

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

School Name: LYNDON B. JOHNSON
DBN (i.e. 01M001): 27Q223
Principal: DEBORAH OTTO
Principal Email: DOTTO@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this 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
Deborah Otto	*Principal or Designee	
Sandra Wilks-Duplan	*UFT Chapter Leader or Designee	
Maria Gooden	*PA/PTA President or Designated Co-President	
N/A	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	
Laura Caldecutt	Member/ Teacher	
Patricia Whitterspoon-Dyer Janis Roderick	Member/ Teacher 1 and 2	
Fann Cowen	Member/ Parent	
Sherrill Dotson	Member/ Parent	
Shantel Campo	Member/ Parent	
Renee Erwin	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 50% of all students in grade K-5 will show progress in reading by advancing a minimum of 2 levels, as indicated by Fountas & Pinnell fiction and non-fiction benchmark assessments.

Comprehensive Needs Assessment

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

After analyzing data from the beginning of the year Fountas & Pinnell benchmark, we determined the need to increase the students reading levels to meet grade level expectations. In continuing with the implementation of CCLS, our instructional focus needs to shift to incorporate the rigor and relevance for our students to be college ready. We have therefore made this a priority.

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. Additional pull out small group RTI will take place during the school day across all grades. Every teacher will work with a set group of students for an 8-10 week period rotational cycle.
2. Teachers will collaboratively plan literacy instruction based on analysis of student data. Data analysis of student work using work protocol will occur monthly during team meetings
3. Fountas and Pinnell Benchmark assessments, I-ready diagnostic assessments, ELA scores, and teacher observations will be utilized to create differentiated grouping and instruction

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

1. Classroom teachers
2. Classroom teachers, cluster teachers, Assistant Principal, AIS providers, Principal
3. Classroom teachers, data specialist, Assistant Principal, Principal

Materials: Leveled Classroom libraries, school library, Ready GEN trade books, National Geographic Ladders library, Reading Street leveled library, laptops to access online resources and programs for students to work on during small group instruction

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

1. Fountas & Pinnell benchmarks three times a year, I-Ready diagnostic benchmarks
2. Student ability to master reading skills on unit assessments
3. Students' ability to cite evidence from their reading into their writing tasks.

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

- Monthly teacher team meetings(RTI, Inquiry and grade leaders) beginning in September 2014, will take place to analyze student work products order to identify trends in student performance
- Student assessments
 - Fountas & Pinnell reading benchmark assessments three times per year(September/October, January/February, May/June)

- CCLS- aligned performance tasks in Fall & Spring
- Engage in frequent formative and summative assessments to monitor student progress toward meeting the CCLS
- I-Ready data from benchmark assessments
- RTI groups monitored every eight weeks to determine growth & movement

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

1. Ready Gen materials, Fountas & Pinnell intervention kits, I-Ready diagnostic benchmarks, I-pads.

Strategies to Increase Parental Involvement

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

- Parent Coordinator and other staff will attend regularly scheduled PTA, SLT and annual Title I Parent meetings to share information and answer parents' questions
- Back to School Night
- Weekly Tuesday Teacher-Parent Outreach
- Parent Teacher Conferences (Fall & Spring)
- Culminating celebrations and assemblies marking the children's success at the school
- Families will be encouraged to read together through the Families Read Every Day program (FRED)
- Book Buddy Program in grades K-2 (parents and students read a book and respond together in a notebook. The notebook goes home to the families of all members of the class)
- Progress reports will be sent home three times a year to inform families of student's progress
- School Website with up to date information for parents
- Workshops will be held to inform parents about the New York State ELA assessments and how they can work with their children to improve their ELA learning and skills
- Parent training on CCLS, ELA Exam, and Ready Gen
- Family Nights will 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	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 50% of students in grades K-5 will increase one proficiency level in Mathematics, as measured by the “Go Math” End of Year Performance Assessment

Comprehensive Needs Assessment

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

Based on the beginning of the year baseline assessment administered to all grades, we determined the students have the following is a list of mathematical needs for each grade

- Kindergarten: counting, shape recognition, size comparison, subtraction\
- First Grade: recognizing 2D & 3D shapes, addition, subtraction, counting tens & ones
- Second Grade: place value (ones & tens), word problems,3D shapes, counting to 100
- Third Grade: fractions, addition, word problems
- Fourth Grade: addition with fractions, estimating, multiplication, graphs
- Fifth Grade: mixed numbers, rounding whole numbers & decimals, metric system, geometric terms

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. Teachers will collaboratively plan math instruction based on analysis of student data of formal and informal assessments
2. Teachers will examine I-Ready diagnostic reports to identify areas of student strength and weakness. Utilize I-Ready as an instrument to progress monitor students monthly
3. Implement interactive math centers in the classroom during small group instruction to meet the students' individual needs. Use of the Grab & Go Differentiated Centers Kits

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

1. Classroom teachers, AIS providers, data specialist
2. Classroom teachers, AIS providers, paraprofessionals, Assistant Principals, Principal
3. Classroom teachers, AIS providers, paraprofessionals

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

1. Go Math and I-Ready benchmarks

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

- Monthly teacher team meetings(RTI, Inquiry and grade leaders) beginning in September 2014, to analyze student work products in order to identify trends in student performance
- Student assessments
 - Go Math benchmark assessments & unit assessments
 - CCLS- aligned performance tasks in Fall & Spring

