLAT measures the English proficiency of ELLs (English Language Learners) and determines their progress, as well as, their continued entitlement or "exit" from the ESL program. Every effort will be made by the school to obtain NYSESLAT/LAB-R data from transfers from schools outside of New York City but within New York State to determine eligibility or placement according to the child's proficiency level (Beginning, Intermediate, or Advanced). Scores on the NYSESLAT subsets will also be used to guide and drive instruction.

- 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.

All students who are deemed (as a result of the HLIS and interviews given by the ESL Teacher) in need of ESL services are tested within 10 days of admittance into our school. After it is determined that the child is entitled to ESL services, parents will be notified that their child may be eligible for Transitional Bilingual, Dual Language, or Freestanding ESL services. The parent/guardian will receive first time Entitlement letters from the Certified ESL Teacher, Mrs. Norris. Letters including information regarding all three programs will be sent home in English and in their native language within 10 days of the administration of the LAB-R. Parents of all newly admitted students who qualify for ESL services will be invited to attend a mandatory Orientation session which is given by the ESL Teacher, with a translator, to ensure that they have an understanding of all three program choices. The parents will view an "Orientation Video for Parents of Newly Enrolled English Language Learners" in both English and their native language. They are given choices—they can attend either a morning or afternoon Orientation session in their given language. If they are unable to attend at the set times, the parents will be accommodated and a meeting will be set for another day. The video will provide vital information and explain the differences between all three program choices- Transitional Bilingual, Dual Language, and Freestanding ESL Services. Mrs. Norris, the ESL Teacher, will hand out additional information in the language of the parent, as well as in English. Afterwards, there will be a question and answer period about P.S. 213's Freestanding ESL program in addition to the other programs offered by the New York City Department of Education. The Parent Selection form and Parent Survey will be filled

out by the parent/guardian, at this time.

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

P.S. 213 makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. By law, we are aware that we need to provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is crucial. Parents' choice, coupled with program availability, determines program placement for ELLs. If the parent chooses the ESL Freestanding Program at P.S. 213, as per Commissioners Regulations- CR Part 154, parents will be given placement letters before the program begins. The letters will be given in both English and in the parents' native language. The letter explains that his/her child will be placed in the ESL Program for the entire school year. The entire process (screening, administering the LAB-R, and Parent Orientation) must be completed within 10 days of enrollment. Parents of students who were tested the previous spring with the NYSESLAT and are entitled to ESL services, or who are transfers and are indicated as ELLs, will also be notified of their Continued Entitlement in the Freestanding ESL Program, for the coming year. Letters in English and in their home language will be sent home by Mrs. Norris. Parents will be given a date by which the letters must be returned. If the letters are not returned to school by the due date, another letter will be sent out. If needed, parents will be called and reminded to return the letters. The ESL Teacher, Mrs. Norris, is responsible for handing out, collecting, making copies, and filing letters (first time entitlement, Continued Entitlement, Placement Letters, Parent Surveys, and Home Language Surveys. All these items will be filed and secured by the ESL Teacher.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria and procedures used in placing New ELLs and former ELLs is as follows: New students are tested using the LAB-R, and placement is determined as per the guidelines set forth in the Commissioners Regulations CR Part 154. As mentioned earlier, parents of all newly admitted students who qualify for ESL services are invited to attend a mandatory Orientation session which is given by the ESL Teacher, with a translator, to ensure that they have an understanding of all three program choices. The parents view an "Orientation Video for Parents of Newly Enrolled English Language Learners" in English and in their native language. They are given choices between both a morning and afternoon Orientation session in their given language. The parents will be accommodated if they are unable to attend either session. The video provides vital information and explains the differences in all three program choices- Transitional Bilingual, Dual Language, and Freestanding ESL Services. Mrs. Norris, the ESL Teacher, hands out additional information in the language of the parent, as well as in English. Afterwards, there is a question and answer period about P.S. 213's Freestanding ESL program, in addition to the other programs offered by the New York City Department of Education. In addition, parents of students who were tested the previous spring with the NYSESLAT and are still entitled to ESL services or who are transfers and are indicated as ELLs are also notified of their continued entitlement in the Freestanding ESL Program for the coming year. Letters in English and in their home language are sent home by Mrs. Norris. Students who had tested Proficient on the NYSESLAT of the previous school year will receive letters indicating such and letters inviting them to continue to have extra support in our After-School Title III program. If a parent chooses a Transitional Bilingual Program or Dual Language Program, we explain the 15 students are needed to open such a program and that we will let them know within our school if this becomes available. We also explain to the parents that they may have the option to go to another school for a program a Transitional Bilingual Program or a Dual Language Program.

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.

