Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**THE MARGARET P. EMERY ELM PARK SCHOOL**
DBN (*i.e. 01M001*):	**31R021**
Principal:	**GINA M. MORENO**
Principal Email:	**GMORENO@SCHOOLS.NYC.GOV**
Superintendent:	**ANTHONY LODICO**
Network Leader:	**NANCY RAMOS**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gina Moreno	*Principal or Designee	
Phyllis Stivala- Eugenio	*UFT Chapter Leader or Designee	
Mildred Rodriguez-Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
	Member/ Parent	
Marco Cardona	Member/ Parent	
Deanna Russo	Member/ Teacher	
Valerie Nobile	Member/ Teacher	
Allison Graham	Member/ Teacher	
Kelly Lynagh	Member/ Teacher	
Katherine Peralta	Member/ Parent	
Ruth Arseuce	Member/ Parent	
Jonathn DeJesus	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	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, 90% of our students will demonstrate leadership qualities based on the Leader In Me program and participate in Leadership Day Activities which will improve student performance as measured by State Exams.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
By establishing a culture of Leadership, the P.S. 21 community will: • Increase students' self-confidence, teamwork, initiative, creativity, leadership, problem solving, communication, diversity awareness, and self-directed learning. • Improve in school culture. • Decrease in disciplinary issues. • Increase teacher pride and engagement. • Greater parent satisfaction and involvement. which all contribute to student achievement and success!

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. Staff and Parents will receive training from the Frankllin Covey Foundation in the Leader In Me to have a cohesive message when working with students. 2. Students have Leadership Role applications and classmates decide if the child will be responsible in their classrooms 3. Book of the Month selections focus on the 7 Habits of Happy Children – Leader In Me. Parents are invited to continue the conversation in the home. 4. During weekly Leader In Me periods students have individual activity books to reinforce the 7 Habits. 5. Teachers participate in monthly Lighthouse Team meetings along with student in grades 2 - 5 to plan and guide us on our journey, 6. Student Class Leaders are elected and participate in monthly meetings to have a voice in school culture 7. Students develop goals in notebooks that will be evaluated quarterly 8. Students participate in special activities focusing on the theme of our Leadership Day -Planet Earth. Student will research and present their understanding of various land formations. Kindergarten – The Artic –The Tundra, Grade 1: Grasslands, Grade 2: The Desert, Grade 3: Mountains including National Parks, Grade 4: under the Sea including the Coral Reef, Grade 5: Rainforests Table displays will include art projects, pamphlets, dioramas, etc. 9. Students will organize our Leadership Day, including Mascot, table displays, skits, visiting schedule, etc. for the school community to visit. At the end of the day students are organizing a festive celebration !
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers 2. Staff 3. Students 4. Parents
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. An improvement in student performance as measured by State exams.
D. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Tax Levy funds will support staff/parent trainings, student activity books to be used weekly during designated Leader and Me period 2. Elected Student Grade Leaders will meet to plan and organize leadership Day activities for the entire school

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents will participate in Leader InMe workshops to reinforce the 7 Habits at home as well as participate in Leadership day activities.

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 #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, there will be a 3 % increase of Parent Involvement opportunities to improve and support student achievement as measured by student performance on State Exams.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. P.S. 21 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Parent Teacher Conferences, Classroom Activities, etc.

Instructional Strategies/Activities

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

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

1. In addition to yearly curriculum conferences parents are invited to monthly Family Math/Reading activities.
2. Students are enrolled in web based programs that are accessible in the home. Reading – My On Reading and Math – Think through Math which strengthens the home school bond to support student achievement.
3. Mommy and Me Art Classes
4. Parents are invited to use the Lending Library to select books to enjoy at home with their children.
5. Parent workshops on the 7 Habits of Happy Kids. This home school connection will provide activities to do at home for character development.
6. Parent workshops on common core standards, technology, testing, etc.
7. Videos /Pictures of parents participating in school events on the school website.
8. 5th Grade Sports events
9. Spelling Bee
10. Holiday and Talent Shows
11. Kindergarten Gingerbread House Projects
12. Cook Shop – Families program
13. ESL classes for Parent
14. Invitation to Award Assemblies
15. Invitation to Leadership Day
16. Parent survey – asking interests, availability?
17. Parent tours of the classroom on Tuesday afternoons

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

1. All Staff,Parent Coordinator for translations

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

1. An increase from 10 activities – 16 activities for parents to participate in school events which will have a positive impact on student performance.