Engage in frequent formative and summative assessments to monitor student progress toward meeting the CCLS

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

1. Go Math materials, I-Ready diagnostic benchmarks, I-pads, Grab & Go Kits, laptops, manipulative during lessons

Strategies to Increase Parental Involvement

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

- Workshops will be held to inform parents about the New York State Math assessments and how they can work with their children to improve their Math learning and skills
- Parent training on CCLS, Go Math & the NYS Math Exam
- Math nights will be held during the year for families to attend
- School website with up to date information for the parents
- Progress reports will be sent home quarterly to inform families of student's progress
- Back to School Night
- Weekly Tuesday meetings for teachers & parents to communicate
- Parent Teacher Conferences (Fall & Spring)
- Culminating celebrations and assemblies marking the children's success at the school

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, parent involvement will increase by at least 20% based on the number of parents that attend the following: PT A meetings, workshops provided by the school and Tuesday meetings with teachers via phone conferences or in person.

Comprehensive Needs Assessment

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

Based on The Learning survey and school created parent surveys, there is the need for more parent involvement in school activities. We will work on developing stronger home-school connection.

Instructional Strategies/Activities

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

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

The school will continue to use our parent coordinator to provide parents with on-going workshops in areas determined by the needs of the parents.

In addition, the administration will provide the following parent activities throughout the 2014-2015 school year:

- Parent Lending Library
- Coffee and Conversation with the Principal
- Family Fun Night
- Family Movie Night
- Terrific Tuesday
- ART Workshops
- Technology Workshops
- Open School Week
- ELA, Math and Science Test Prep workshops
- PBIS
- ESL parent workshops

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

1. Parent coordinator, Principal, Assistant Principal, Teachers, Guidance Counselor, Parent Association

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

1. The increase in the number of parents attending workshops, meetings and Tuesday's will inform us if we are meeting our goal.

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

1. Beginning of 2014 school year throughout the school year until June 2015

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

1. The activities will take place on a weekly, monthly or as needs basis

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).

- The school will provide parents with information about the school programs and student progress through parent conferences, phone calls, curriculum night and school website
- Our school will encourage parent volunteerism and support parents in sharing their experiences & talents with the students to support the needs of the school.
- Parents will be encouraged to attend PA meetings which will be held at times convenient times for parents in order to ensure more participation

- School publications, newsletter, pamphlets, notices & letters to parents will be used to inform parents of upcoming events within the school.
- The parent coordinator will create programs based on a needs assessment of the parents
- The SLT will meet monthly to discuss parent concerns
- We will continue to use automated phone system, such as school messenger, to inform parents of student's attendance, lateness, as well as special school events
- We will distribute our parent handbook to all students in September which addresses all school policies.
- Invite parents on trips, class celebrations, assemblies, etc.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, all students in PreK-5 will have completed written performance tasks aligned to the Common Core Learning Standards for all units of study in Ready Gen using the writing process to complete their tasks.

Comprehensive Needs Assessment

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

Based upon a writing assessment given at the beginning, middle and end of the school year, students need to improve their responses to non-fiction and informational text using evidence from text.

Instructional Strategies/Activities

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

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

1. Teachers will use the writing from Ready GEN and enhance it with the Writing workshop from Teachers College. Students will write, using the workshop model: Pre-write/brainstorm, draft, revising, editing & publish to meet the needs of the performance task.
2. Use of graphic organizers and scaffolds will be implemented to support the students' growth in writing skills.
3. Classrooms will continue with daily journal entries to allow the students the ability to write.
4. Genre studies will support the craft of writing in the classroom.

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

1. All classroom teachers, Principal, Assistant Principals, cluster teachers and AIS providers.
2. All classroom teachers will receive ongoing professional development with the Writers Workshop during the year. Additional professional development will be provided to address strategies to remediate students' deficiencies. Professional Development will be provided during Monday & Tuesday afternoons. The PD team can provide further training during grade team planning, Lunch & Learns or on an as needs basis.

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

1. Our teams will meet and review student work using the work protocol- with the intention of improving writing instruction and students' outcomes in the area of writing.
2. We will use weekly writing, unit assessments, monthly writing tasks, culminating pieces from genre studies.

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

1. This will start in the beginning of the school year and will continue throughout June.

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

1. The writing instruction will be implemented throughout the school day, across all subject areas after school & during Saturday academy.
2. The resources will be from Ready GEN, Writers Workshop from Lucy Calkins, Technology, classroom libraries and school library.

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).
- The school will inform parents of the writing focus through website, phone calls, workshops, parent meetings, curriculum night, parent teacher conferences, etc.
 - The school will give guidance to the families in order to support their children's learning and progress with their writing at home.
 - Parents will be invited to the classrooms for publishing parties.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

- By June 2015, there will be an increase of positive responses regarding student behavior and school discipline on the School Learning Survey based on our PBIS program.

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.

- Since the implementation of Positive Behavior Interventions & Supports, our safety issues and suspensions have decreased based on our OORS reports. As a result we will continue with the same methods of Positive Behavior Interventions and Supports (PBIS).

Instructional Strategies/Activities

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

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

- School leaders will emphasize and reinforce relevant rules and procedures throughout the school year
- Teachers in grades Pre Kindergarten through fifth grade will engage in monthly professional development around the implementation of the PBIS program monthly.