Steps taken to administer all sections of The New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs are as follows:

In accordance with New York State Department of Education, The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English proficiency of all English Language Learners enrolled in Grades K – 12. This exam is administered each spring to determine important information about the English language development of English Language Learners (ELLs), and is part of the State's compliance with federal laws that mandate the annual assessing and tracking of English proficiency of ELLs. In the K-5 testing, NYSESLAT is administered in sections according to grade levels. In the 2012 – 2013 school year, the NYSESLAT was administered by a disinterested party (an ESL Certified teacher) and the ESL Teacher. In Kindergarten, students are administered the following:

Kindergarten:

Speaking Section:

A) Social & Academic Interaction Section: The students are asked to respond to questions which would be relevant to a social, academic situation.

- B) Sentence Completion: The student to orally complete a sentence based on a picture prompt. The examiner provides the beginning of the sentence.
- C) Picture Completion: The student is given a picture (prompt) and the student orally answers a two-part question about a picture (photo) prompt.
- D) Storytelling: The student to make up and tell a story based on a three-picture prompt.

Listening Section:

- A.) Word/Sentence Comprehension: The student to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.
- B.) Comprehension of Dialogue and Information 1: A multiple-choice question requires the student to listen to a brief conversational or informational passage of 3–5 sentences (read aloud by the examiner). Then the student listens to a question and chooses one of three graphic response options provided in the test booklet.

Reading Section:

- A.) Phonemic Understanding: The student is give a multiple-choice question which requires the student to listen to a target word and then choose the letter or letter combination that makes the first, last, or middle sound in the word.
- B.) Identifying Rhyme: The student is given a multiple-choice question which requires the student to listen to a target word and then pick out the word that rhymes with it.
- C.) Word Reading: The Student is required match a word to a picture. The student must be able to both decode and comprehend the printed word.
- D.) Sentence Reading: The student is required to read (decode and comprehend) a grade-appropriate sentence and then choose one of three graphic response options provided in the test booklet.

Writing Section:

- A.) Letter Writing: The student is required to write the letter dictated by the examiner.
- B.) Word Writing: The student is required to write (and correctly spell) a dictated word in the writing space provided. Further support is provided by a picture prompt. Kindergarten words are Consonant-Vowel-Consonant (CVC) words.
- C.) Sentence Writing: The student is asked to write a short dictated sentence in the writing space provided.

Grades 1 – 2

Speaking

- A.) Social and Academic Interaction: The students are asked to respond to questions which would be relevant to a social, academic situation.
- B.) Sentence Completion: The student to orally complete a sentence based on a picture prompt. The examiner provides the beginning of the sentence.
- C.) Picture Description: The student is given a picture (prompt) and the student orally answers a two-part question about a picture (photo) prompt.
- D.) Storytelling: The student to make up and tell a story based on a three-picture prompt.

Listening:

- A.) Word/Sentence Comprehension: the student to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.
- B.) Comprehension of Dialogue and Information 1: A multiple-choice question requires the student to listen to a brief conversational or informational passage of 3–5 sentences (read aloud by the examiner). Then the student listens to a question and chooses one of three graphic response options provided in the test booklet.
- C.) Comprehension of Dialogue and Information 2: The student to listen to a brief conversational or informational passage of 4–7 sentences (either read aloud by the examiner or recorded in advance). Then the student listens to a question and four text response options. The question and response options are also provided in the test booklet.
- D.) Listening for Academic Content: This type of multiple-choice question requires the student to listen to an academic lesson lengthier than the passages for the Comprehension of Dialogue and Information questions that is read aloud by the examiner. The lesson is heard twice.

Reading

- A.) Phonemic Understanding: The student is given a multiple-choice question which requires the student to listen to a target word and then choose the letter or letter combination that makes the first, last, or middle sound in the word.
- B.) Word Reading: The student to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.
- C.) Sentence Reading: The student is required to read (decode and comprehend) a grade-appropriate sentence and then choose one of three graphic response options provided in the test booklet.

D.) Short Passage: Student to read a very short passage (about 3 sentences) and then answer a multiple-choice question about it. There are three graphic response options provided in the test booklet.

E.) Comprehension: The student is asked to read a passage and then answer multiple-choice questions about it. Passages fall into four types: Story, Poem, Informational, and functional.

#### Writing

A.) Mechanics and Structure 1: Students will be assessed on their knowledge of English writing conventions. It requires the student to identify the sentence that is correct in terms of punctuation, capitalization, grammar, or usage.

B.) Mechanics and Structure 3: The students will be given a variation of the Mechanics & Structure 1 question in a multiple choice form. The only difference is that there are three answer choices rather than four.