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

1. September 2014 –June 2015

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

1. Tax Levy money allow P.S. 21 to continue our phone messenger service to increase awareness of school activities on a daily basis.
2. Tax Levy money provides P.S. 21 with a parent coordinator to plan and organize activities/workshops for all parents. Title I money is used to purchase supplies to support these activities/workshops.
3. Tax Levy money provides P.S. 21 with a full time librarian that offers an opportunity to schedule periods for a lending library for parents, Book of the Month workshops as well as an opportunity to use computers.
4. Title III money provides P.S. 21 the opportunity to offer English as a Second Language classes to its highly bilingual population.
5. The NY Food Bank provides food for each student bi-month for one (1) year. In addition, cooking and nutrition lessons for all parents will be sponsored by the Cook Shop program sponsored by the NYC Food Bank.
6. Tax Levy money will allow the school to purchase computer programs such as My On Reading. This web based program will provide families with the opportunity to

work with their children in the home.

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).

- 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;

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**	**X**	**Title III**		**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, there will be a 2 % improvement in lateness and attendance as measured by ATS monthly reports which will have a positive effect on student achievement as measured by student performance on State Exams

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
. School attendance is not just required by law, it is critical to students' success in school and life.

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

- Students use individual Leader In Me Goal books to review monthly attendance from ATS reports and set goals for themselves
- School wide point system includes points for individual and class attendance
- Monthly awards are given to students with 100% attendance as well as awards at report card distributions
- Monthly trips for classes with the best attendance
- Monthly dances (Grades 3,4,5 and monthly movies (Grades K,1,2) for students with 100% attendance
- Incentives for students with an improvement in attendance – Small improvement – photo board, positive guidance call. Some improvement – no homework pass, Mom & Me Art project, P.S. 21 Superstore. Big improvement – Bagel Breakfast, Lunch with Principal/Assistant Principal.
- School staff have adopted a student to welcome them daily to school and check up on daily attendance. Phone calls are made to the home for unexcused absence,
- Procedures are in place to follow up on attendance issues –

  Once daily attendance is recorded and your child has been identified as absent the following procedures have been established:
  - daily phone calls from our automated phone system
  - two (2) days of absence -a phone call will be made to the home by our attendance teacher
  - five (5) days of absence - a post card will be mailed to the home
  - seven (7) days of absence - a letter will be mailed to the home
  - ten (10) days of absence a district attendance teacher will make a home visit

Students assigned morning jobs as greeters and physical activity instructors

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

1. Staff
2. Network Support

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

1. An improvement in student attendance and lateness rates

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

1. September 2014 – June 2015

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

1. Monthly Attendance Meetings discuss individual attendance concerns.
2. Weekly Leader In Me periods to set goals and assess student performance

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).

1. Attendance Workshop with Parents and the District Attendance Personal
2. Parents are invited to award ceremonies and trips to recognize good attendance

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	AIS Services Afterschool Academies	Small group and one–to-one Small group	During school day After school
Mathematics	AIS Services Afterschool Academies	Small group and one–to-one Small group	During school day After school
Science	AIS Services	Small Group	During School
Social Studies	AIS Services	Small Group	During School
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	AIS Services	Small Group	During 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.

- Review of resumes for possible candidates
- Teacher's Hiring Committee is in place to interview possible candidates
- Design a staff development plan
- Monitor teacher performance during several classroom formal and informal observations
- Schedule several classroom inter visitations
- Schedule school intra visitations
- Membership on Inquiry Team
- Membership on Curriculum Team
- Create incentives for teachers to participate in school wide activities
- Encourage teachers to participate on School Leadership Team
- Encourage teachers to participate in district/community staff development workshops

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).

- Using the Danielson Framework, monitor teacher performance during several classroom formal and informal observations
- Provide school training sessions using ARIS Learn on the common core state standards.
- Encourage teachers to participate in trainings outside of the normal school day.
- Encourage teachers to participate in webinars
- Create incentives for teachers to participate in school wide activities
- Encourage teachers to participate in district/community staff development workshops

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

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

- Students in Temporary Housing (STH) – funding provides students with necessary materials and supplies which support student performance.
- Violence prevention programs – such as the Leader in Me, promote an understanding of character development.