Goals of PBIS:

- establish positive social culture
- improvement in school-wide and classroom student behavior
- active participation of families, students and teachers
- Home/School Connection Newsletter sent home
- Expectations will be modeled, demonstrated and role-played
- Expectations will be evident in the hallway, bus, playground, restrooms, arrival/dismissal and cafeteria
- There will be a Character Education Period for Grades 2-5 given by the Guidance Counselor and School Psychologist
- Reinforcement of the school motto – “Great Expectations: The Pursuit of Excellence”
- Daily school affirmation recited: No Hill is too High by Adrienne Sealy
- PBIS Committee formed – 6-8 members
- PBIS store for incentives
- Friday monthly clubs, school wide and individual clubs

2.

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

1. Principal, Assistant Principal, classroom teachers, cluster teachers, Guidance Counselor, School Psychologist, ELL teacher, IEP teacher, and educational assistants

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

OORS incidents show a decrease
Reduction in suspensions
More student participation in school incentives

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

Throughout the school year, we will hold monthly assemblies/prep rallies

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

1. PBIS store for children to redeem their tickets
2. Classroom incentives & rewards

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).

- Home/School Connection Newsletter sent home
- School website with up to date information for the parents
- Parent workshops will be given to inform parents of PBIS, Respect for All and Anti-Bullying, Internet Safety
- Assemblies in recognition of students' achievement 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	x	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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>ELA</p>	<ul style="list-style-type: none"> • Response to Intervention (RTI) during school day on each grade • Direct instruction, guided instruction, modeling through workshop model • Scaffolding and different entry points for students based on needs assessment <p>Materials Used:</p> <ul style="list-style-type: none"> • Ready Gen • I-ready books • On-line resources- Read, write think.org; starfall.com readworks.com • Supporting the Standards • Reading Street guided leveled reading books • Time For Kids Magazines • National Geographic: Ladders (leveled non-fiction books) • Rally Education 	<p>Direct instruction, small group instruction and one-to-one delivery</p>	<p>During the school day, after school program, Saturday program</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Direct instruction, guided instruction modeling through workshop model • Scaffolding and different entry points for students based on needs assessment <p>Materials Used:</p> <ul style="list-style-type: none"> • Go Math • I-ready diagnostic program & instruction program • On-line resources: Think central; k-5 math teaching resources.com; cool math; math is fun • Rally Education 	<p>Direct instruction, small group instruction and one-to-one delivery</p>	<p>During the school day, after school program, Saturday program</p>

	<ul style="list-style-type: none"> • Curriculum Associates materials • Manipulative 		
Science	<ul style="list-style-type: none"> • Direct instruction, guided instruction modeling through workshop model • Scaffolding and different entry points for students based on needs assessment 	Direct instruction, small group instruction	During school day, Saturday program
Social Studies	<ul style="list-style-type: none"> • Direct instruction, guided instruction modeling through workshop model • Scaffolding and different entry points for students based on needs assessment 	Direct instruction, small group instruction	During school day, Saturday program
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Understanding self, developing Positive Self-Esteem • Bereavement Groups • Dealing with Divorce • Problem-solving skills • Anger Management 	Small group, one-to-one delivery	During school day, after school

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school develops highly qualified teachers by guiding their work & collaborating with the teachers during grade team meetings, vertical planning periods, weekly Monday Professional Development, feedback from administration and support from cluster teachers to ensure planning & instruction is seamless and aligned to the Common Core Learning Standards. <ul style="list-style-type: none"> • A mentor is assigned to support teachers in their first and second year. Professional development is on-going throughout the school year in specific areas of need based on the individual teachers. • Mentors are assigned to support struggling teachers. The mentors work weekly with the teachers by modeling lessons in the classrooms. Discussions are then held between the mentors and struggling teacher to evaluate what was observed and what will be implemented in the classroom by the struggling teacher. A log sheet is kept as well as an action plan is created to document the services provided to the teacher. • Pupil accounting secretary will work closely with HR point person to ensure that non-HQT meet all required documentation.

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).
Teacher Evaluation system and Danielson rubric Differentiated Monday Professional Development Analyzing student work & work protocol Writing Workshop & The Writing Process Professional development on the Common Core instructional shifts Implementation of Go Math and Ready Gen program Analyzing Data and support by the network and Data Specialist. Midyear reflections & End of year reflections

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our Title I funds are used to purchase materials and services to supplement our instructional program for all students in the school. With Title I funds, we are able to purchase technology, educational software & school licenses to increase technology in the classrooms to align with CCLS. In addition, it supports funding after school programs to help our neediest students.

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.).
To ensure that our children have a smooth transition from prekindergarten into kindergarten, our pre-kindergarten team provides an environment that meets the social and emotional needs of the children through strong teacher collaboration and parental involvement. Our pre-kindergarten teachers work collaboratively. Each week during inquiry they have an opportunity to develop their units of study, look at student work and create different types of assessments that are used to monitor students' growth. All lessons taught within the unit of study are aligned with the New York State Prekindergarten Foundation for the Common Core. Each lesson builds upon each other and learning centers are developed to reinforce concepts being taught in the classroom. Throughout each unit, work samples are collected and assessments are administered in order to monitor children's growth and are used to plan for upcoming lessons to meet the students' needs. To encourage parental

involvement, various home-school activities are sent home. This gives families the opportunity to work together on meaningful activities. In addition, parents are encouraged to take out books from the library.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers and administrators met to discuss the assessment options provided to them from Ready Gen, Go Math and the DOE assessment options and use the data to make adjustments to our instructional program. We have chosen a variety of assessments including standardized tests, I-Ready as well as rubric based performance tasks in order to match CCLS assessment standards. In addition, the I-ready diagnostic tool provides weekly reports on student progress to ensure small group instruction and AIS is provided in the areas the students are struggling with.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact

and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$361,845.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$154,617.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,387,527.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 223
School Name Lyndon B. Johnson		