C.) Word Writing: The student will be asked to write (and correctly spell) a dictated word in the writing space provided. Further support is provided by a picture prompt

D.) Sentence Writing: The student is required to write a short dictated sentence in the writing space provided.

E.) Picture-Based Story: The student is required to write a short dictated sentence in the writing space provided.

#### Grade 3 – 4

##### Speaking:

A.) Social and Academic Interaction: The students are asked to respond to questions which would be relevant to a social, academic situation.

B.) Sentence Completion: The student to orally complete a sentence based on a picture prompt. The examiner provides the beginning of the sentence.

C.) Picture Description: The student is given a picture (prompt) and the student orally answers a two-part question about a picture (photo) prompt.

D.) Storytelling: The student is required to make up and tell a story based on a three-picture prompt.

##### Listening

A.) Word/Sentence Comprehension: The student is required to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.

B.) Comprehension of Dialogue and Information 1: A multiple-choice question requires the student to listen to a brief conversational or informational passage of 3–5 sentences (read aloud by the examiner). Then the student listens to a question and chooses one of three graphic response options provided in the test booklet.

C.) Comprehension of Dialogue and Information 2: The student is to listen to a brief conversational or informational passage of 4–7 sentences (either read aloud by the examiner. Then the student listens to a question and four text response options. The question and response options are also provided in the test booklet.

D.) Listening for Academic Content: This type of multiple-choice question requires the student to listen to an academic lesson (lengthier than the passages for the Comprehension of Dialogue and Information questions) that is either read aloud by the examiner. The lesson is heard twice. At grade bands 3–4 and 5–6, students are encouraged to take notes during the second reading of the lesson.

##### Reading

A.) Word Reading: The student to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.

B.) Sentence Reading: The student is asked to read (decode and comprehend) a grade-appropriate sentence and then choose one of three graphic response options provided in the test booklet.

C.) Short Passage: The student is required to read a very short passage (about 3 sentences) and then answer a multiple-choice question about it. There are three graphic response options provided in the test booklet.

D.) Comprehension: The student is required to read a passage and then answer multiple-choice questions about it. Passages fall into four types: Story, Poem, Informational, and Functional.

##### Writing

A.) Mechanics and Structure 1: Students will be assessed on their knowledge of English writing conventions. It requires the student to identify the sentence that is correct in terms of punctuation, capitalization, grammar, or usage.

B.) Mechanics and Structure 2: Students will be assessed on their knowledge of English writing conventions. It requires the student to identify the correct edit to a sentence if and when the sentence contains an error in punctuation, capitalization, grammar, or usage.

C.) Descriptive Writing Paragraph: The student is required to write a descriptive paragraph based on an illustrated scene. The directions in the test booklet say: "Write a paragraph that describes what is happening in the picture. Include as many details as you can. Someone who reads your paragraph should be able to imagine the entire scene." The student is prompted to look at the

picture and think about the people in the picture, where they are, what they are doing, and what they might be thinking or feeling. A writing checklist is provided along with two-thirds of a page of writing lines.

D.) Fact-Based Essay: The student is required to write an essay based on a text prompt as well as on relevant facts presented in one or more graphs, tables, or charts. The prompt includes a reminder to students to include key elements of an essay, use information from the graphics, support their ideas with details and examples, and use their own words. A writing checklist is provided along with two full pages of writing lines.

#### Grades 5-6

##### Speaking

A.) Social and Academic Interaction: The students are asked to respond to questions which would be relevant to a social, academic situation.

B.) Sentence Completion: The student to orally complete a sentence based on a picture prompt. The examiner provides the beginning of the sentence.

C.) Picture Description: The student is given a picture (prompt) and the student orally answers a two-part question about a picture (photo) prompt.

D.) Response to Graphic Information: The students are required to orally answer two questions about a graph, table, chart, or map.

E.) Storytelling: The student is required to make up and tell a story based on a three-picture prompt.

##### Listening

A.) Word/Sentence Comprehension: The student is required to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.

B.) Comprehension of Dialogue and Information 2: The student to listen to a brief conversational or informational passage of 4–7 sentences (either read aloud by the examiner. Then the student listens to a question and four text response options. The question and response options are also provided in the test booklet.

C.) Listening for Academic Content: This type of multiple-choice question requires the student to listen to an academic lesson (lengthier than the passages for the Comprehension of Dialogue and Information questions) that is either read aloud by the examiner. The lesson is heard twice. At grade bands 3–4 and 5–6, students are encouraged to take notes during the second reading of the lesson.

##### Reading

A.) Short Reading Comprehension: The student is required to read an informational passage (that is shorter and at an easier reading level than the Comprehension passages) and then answer multiple-choice questions about it.