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.).

- Our Parent Coordinator invites parent to a Kindergarten Tea to welcome parents, explain school policies and procedures. A Parent guide is distributed to familiarize families with the school.
- During the Kindergarten Tea the school guidance counselor discusses steps parents should take over the summer to prepare children for the transition

- School tours are offered to all students to become familiar with the school environment.
- There is a School Information Fair during the last week of August for students to take a placement test while parents receive additional information and support for the first days of school.

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.
• Ongoing discussions include the types of assessments and measures used during the school year. • In the Spring a committee is organized to participate in showcase presentations from a variety of publishers to investigate new resources. • This committee turn-key the information to teachers on their grade . • This information is brought to the instructional team ; where a final decision is made .

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).

Parent Involvement Policy (PIP)

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;
- maintaining a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of

children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 31R021

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 codes[1]. 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 consolidated[2]. **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.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$235,833.84	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	$77,770.00	X	See action plan
Title III, Part A	Federal	$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,524,259.00	X	See action plan

[1]Explanation/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.

[2]The **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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 021
School Name The Margaret P. Emery School		

B. Language Allocation Policy Team Composition ⓘ

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 Ms. Gina Moreno	Assistant Principal Ms. Allison Graham
Coach	Coach
ESL Teacher Mrs. Karla Espinoza	Guidance Counselor Mr. Charles Fernando
Teacher/Subject Area Mrs. Elsie Howell/ESL	Parent Mrs. Rosalia Montiel
Teacher/Subject Area Mrs. Jenna Hales/ESL	Parent Coordinator Ms. Jennifer Manik
Related Service Provider Mrs. Amanda Zoccali	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers not 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 not 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)	465	Total number of ELLs	93	ELLs as share of total student population (%)	20.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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														
Push-In	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	**Newcomers (ELLs receiving service 0-3 years)**	56	**ELL Students with Disabilities**	40
SIFE		**ELLs receiving service 4-6 years**	37	**Long-Term (completed 6+ years)**	10

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. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	56	0	17	27	0	15	10	0	7	93

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	56	0	0	27	0	0	10	0	0	93
Number of ELLs who have an alternate placement paraprofessional: 11										

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	ELL	EP	ELL	EP	ELL	EP	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	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	16	22	11	13	17	10								89
Chinese														0
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	**17**	**22**	**12**	**13**	**18**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**93**

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)	13	7	3	5	0	2								30
Intermediate(I)	2	13	4	7	5	0								31
Advanced (A)	2	2	5	1	13	9	0							32
Total	**17**	**22**	**12**	**13**	**18**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**93**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	13	2	2	2	0	1							

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	2	4	2	0	0	1							
	A	2	12	4	5	9	4							
	P	0	2	4	6	9	5							
READING/ WRITING	B	13	11	4	5	5	1							
	I	2	11	5	5	9	1							
	A	2	0	3	3	4	9							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	1			10
4	12	6			18
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	9		1						10
4	12		4		2				18
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		11		2		18
8									0

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

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

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

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

1. 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 LAP is periodically revisited and revised as the school year progresses and the population of our school continuously changes. It is shared with all staff members so that they are all aware of its contents, as well as to promote the sense that every member of the P.S. 21 community is a vital part of serving and educating our ESL students.

Included in the variety of tools used to assess early literacy skills of ELL students at P.S. 21 are the DRA, Acuity assessments, Ed Performace, ELL Interim Assessments, the classroom unit pre-assessments, and the NYSESLAT. These assessments are used by the teachers to drive instruction. The results from these assessments are used to develop lessons to target areas of need, as well as to develop individual goals for the students.

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

In reviewing the NYSESLAT Modality Chart, we find that the pattern of student performace across all grade levels is that the students generally score higher in the listening and speaking modalities, than in the reading and writing modalities. In reviewing the LAB-R, we find that the data assists us in determing the grouping of our ELLs. We group our ELLs according to grade level and, as much as possible, proficiency level. This way we are able to work on content area grade-appropriate skills in conjunction with English language development across the modalities.