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 Deborah Otto	Assistant Principal Eileen Kaveney
Coach Deborah Schall	Coach type here
ESL Teacher Jian Shi	Guidance Counselor Carman Chambers
Teacher/Subject Area Michelle Ford/Testing	Parent Cassandra Kamdar
Teacher/Subject Area Denise Brown/Science	Parent Coordinator Diane Thomas
Related Service Provider Najelah Belizaire/SETTS	Other type here
Network Leader(Only if working with the LAP team) Joseph Blaize	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	641	Total number of ELLs	23	ELLs as share of total student population (%)	3.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	6	4	4	4	1	4								23
SELECT ONE														0
Total	6	4	4	4	1	4	0	23						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	22		1	1		1				23

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	22	0	1	1	0	1	0	0	0	23
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	2	4		3								15
Chinese	1		1											2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1			1	1									3
French														0
Korean														0
Punjabi		1	1			1								3
Polish														0
Albanian														0
Other														0
TOTAL	6	3	4	5	1	4	0	23						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1		2		1								9
Intermediate(I)		3	2			2								7
Advanced (A)	1		2	2	1	1								7
Total	6	4	4	4	1	4	0	23						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses different means to assess the early literacy skills of ELLs, such as Fountas and Pinnell. About 75 % of the ELLs scored one or two levels below the benchmarks of Fountas and Pinnell. The data indicates that the ELLs have more difficulty understanding the texts than the EPs due to limited English. The evidence correlates with the levels of ELLs. With limited English and mostly speaking

their first languages at home, the new comers have greater obstacles in closing the gap between themselves and the EPs. The data implies that differentiated instruction is needed to help the new ELLs build a basic set of words and concepts which can serve as the background for building literacy skills. Also phonics skills may help the beginning level ELLs decode sounds of vocabulary.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On the Last NYSESLAT, 9/30 or 30% of the ELLs attained proficiency, 9/30 or 30% of the ELLs reached the advanced and 10/30 or 33% the intermediate level. 2/30 or 7% of the ELLs scored at the beginning level. The proficiency levels are tied to the years of service. The two beginners are all new comers. The ELLs with two years of service or more tend to perform the best. They scored either at the advanced or proficiency level. The two IEP ELLs moved up from beginning and intermediate levels to intermediate and advanced levels. The overall performance exceeds last year with advance and proficiency level rising from 41.6% to 60% and beginning level dropping from 25% to 7%. This year on the LAB-R, five of the seven new ELLs scored at the beginning level and two scored at the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The patterns across NYSESLAT modalities indicate that the ELLs tend to outperform in listening and speaking, followed by reading and writing. Students with a year of service or so display this pattern more articulately. The patterns also show that it takes longer to master reading and writing. In order to help the ELLs achieve overall proficiency, more emphasis needs to be placed on reading and writing. To achieve that goal, the school will run an after-school program for the ELLs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The ELLs have performed unevenly in different subject areas:
 - A) Twelve ELLs took the State ELA and thirteen ELLs took the State math test. On the ELA, two scored level 2, and nine scored at level 1; on the math test, one scored level 3, three scored level 2, and eight scored 1. Three students took the math test with both the English and Spanish versions and scored all at level 1. There was not any clear indication of whether the students depended more on one version of the test than the other. On the science test, one score level 2, one scored level 3, and two scored level 4. The new common core state tests were first given and more challenging.
 - B) The school leadership and teachers used the results of ELL Periodic Assessments to determine the needs of ELLs and plan differentiated instruction. Some students with greater needs attended lunch-and-learn sessions. Some attended after-school programs. The school will run a Saturday Academy for all the ELLs this school year..
 - C) The school reviews all the assessment data and plan differentiated instruction accordingly. The inquiry team meet regularly and plan curricular and instruction guidance. The grade team holds weekly data preps, with all the teachers sharing and planning new CCSS aligned instruction. Some students need to develop the academic language for grasping concepts and solving problems, and others need more individualized help.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
The school has systemically evaluated and determined students' performance and needs using the benchmark tests for third, fourth and fifth grade students, and Fountas and Pinnel for all students. For ELLs additional instruments such as the ELL periodic tests were administered. Data generated from informal and formal assessments are used for planning core instruction as well as delivering other layers of instruction using the RTI model. For example, we determined severe needs for three ELLs in ELA and five ELLs for math. And we planned and delivered specific and intensive instruction with targeted activities for them through small group settings. Three times a week, these students attended lunch-and-learn sessions. And a Saturday Academy will be open the ELLs this year.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs, especially new-comers, demonstrate needs for both academic contents and second language acquisition. We make sure our lessons and instructions carry dual objectives, a content objective and language objective. Differentiated activities and materials requiring different linguistic readiness are included. For students with greater needs, we will scaffold by using ESL methods and spending more time on vocabulary, phonics, and grammar.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

There are currently no dual language programs.