B.) Comprehension: The student is asked to read a passage and then answer multiple-choice questions about it. Passages fall into four types: Story, Poem, Informational, and functional.

##### Writing

A.) Mechanics & Structure 1: Students will be assessed on their knowledge of English writing conventions. It requires the student to identify the sentence that is correct in terms of punctuation, capitalization, grammar, or usage.

B.) Mechanics & Structure 2: Students will be assessed on their knowledge of English writing conventions. It requires the student to identify the correct edit to a sentence if and when the sentence contains an error in punctuation, capitalization, grammar, or usage.

C.) Descriptive Writing Paragraph: The student is required to write a descriptive paragraph based on an illustrated scene. The directions in the test booklet say: “Write a paragraph that describes what is happening in the picture. Include as many details as you can. Someone who reads your paragraph should be able to imagine the entire scene.” The student is prompted to look at the picture and think about the people in the picture, where they are, what they are doing, and what they might be thinking or feeling. A writing checklist is provided along with two-thirds of a page of writing lines.

D.) Fact-Based Essay: The student is required to write an essay based on a text prompt as well as on relevant facts presented in one or more graphs, tables, or charts. The prompt includes a reminder to students to include key elements of an essay, use information from the graphics, support their ideas with details and examples, and use their own words. A writing checklist is provided along with two full pages of writing lines.

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. 
- From September 2010 to September 2013, 116 out of 120 parents requested the Freestanding ESL Program. Four parents requested the Bilingual/Dual Language Program; however they rejected the school transfer and remained at P.S. 213 in the Freestanding ESL Program. Since the majority of parents chose the Freestanding ESL Program, this program is offered at our school and aligned with their requests. If the parent chooses the ESL Freestanding Program at P.S. 213, as per Commissioners Regulations-CR Part 154, parents will be given placement letters before the program begins. The letters will be given in both English and the parent's native language. The letter explains that his/her child will be placed in the ESL Program for the entire school year. The

entire process (screening, administering the LAB-R, and Parent Orientation) must be completed within 10 days of enrollment. Parents of students who were tested the previous spring with the NYSESLAT and are entitled to ESL services, or who are transfers and are indicated as ELLs, will also be notified of their continued entitlement in the Freestanding ESL Program, for the coming year. Letters in English and in their home language will be sent home by Mrs. Norris. Parents will be given a date by which the letters must be returned. If the letters are not returned to school by the due date, another letter will be sent out. If needed, parents will be called and reminded to return the letters. The ESL Teacher, Mrs. Norris, is responsible for handing out, collecting, making copies, and filing letters (first time Entitlement, Continued Entitlement, Placement Letters, Parent Surveys, and Home Language Surveys. All these items will be filed and secured by the ESL Teacher. The Transitional Bilingual (TBE) and the Dual Language Programs are not offered at P.S. 213. If the school receives requests for 15 or more students who have the same language and are in the same contiguous grades for a Transitional Bilingual or Dual Language Program, the parents would be notified by the certified ESL teacher that the school would take the necessary steps to institute that requested program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The program at P.S. 213 is a Freestanding English as a Second Language, pull-out and push-in program. Some students are pulled-out for small group instruction by grade; while some push-in is done according to scheduling. Each is heterogeneous. There are three levels in each group: Beginning, Intermediate, and Advanced. As any Freestanding ESL Program, all instruction is in English.

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)?

All students receive the mandated number of instructional units required by Commissioner's Regulations Part 154. The number of ESL instructional units that a student receives is determined by the students' LAB-R or NYSESLAT results. Students scoring at the

Beginning Level and Intermediate Levels in English proficiency will be serviced for 360 minutes or eight 45 minute sessions a week. Students who score at the Advanced Levels will be serviced for 180 minutes a week or 4 forty-five minute sessions a week.