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

6. The success of the ELLs depends on many factors. On the part of the school, we have made the best efforts to help our ELLs learn. We have used benchmark tests and ELL interim tests to monitor the students' progress. The ELL performance on the NYSESLAT is used to evaluate if our ELL program has met our goal and objectives. Last year we have exceeded our goals by a large margin.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration, parents will receive a registration package which contains the Home Language Identification Survey. Bilingual parents will receive the HLIS in bilingual versions. Informal oral interviews will be conducted with the parents and the students by bilingual pedagogues as well as the administrators to determine if the incoming students need to be tested for bilingual/ESL services. Bilingual-speaking pedagogues include Janet Roderick for Spanish, Jian Shi for Chinese, and Najelah Belizaire for Haitian Creole. Based upon the parental responses on the HLIS, the certified ESL teacher or bilingual coordinator will determine test eligibility for the new student by completing the school section on the HLIS form. If parents check one item from item boxes 1 to 5 and two boxes from 5 to 8, the school bilingual/ESL teacher will test the student with the Language Assessment Battery-Revised (LAB-R) within ten days of the student's enrollment. If the student speaks Spanish as indicated on the HLIS form, and is tested to be eligible for bilingual/ESL service, the student will also be administered the Language Assessment Battery in Spanish. The test result of the LAB in Spanish will be used for determining language dominance of the student. And the test result of the LAB-R will be used to determine eligibility for bilingual/ESL service. This whole process of ELL identification from registration to placement is completed within 10 days from the student admittance.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents will receive all the necessary information and make choices for their children. Parent orientation is conducted by the ESL teacher and the parent coordinator for parents of new ELLs with parents' guide, video demo, program selection forms, etc. The workshop will be run with bilingual support and all materials in bilingual forms made available for parents. Parents will be informed that bilingual programs must be offered, once the school(K to 8) has a minimum of 15 students in two contiguous grades, speaking the same language for which parents have requested such program. Parents will make their own decisions on the choice of Bilingual Transitional Education, Dual Language or Freestanding ESL. If parents select a bilingual program for their child, the school will assist the parents to contact the ELL Program Transfer at the Office of English Language Learners for the arrangement. A timeline of the orientation workshops includes one in September, and one in October, followed by other ones whenever newcomers arrive.
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 [\[see tool kit\]](#).)
To assure parent rights, the bilingual/ESL teacher or coordinator will send parents entitlement letters and Parent Survey and

Selection forms in bilingual versions. At the parent orientation Parent Survey and Selection forms will be distributed, and collected after completion. Those parents who cannot attend the workshop and who do not return the Survey will be contacted by calls and sent letters and forms again. The returned forms will be placed in the students' record folders. And copies will be made for filing. ELLs without the completed forms returned will be placed in bilingual transitional programs by default. If no bilingual program is available, the student will attend the ESL program.

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.
ELLs tested eligible for the bilingual/ESL service are placed in the program within ten days of admission, with reference to parents' choices and options. The placement letters were sent home and copies were made for the records. For those ELLs who took the NYSESLAT and are still receiving biligual/ESL service, letters of continued entitlement were sent home, and copies were made for the records. The placement will be the result of close consultation and communication with parents after all proper notices, calls, meetings, and orientations. And these activities will be conducted with ready bilingual assistance. Also the ELPC screen in ATS will be updated with the placement information within 20 days of the student admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All the ELLs will be evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). In spring ATS reports -RLER and RLAT will be generated for test eligibility of all the ELLs. The school will notify the parents, prepare the students, set a testing schedule, secure a proper testing location, and form a scoring team. To ensure the success of the NYSESLAT administration, four days will be assigned for each component of the test components. Michelle Ford, testing coordinator, Jian Shi, ESL teacher, and Betty Braunchweiger, IEP teacher will work jointly to conduct the tests.
Paste response to question here:
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. 
A review of completed Parent Survey and Program Selection forms reveals the trend that the majority of parents have opted for the ESL program instead of bilingual programs, which are not available at the site. In the last four years, only two parents opted for Transitional Bilingual Program and then rejected the transfer option.
The program model in existence at the school is fully aligned with parent requests.

A. Programming and Scheduling Information

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

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

A) A pull-out ESL model is adopted.

B) ELLs of mixed levels are grouped from adjacent grades, such as k -G1, G2 - G3, and G4 - G5.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

For the existing ESL program, beginning and intermediate level students receive 360 minutes of ESL instruction weekly in all four modalities as required under CR Part 154, while advanced ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA per 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.

Content areas in math, science, and social studies are covered with scaffolding and other ESL approaches. For examples, For native language support, Spanish materials in math and social studies were purchased. Bilingual dictionaries are provided. The ELL teacher also use bilingual glossaries in math, science and social studies. Instruction includes read-aloud, teaching vocabulary, fiction and non-fiction, hand-on activities, visual aids, cooperative work, test preparation, and individual tutoring. Another scaffolding approach for teaching new-comers content area is to use bilingual glossaries for math, science, and social studies developed by professional institutions.

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

ELLs will be evaluated by the State Reading tests in Spanish and Chinese, class work, projects in native languages, school tests, and observations, when a bilingual program is formed.

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

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).

Differentiated instruction will take place for ELL subgroups:

A) Among the ELLs, no SIFE students have been identified. In the case of future ones, enhanced instruction in needed areas, and remedial support will be provided. An example will be to provide additional school and after-school sessions.