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

In order to help foster ELLs language development and effectively meet the demands of the Common Core Learning Standards (CCLS), we diagnose each student instructionally, adjusting Bilingual peer-tutors /partners help with the learning of vocabulary and speaking skills. ESL Strategies and instruction are provided accordingly and student progress is closely monitored. Native language and prior knowledge is used as a reference for learning English. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. In order to achieve the standards for reading literature, writing, and research, language development and speaking & listening—we provide rigorous, grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors. Our teachers build on the ELLs prior knowledge and academic instruction and give them additional time and appropriate instructional support. To help ELLs meet high academic standards in language arts our students have access to teachers and personnel at the school level who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom. We provide a Literacy-rich school environment where students are immersed in a variety of language experiences. We provide instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework; coursework that prepares ELLs for the expectations outlined in the CCLS, yet the course work is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources). Opportunities are given in the classroom for discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts. Through our Vertical Data Inquiry Team, Grade Level Inquiry Team, ESL Inquiry Team, and our PPC/Rtl Team, we have on-going discourse in how to better help the ELLs, as well as, on-going progress monitoring in collaboration with the classroom teachers, the ESL Teacher, and Service Providers. In the area of math, research shows that regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions as they are learning English. Instruction includes a focus on “mathematical discourse” and “academic language” because these are crucial for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments—all which are a part of the CCLS. We also have a science teacher on staff that provides all the students with a rigorous curriculum. The ESL teacher provides content area support by reviewing lessons done in the classroom that focuses on vocabulary development and comprehension in all subject areas. As mentioned before, in order to provide the students with the demands of the CCLS, the PPC/Rtl Committee meets monthly, as well as, at an at-need basis in order to discuss the needs of our ELLs and to provide additional services where needed. Our Freestanding ESL program is aligned with the CCLS. In addition, we invite students, including students who have reached Proficiency, to participate in our after school Title III program which is given for 2 hours, one day a week throughout the school year.

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

We provide support for ELL students’ native language. Bilingual teachers, paraprofessionals, parents and students help in the translation for our Newcomers. Classroom items are labeled in English, as well as, in the native language of our ELL population. Language experience lessons are in English with key vocabulary words written in the students’ native language. Our ESL teachers, classroom teachers, and service providers are able to do this, using SMARTBOARD interactive programs and ESL websites. Our ESL classroom has bilingual dictionaries in the students native language and other books about their country to promote acceptance of ELLs’ native language and culture. All letters going home to families are provided in their native language as well as in English. Our Parent Coordinator, Beth Revello-Wick provides the parents with information on afterschool programs for their children in their native language as well as English. These programs support learning in all content areas. They also provide additional information for parents who are interested in taking classes in English. Although we currently do not have Spanish speaking ELLs, for new entrants we would give administer the Spanish LAB in order to determine language dominance.

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

We ensure that ELLs are appropriately evaluated in all four modalities throughout the school day by having them practice listening and speaking with peers and teachers. ELLs are provided with opportunities to read and write in all content areas regularly. Teachers are given strategies that will facilitate in the teaching and understanding of their ELL students. Best Practices

are always utilized throughout the school. Teachers are encouraged to set concrete, child-friendly goals, use visual aids, and ELLs are given time to practice new skills and strategies learned. Visual aids include, pictures with and without words, Thinking Maps, and real objects. Teachers take a hands-on approach, modify texts, and do small-group instruction.

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).

In accordance to CR Part 154, placement of SIFE's in mandatory standards-based ESL and content area classrooms is crucial. The ESL Inquiry Team and PPC/Rtl Team facilitate, in a timely manner, the placement of SIFE's. In addition, bilingual education instructional models, pursuant with CR Part 154, are considered. Determination of the literacy and numeracy skills of SIFE's, is necessary. The students are given diagnostic tests in their native language and English for mathematics, reading, and writing. These tests are developed collaboratively through the efforts of the ESL Teacher, the mainstream teachers, and service providers. The mathematics diagnostic reflects a range of competencies, beginning with basic skills, such as, addition, subtraction, multiplication, and division. The literacy diagnostic is tiered in levels of difficulty in reading and offers options for oral and written responses in both the native language and in English. The assessment results, when coordinated with other information, derived during the intake process, assist in clarifying the needs of students.

b.) Newcomers: The primary objective is to simplify while amplifying the content. Students are provided with hands-on demonstrations, opportunities for role playing, journal writing, using native language or pictures and also using the Reading and Writing Workshop model that uses balanced literacy approach with an emphasis on shared reading and writing. Our vocabulary program, "Elements of Reading-Vocabulary" is also utilized. Elements of Reading-Vocabulary use listening, speaking, reading, and writing activities. It has many strategies that teaches new words and uses graphic organizers, and modeling using TPR (Total Physical Response), designed to increase their competencies. Additional strategies and activities used are journal writing, jazz chants, puppetry, interactive read-alouds, and story mapping.

c.) Plan for ELL's receiving service 4 to 6 years: For ELL's receiving service of 4-6 years; we utilize intensive, explicit vocabulary instruction, and intensive academic literacy skills building. The focus is on developing social and emotional support in the language acquisition process. This is in addition to all the other instructional services provided to all other ELL's. Long term ELL's also receive support through scaffolding and differentiation of tasks and class activities. Our plan is to build on critical thinking skills and comprehension in subject areas, such as reading, math, social studies, and science. Instruction will continue to include basic skills in the context of higher thinking and problem-solving strategies and skills.

D.) We have have a plan set in place for Long Term ELLs by providing RTI/AIS services in the areas of reading and writing since we find that they are fluent in speaking but have difficulty in reading and writing.

e.) Plan for former ELL's (in years 1 and 2 after testing proficient.)

Former ELLs, who reach proficiency on the NYSESLAT, are included, when suitable in our Academic Intervention Services during the school day. Students are also invited to continue attending the after school Title III Program which takes on Tuesdays for 2 hours.

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?

ELL-SWD's: Our plan for ELL students with disabilities is to build on critical thinking and comprehension skills in all subject areas. The ESL teacher will work closely with the classroom teachers. The ESL teacher will look at each student's IEP for recommended goals and strategies. The students are placed in heterogeneous groups according to their grade levels, where instruction is done in English. They are serviced in small groups. The ESL teacher uses visuals, manipulatives, and other ESL strategies. The ESL teacher uses Thinking Maps to build on prior knowledge and to scaffold information. Students are engaged in pre-reading vocabulary development activities to increase their understanding of new material being taught. The following materials are being utilized: Just Right Reading Program and Sundance Nonfiction Strategies Kit. Scaffolding techniques are used extensively with ELLs identified as having special needs. IEP mandates are taken into consideration when working with ELL-SWD's. Students are also grouped according to their goals and targeted instructional needs. The ESL teacher and classroom teacher have regularly scheduled articulation periods throughout the school year to discuss student progress.

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?

The ESL Teacher pushes in to as many classes she is able to for ELLs-SWD's. The students receive extended day two afternoons a week for 50 minutes where they receive additional support in English Acquisition and in all academic areas. The students are also given ESL instructional strategies one day a week for two hours.

### 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

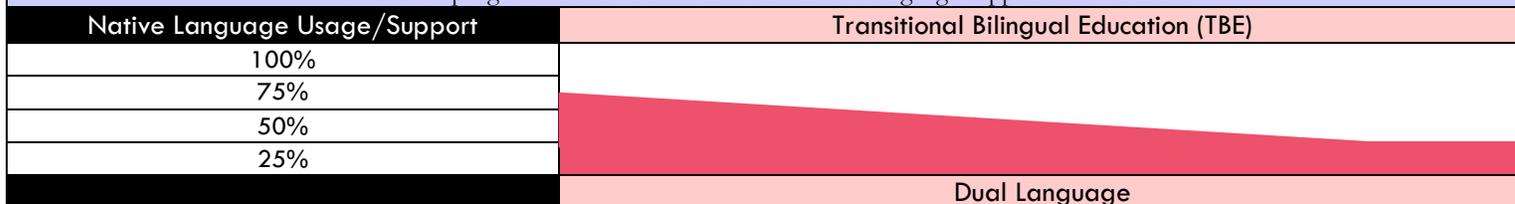
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- In order to meet the needs of all students, we have a PPC/Rtl Committee set in place. We meet monthly, as well as, in an “as need” basis. Our service providers and all committee members have discussions with the teachers of the students receiving Rtl services in order to assess additional services, length of services, and to ascertain how the ELL student is progressing. The targeted intervention program for ELLs in ELA, Math, Social Studies, and Science includes The ESL Inquiry Team, Vertical Data Inquiry Team, Grade Level Inquiry Teams, and the PPC/Rtl Teams, that meet regularly to discuss specific needs of all students. Students in need for additional services are identified according to their New York State ELA, Math, and grade 4 Science scores, as well as, teacher recommendations. Strategies are agreed upon to address to needs of the students. Progress monitoring is a crucial component and the providers working with the students are in daily communication with the classroom teachers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Due to the fact that we have implemented the CCLS for the past few years and teachers have had Professional Development in knowledge of academic language and of the particular type of language used for instruction as well as for the cognitively demanding tasks typically found in textbooks, classrooms, assessments, and those necessary for engagement in discipline-specific areas, we feel that our program has been effective and students have been successful in reaching higher levels in the NYSESLAT. Our program has shown improvement across the grades in language development.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs and improvements for the upcoming year: This year we will be implementing New York State CCLS approved Ready Gen. In addition We will also be providing more Professional Development in the areas of Building Academic Language in Content Areas: Characteristics of Academic Language and in Effective Instruction and Strategies for ELL’s. There will also be more push-in implemented.
12. What programs/services for ELLs will be discontinued and why?
- NONE
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have targeted intervention programs for ELLs. They are grouped according to grade level. Instruction is differentiated according to proficiency and interests levels. In addition, ELLs are given the opportunity to receive additional services during the school day (if needed), Extended Day for 50 minutes two days a week, and the Title III program for two hours week. Our school also provides other extracurricular after school programs which assist ELLs with homework and socialization. Students choose from various extracurricular activities, such as sports, technology, music, theater, and art programs. In addition, one day per week, for eight weeks in the Fall semester and eight weeks in the Spring semester, the students have the opportunity to participate in the school-wide Enrichment for All Program. The choices of which Enrichment Cluster is made by each student. The choices range from Recycling materials, horticulture, and making items to sell in order to raise money for charity.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The materials we use in our program are aligned to the CCLS and involve technology programs. We use the following programs which covers all areas and interest levels: “Listen and Lean Word Family Phonics Activity Programs, “Let’s Talk About It-Oral Language, Reading and Writing Program, English to a Build Program with CD’s. Other computer software programs include: Simple Sentence Structure-Listening and Comprehension on Words, Concepts Vocabulary-Word Identification, Word Association, Town-Language Activities of Daily Living, Swim, Swam, Swum, Mastering Irregular Verbs, Vocabulary Listening Packs in the areas of Multiple Meanings, Prefixes, and Suffixes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We provide support for each ELL students’ native language. Teachers, who are bilingual-paraprofessionals, parents, and students, help in the translation for our new ELLs. Classroom items are labeled in English, as well as, in their native language. Language experience lessons are in English with key vocabulary words written in the student’s language. Our ESL teachers and service providers are able to use ESL websites which are interactive on the SMARTBOARD. Our ESL classroom has bilingual dictionary and books in the students’ native languages and other books about their countries are available to promote acceptance of the ELLs native language and culture. Our Parent Coordinator, Mrs. Beth Revello-Wick, is also available with translators at the beginning of the school year to assist with newcomers. All correspondence to parents is provided in their native language, as well as, in English. We also have implemented the International Festival every year celebrating the many cultures within our school community. These programs offer support socially, emotionally, and academically.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
We have several targeted intervention program for ELLs. They are grouped according to their grade levels. Instruction is differentiated according to proficiency and interest levels. Formal and informal assessments are administered in order to determine the need for each student. There is communication between ESL teacher, classroom teachers, service providers, and PPC/RTI to determine the placement of our ELLs in our targeted intervention program.
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 provide age appropriate and grade appropriate books for all our ELLs in all proficiency levels. We differentiate the instruction and ensure that the students are provided with differentiation and with ESL strategies.
18. What language electives are offered to ELLs?  
N/A
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