B) For the newcomers (less than three years), we will provide intensive and extensive ESL instruction, using various graded materials, multi-disciplinary books, technologies, and ESL methodologies. For the past three years after-school ESL programs were provided to help the ELLs prepare for State tests. And this year the school will continue the support. For technologies, purchased online learning sites such as Study Island will expand to all grades and cover all content areas. Six computers with internet access have been set up for the ELLs and free online learning sites such as Starfall.com and Math.com may provide abundant interactive activities for the newcomers.

C) With ELLs having received service 4-6 years, we will focus on their needed areas. In most cases, ELLs will receive an extension of service, unable to meet the reading and writing criteria. Differentiated instruction with remedial and reinforcing exercises will be provided. Examples of strategies and activities include the use of graphic organizers for reading and writing, vocabulary development, standards-driven writing portfolios, and test prep. After-school programs and Saturday Academy will be in place to address some of the ELLs' needs.

D) Currently there are no Long Term ELLs. In the case of future ones, the same kind of strategies and methods targeting at special needs will be provided as above.

E) With the ELLs reaching proficiency on the NYSESLAT, we will keep maintenance by providing after-school programs, and occasionally arranging for tutoring as needs arise. These students will receive the same test accommodations as current ELLs on the State tests for two years after attaining proficiency on the NYSESLAT.

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?

ELLs-SWDs will receive different help. Our plan is to help them meet higher expectations using different methods and materials so that the students will build stamina in work and stayed motivated and focused. For example, interactive computer-assisted work has proven quite effective for them. Some of the interactive software includes Daily Reader Series by Weekly Reader Corporation, Living Books Series by Randon House/Broderbund Company, Soliloquy Reading Assistant, and Scholastic's Math Missions K-2 and 3-5. Methods suitable for individual student also include TPR, big pictures for vocabulary, illustrated content areas books, and hands-on activities.

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 school will set clear goals in the IEP for ELL-SWDs, and the teachers will receive and review the IEP carefully. Cuurrently the school adopts a more inclusive approach for ELL-SWDs. They receive instruction with the general education ELLs with the help of educational assistants. Multicultural materials reflecting the curriculum are used and students will feel more accepted. A classroom with large space is provided for different activities. Instruction will be provided with further differentiation for ELL-SWDs and the use of some methods in the SIOP Model.

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

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

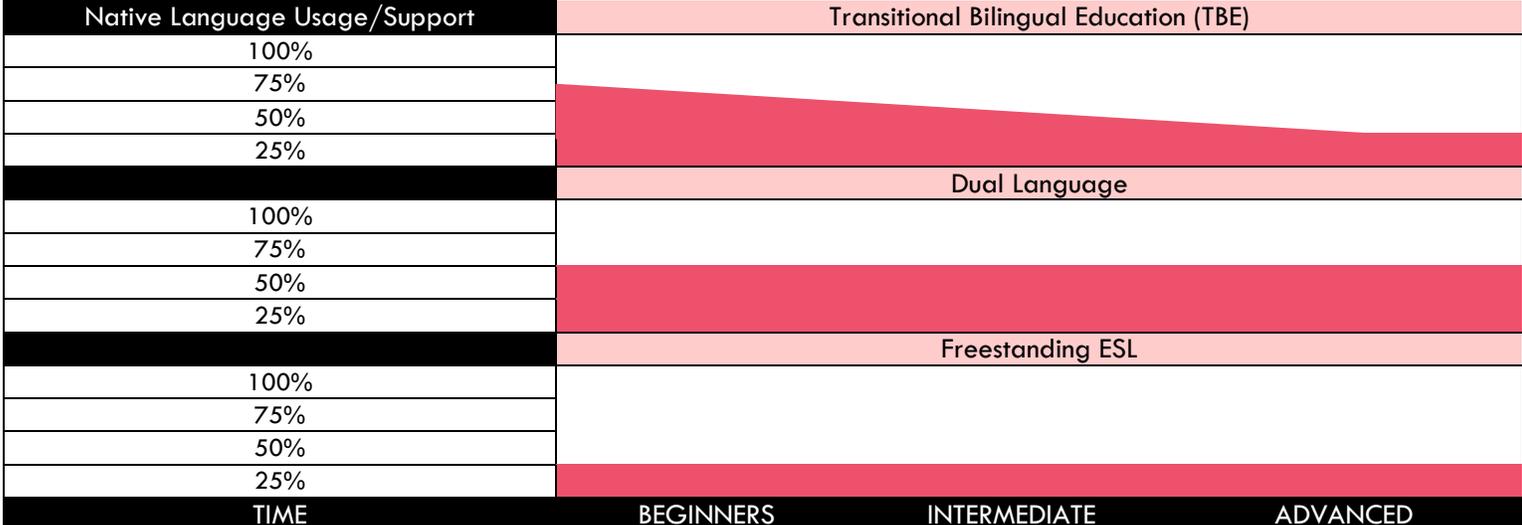
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

ELLs identified for needs in ELA, math and other areas may receive intervention service by RTI teachers, special tutoring, and after-school and Saturday instruction. The RTI program uses Wilson, Foundations, Core Knowledge Reading Pilot Program, Everyday Mathematics, Coach and Kaplan Programs. Some of the ELLs may receive speech service, physical therapy, guidance counseling, and help with the psychologists. Native languages may be used for best results in the above work.

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

The current ELL program is being delivered effectively to all ELLs in the building according to the regulations and mandates. Instructions cover both literacy skills and academic contents, with a balanced use of both fiction and non-fiction materials. To help the ELLs meet the CCSS, the program leveraged support for the students with RTI and after-school programs. As a result 30% of the ELLs attained proficiency level and 30% the advanced level on the NYSESLAT in the previous year.

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

10. I-Ready, Readygen, Go-Math, and Study Island will be used in instruction this year.

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

No program/services for ELLs will be discontinued in sight.

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

All ELLs are afforded equal access to all school programs. For examples, some ELLs attended the Outside of School Time program (OST), the after-school dance program, and the tennis program. An after-school ESL program funded under Title III was run for the ELLs and former ELLs. The goal of this program is help the ELLs achieve better results on the New York State ELA and Math tests. Computers were purchased for the ELL program, and the ELLs have access to all new technologies.

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

A variety of instructional materials including text books, readers, teacher-made materials have been used, and among them are ESL books such as Addison-Wesley ESL and Pearson's Backpacks, content area materials such as Continental Press's Finish Line Math and the Curriculum Associates' Strategies to Achieve Mathematics Success, bilingual content area materials such as books in Spanish math and social studies. Additional examples include big books, readers, bilingual picture dictionaries, and on-line learning sites such as Study Island and Starfall.com.

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

Native language support is made available for the ELLs with bilingual materials, dictionaries, and content glossaries. ELLs with common languages are also paired for cooperative learning.

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

Instructional support and resources are tailored to needs of ELLs at different age and grade levels. The ELLs are graded by their ages and grades. The beginning and intermediate level students receive twice the instructional time. Small groups in the RTI model are used for students with special needs. Materials and activities are selected and tailored for differentiation.

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.

The new ELLs receive a tour of the school with attention to key locations such as restrooms, health rooms, cafeteria, library, and the dismissal sites. They are introduced to their teachers for proper seating. Basic words and signs will be posted and explained with bilingual help.

17. Currently no foreign language courses are offered at the site.

aste response to question here:

18. What language electives are offered to ELLs?

Currently no foreign language courses are offered at the site.

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)?

Currently no Dual Language programs at this site.

C. Professional Development and Support for School Staff

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

1. Staff development will be provided for all school personnel including teachers, paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, and assistant principals. Topics will include regulations and mandates regarding services for the ELLs, cultural awareness, LAB-R and NYSESLAT, ESL methodologies and materials, helping ELLs in the content areas, standards and State tests, parental involvement, translations, and technologies, etc. Tentative workshops will be offered bi-monthly on the last Friday.

2. Professional developments were offered on policies and regulations regarding ELLs, instructional strategies and approaches for ELLs, ESL standards and CCSS, content areas for ELLs. Workshops were run with the ESL teacher, coaches, and content area teachers. The workshop will give a platform for teachers to share their input on helping ELLs meet the CCSS and tap on more resources for delivering Common Core-aligned instruction to ELLs.

3. Through the school guidance counselors, the ELL personnel will be informed of the program choices and operational differences at the middle schools, and help the graduating ELLs select suitable schools and programs, overcome fears, and prepare for the unknown.

4. The 7.5 hours of ELL training will be provided by the ESL/bilingual teacher, the math and literacy coaches, and other professionals to all school staff, topics including second language acquisition and practice, ESL standards, content areas, curriculum and assessment, scaffolding for ELLs in Readygen, the teaching of academic vocabulary, and graphical organizers for writing. In the past year 7.5 hours of ESL training was successfully delivered. The workshops may be offered during the staff lunch periods and after school. The attendance will be kept on file, and teachers who have completed the 7.5 hours will receive principal's certifications. Paste response to questions here:

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All school-wide parent activities will involve parents of ELLs. Parents are given orientation workshops at the beginning of the school year. Notices/letters are sent out in bilingual versions. Special orientation workshops are given to parents of new ELLs. Bilingual signs are posted outside of the main office in the lobby. The school also offers weekly workshops to all parents including ELL parents on school issues such as CCLS, homework, and parental involvement. Translations are offered orally or in writing whenever parents need it by school personnel or paid service.
 2. The school does partner with community-based organizations to provide service to the ELL parents. For example. The Outside of School Time program (OST) provides bilingual instruction and help to ELL parents when they enroll their children in the program.
 3. The school evaluates the needs of the parents through surveys and all kinds of correspondences. The parent coordinator holds regular parent workshops. Parents receive forms such as Parent Guide, Parent Survey and Program Selection Form.
 4. The school addresses the needs of parents by offering workshops and conferences. For example, workshops on how to help ELLS at home were conducted for the ELL parents in the past year. Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q School Name: 223

Cluster: 5 Network: 531

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

Part A: Needs Assessment Findings

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

We have taken some steps to measure and coordinate the needs and resources for translation:

- Review HLIS for languages spoken at home.
- Interview and survey parents at parent orientations for needs of oral and written translations.
- Check ATS and accumulative folders for language codes and languages spoken by parents.
- Have parents select the language for communication at conferences.
- Enlist teachers, school aids, and parent volunteers for translation service.
- Post bilingual signs in the lobby for parents to seek help with translations.

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.

We have come to the following discoveries:

- Languages spoken by the parents include Spanish, Chinese, Punjabi, Urdu, and Haitian Creole..
- 70% of the families have one or both parents reading and speaking in English, and 3 out of the 23 families seek help for oral and/or written translation.
- The school is self sufficient in providing the oral and written translation service concerning the languages and parents above.
- Findings of translation needs and resources are shared with parent coordinator, and ELL homeroom teachers, and will be put in writing and passed to all concerned.