There will be on-going Professional Development for ESL Teachers, Administrators, classroom Teachers, and all staff members throughout the year. ESL Teachers will attend courses by OELL, CFN 205, and BETAC. Information from these courses, as well as, other courses throughout the year, will be turn-keyed to classroom teachers and service providers by the ESL teachers to the staff at faculty and grade conferences at a minimum of 7.5 hours over the course of the year. Best Practices Professional Development is delivered to all staff members throughout the year to support the ELL students in vocabulary development, problem-solving, and comprehension of texts in all content areas. Professional Development is also provided by our Network Leaders during the school year to all staff members. A record of Professional Development to staff is maintained by the school secretary. In addition to receiving Professional Development from outside sources, we have Professional Development through our Collaborative Inquiry Teams. Each team meets weekly to assess their teaching, new ideas, Best Practices, and materials. The learning goals for our ELLs are also addressed at this time. The teachers in our Title III after school program are part of a ELL Inquiry Team, who work work side by side with all Grade level Inquiry Teams . They have chosen two students to focus on and work with. Our goal for them is to achieve Proficiency level on the NYSESLAT. We will do this, by engaging strategies that accommodate their needs. We will look at formal and informal assessments.

To support our staff in assisting our ELLs transition from Elementary to Middle School, the ESL Teacher and the School Guidance Counselor, have on-going communication with the ESL Teachers at the Middle School level regarding transitioning of our fifth grade students. Discussions include the students' academic strengths, weaknesses, and learning styles, and any pertinent data that may inform instruction.

#### **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?

All parents, including parents of ELLs are involved in school activities. Our Parent Coordinator, Mrs. Beth Revello-Wick, will be giving parent workshops. She provides parents with information on adult ESL Programs being offered locally. She coordinates with the Parent-Teacher Association and School Leadership Team, to organize the International Festival. Our Parent Coordinator and members of our Parent-Teacher Association, reach out to new in-coming parents to our school community. In addition, Mrs. Norris, the ESL certified teacher will be giving workshops and informational sessions for parents on how to help their children succeed academically and linguistically. Many parents assist in communication with the newcomers and encourage them to become involved in school activities. We have an annual International Festival where all ethnicities are represented and celebrated. Here they are able to share aspects of their culture with the entire school community. Parents and students are involved in preparing food, art activities, music, and dance performances of all cultures represented at P.S. 213. We have Bilingual teachers on staff. These teachers are available during the school day and assist in translation at workshops and meetings. We also utilize the New York City Department of Education Translation Services to Translate letters, Power Point Presentations, and notices that are sent home. Data is collected and analyzed from the school survey with regard to parent needs. This data is then used to inform and guide future workshops and facilitates in the home-school connection. In addition, the Pre-K Social Worker, Marni Siegel-Tuck, holds monthly parenting workshops for Pre-K and Kindergarten parents. This enables new immigrant families to acclimate into our school community.