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.

The school has provided and will provide written translations to parents, when required and requested. Our resources indicate we will be able to meet the current needs of our parents. If new needs arise that we are unable to address, we will seek external help such as purchasing services. So far we have provided parents with written translations as listed below,

- We provided ELLs parents with Parents Guide in both English and their languages.
- Parents also received Bill of Parents Rights and Responsibilities in different language versions.
- HLIS forms in bilingual forms were used.
- Parents Survey and Program Selection in bilingual versions were used.
- Service notices in different language forms went out to the ELLs parents.
- Orientation and other notices in translated versions were also sent to ELL parents.

To ensure timely provision of translation, we also have ready important documents and forms in translations, and a list of resources.

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.

The school has provided and will continue to provide oral translation for parents as needs arise. Instances of oral translations are listed below:

- At parent orientations, we had a parent volunteer for Spanish, a teacher for Haitian Creole, and a paraprofessional for Punjabi and Urdu translations.
- At parent workshops, we provided oral translation in Spanish and Chinese with the help of parent volunteers and a teacher.
- At parent-teacher conferences parents received translation help in Urdu and Punjabi from a paraprofessional.
- At registration, administrators used teachers and school aids to provide oral translation.
- Parent coordinator also assisted in getting oral translators to contact parents.

In the past we have used school personnel and parent volunteers, and we will continue to use them this year. Whenever needs arise beyond our resources, we will purchase translations service from an outside contractor.

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

The school will comply with Section VII of the Chancellor's Regulations A-663, regarding parental notification requirements for translation and interpretation services:

- *Parents have received Parents Bill of Rights and Responsibilities in different languages.
- *Translation of Covered Languages signs have been posted in the lobby.
- *No signage and forms are required at this school short of the percentage line.
- *School safety plan does not pose any problems for parents' access to the main office.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Lyndon B. Johnson	DBN: 27Q223
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program previously offered at PS 223Q was highly beneficial to the LEP students or ELLs, especially to those who demonstrated special needs in meeting the academic requirements. The reading and math scores all point to the importance of this supplemental service, and its continuation will help sustain and strengthen the positive trend in the students' performance. Due to the joint efforts of the school staff and administrators, the ELLs in general performed within the expectations on the New York State standardized tests in the previous years. Therefore there is sufficient reason to keep the program open this year.

With Title III fund granted , about 13 ELLs and former ELLs from the third grade above will participate in a three-hour Saturday Academy. The program will last about six months, totaling 72 sessions. An ESL-certified teacher and a math teacher will co-teach the program, ensuring both ESL and content areas for the ELLs.

The program instruction will focus on reading and math, using ESL methodologies. Students will work in small groups, preparing for the NYS ELA and math tests. The teachers will use test data to plan instruction and work for the students. Selected materials in ESL, reading, math, science, and social studies will all be used. In addition, multi-media and on-line applications will be included, such as Studyisland, Gomath and I-Ready which covers reading, math, science and social studies, aligned with CCSS.

Part C: Professional Development

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

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

Begin description here: The Title III program recognizes the need to provide staff development for the teachers involved with the LEP students or ELLs. The changing educational environment poses big challenges not only for the new teachers but also for everyone else involved with the children in special need. Training teachers provides key support for the efforts toward successes.

Personnel involved in professional development will include Jian Shi, ESL teacher, Deborah Schall, math

Part C: Professional Development

coach, Michelle Ford, literacy specialist, and other teachers.

Workshops will cover a variety of topics such as laws and regulations, instructional approaches and strategies, books and materials, cultural awareness, and parent involvement.

A tentative calendar of workshops is provided as below,

- September and October: regulations and mandates regarding the bilingual/ESL program, parental involvement, cultural awareness, HLIS and LAB-R, getting ready for the new-comers.
- November and December: second language acquisition, the State Learning Standards and test policies, ESL methodologies and materials.
- January and February: differentiated instruction for the ELLs, teaching reading to newcomers, challenges in learning to read and to write, technologies in the classroom.
- March and April: Helping ELLs in the content areas, teaching math concepts and vocabulary, teaching math to newcomers and students in needs(differentiated planning and instruction)
- May and June: NYSESLAT, tests and promotional policies, ATS reports and data for ELLS.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are the most important stake-holder and the driver in the education of their children. Not only do they have the legal rights to be well-informed about their children's education but also their participation will directly impact their children's learning and well-being all round. The Title III program will hold parent workshops under that tenet or rationale.

A tentative calendar of workshops is provided as below,

- September and October: orientations, regulations and parents' rights, HLIS and LAB-R.
- November and December: helping children at home, homework and student requirements.
- January and February: helping children at home with reading, vocabulary work, resources.
- March and April: Helping children at home in math, concepts and vocabulary, real life math.

Part D: Parental Engagement Activities

- May and June: NYSESLAT, tests and promotional policies, preparing for standardized tests.

The workshops will be provided jointly by Jian Shi, ESL teacher, Deborah Schall, math coach, Michelle Ford, literacy specialist, and other expert teachers. Ample time will be given to parents for planning to attend the workshops. And letters of notices will go out in English and translations.

Part E: Budget

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

Allocation Amount: \$ _____

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