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>The Carl Ullman School</u>		School DBN: <u>26Q213</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Kathleen Driscoll	Principal		12/17/13
Mrs. Natalie Culpeper-Brown	Assistant Principal		12/17/13
Mrs. Beth Revello-Wick	Parent Coordinator		12/17/13
Mrs. Jasmine L. Norris	ESL Teacher		12/17/13
	Parent		1/1/01
Mrs. Carolyn May	Teacher/Subject Area		12/17/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Margaret Toy	Guidance Counselor		12/17/13
Mrs. Mary Jo Pisacano	Network Leader		12/17/13
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 26Q213 School Name: The Carl Ullman School

Cluster: 2 Network: 205

**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.

Through the Home Language Survey, which is given out at registration, our teachers' findings, and interviews given by the ESL Coordinator, we assess the needs of the children, parents, and their extended families. Our Parent Coordinator also keeps open communication with parents and will refer parents to additional community programs. The Translation and Interpretation Unit (Appendix A), under OFEA, is a critical resource for schools who need assistance translating parent notifications and providing over-the phone interpretation services to ELL parents. The unit offers translation services in the top eight languages other than English spoken in New York City—Spanish, Chinese, Russian, Bengali, Haitian Creole, Korean, Urdu, and Arabic—which, along with English, make up 95% of the City's school parent population. Over-the-phone interpretation services are available in over 150 languages. The Unit is an important part of the Department's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City schoolchildren. For information and assistance, visit the Unit's website at <http://schools.nyc.gov/Offices/Translation>. We have taken the following steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. We have examined ATS reports that listed home languages for every P.S. 213 student and we have also surveyed parents during PTA meetings, as well as, analyzed our data to find the most prevalent languages. A list of necessary information that needed to be translated into those languages is compiled. Materials such as but not limited to: New York State Education Department information, Department of Education information, P.S. 213 procedures and rules, Educational options and programs available at P.S.213, individual teacher procedures, right-to-know literature, Middle school information, attendance letters, and any important correspondence Language abilities of teachers, paras, and staff were assessed to find on-site personnel to translate written work. When the usage of in-house personnel was not possible, Department of Education translation services were researched. We have also determined the ability of on-site staff to do oral interpretation for visiting parents. We use two major sources of data to access the translation and the interpretation needs of our school. First, we use the preferred language list in ATS to identify oral and written translations needsto ensure parents receive documents and communications in appropriate languages. Secondly, we keep a list of our students receiving ESL and send home communications in the home language. In addition, we poll our parents at PTA meetings for feedback on documents we have translated and simplify or modify these documents as needed. Finally, parents request

written or oral translations from us throughout the year, including translation requests for Parent/Teacher conferences.

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.

Findings show written interpretation is needed in the following languages: Chinese (18), Korean (62), Spanish (3), Urdu (1), Punjabi (1), and Russian(1). Oral interpretation has been requested by parents and provided by bilingual members of our staff in the following languages: Korean, Chinese, and Spanish. Written translations of school notices, PTA notices, correspondence to parents in the form of letters, flyers, and e-mails, has been provided. The school has communicated its willingness to reach out to non-English speaking parents through the School Leadership Team, the PTA, signs placed in the Main office, and signs placed in the main entrance, verbal conversations between bilingual members of our staff and parents, and correspondence to parents, both written and by e-mail. Findings were reported at SLT and PTA meetings. Report cards can also be provided in the language of choice.

## **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.

Parent notices for most of the above languages are being sent home for PTA meetings, Parent-Teacher Conferences, fundraising events, parent workshops, and special school activities. The Department of Education notices are available in all languages and utilized when necessary. In order to ensure that parents receive translated notices on a timely basis, notices are sent to the Translation and Interpretation Unit, 1-2 weeks before needed to ensure a timely provision of the document.

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.

Translators are available at PTA meetings through our diverse Executive Board and PTA members. Interpreters are available for Parent Teacher Conferences and for any Parent-Teacher interaction whenever needed through in-house interpreters and/or through the Translation and Interpretation Unit as needed.

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>.

In compliance with Chancellor's Regulations A-663, we have multi-lingual postings on the front door and in the office notifying families that both oral and written interpretation is available upon request. Parents Rights' booklets are available in the Parent Coordinators' office, Room 114 in 8 languages.