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

The pattern across student performance on the NYSESLAT reveals that the vast majority of students are weakest in the writing modality. This helps to clarify the focus of our ESL instruction. The staff meets weekly through Inquiry Teams, according to grade level, in order to identify and discuss areas of need of the students based on the NYSESLAT modalities. The staff includes classroom teachers, cluster teachers, special education teachers, and school coaches. This year we are incorporating a new inquiry team in our school consisting of all ESL teachers . These teachers share techniques and strategies to help students achieve their academic goals. Teachers will develop lessons that will reinforce reading and writing across the content areas. Looking at the Annual Measureable Achievement Objectives at the beginning of the year gives teachers a baseline to see how students performed on the NYSESLAT and where they need to progress to. At the Inquiry Team meetings the staff members will also revisit the information from the AMAO to see which students were targeted as having trouble making progress, as well as to see which students need to be challenged in order to continue to progress.

4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Student results indicate that our ELLs are showing progress, however continued intervention is needed to meet proficiency levels. ELL students across all grade levels are showing improvement from beginner to intermediate levels, and from intermediate to advanced levels. The emphasis will be placed on giving our students the necessary skills and practice needed in order to progress from advanced to proficient. All classroom teachers, special education teachers, coaches, and ESL teachers that work with the student are responsible for helping the student progress. All students have goals for reading, math, science, and social studies. ELLs are administered tests solely in English, with the exception of our newcomers on formal mathematics assessments.

b. School leadership teams use the data from the ELL Periodic Assessments to target student needs. This analysis allows the teachers that work with these ESL students to focus on the strengths and weaknesses that need to be developed, challenged, and addressed. The students are monitored and the team makes modifications on scaffolding techniques that can be implemented to aid in student progress.

c. The school has utilized the Periodic Assessments to determine it is necessary to use extended morning sessions to focus on reading in different genres and also in math, because data trends in our school have shown that students need continuous practiceto develop these skills in these areas. In addition students attend an after school program where the focus will be on reading and writing skills. Newcomer ELLs have access to the Periodic Mathematics Assessments in their native language. These students are read the instructions in their native language.

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*.)

Our school uses data to guide instruction for the ELLs within the Response to Intervention framework for grades K-5 by closely monitoring progress. The ELLs are identified for RtI in the same way that non-ELL children are. The classroom teachers decide who will

be given Tier II and Tier III (if necessary) instruction based upon Tier I response and performance on data such as classroom observation, teacher conferencing, classroom assessments and more formal assessments such as previous performance on the state exams, including the NYSESLAT. Once a child is identified as in need of RtI services, that child is given specific RtI instruction in small group (Tier II) and then is closely monitored to see if they continue to need RtI, if they need more intensive RtI (such as Tier III), or if they are no longer in need of RtI and can continue to receive continuous Tier I instruction. Some ELL students are also included in Tier II and Tier III RtI instruction during extended day.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered throughout instructional decision making. It begins with the interview with the parents during the enrollment process (filling out the Home Language Identification Survey). The child's previous educational history and background is taken into consideration based on the information the parent provides at this initial interview.
All teachers are made aware of which students in their classrooms are English Language Learners in order for all teachers to provide scaffolded language and vocabulary support throughout the instructional day. This includes content area and cluster teachers.
7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

We do not have a dual language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program for our ELL students by analyzing the breakdown of our students' scores on the different modalities of the NYSESLAT. We examine the data closely to see if progress was made in overall proficiency or in one or more of the modalities. We find this information by looking at each child's testing history on ATS to see the individual breakdown of their score in the different modalities. We cross reference their performance with the NYSESLAT cut scores to determine proficiency in each modality.

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.)

1. English Language Learners in our school are identified upon registration. English Language Learners at P.S. 21 and parent/guardians are greeted by a licensed ESL teacher for an informal oral interview in English and their native language followed by completing the required Home Langauge Survey. Parents are accomodated with languag support during the intake process. They are interviewed in their native language and are guided through the completion of the required HLS. Parents who struggle to read in their native language are supported by step-by-step oral reading of the questions on the HLIS. A licensed pedagogue records their responses on the HLIS.
According to the Home Language Identification Survey (HLIS) form, if the child speaks a language other than English at home and primarily communicates, understands, reads, and writes in their native language, the parent is notified and the child is administered the LAB-R. The LAB-R is administered by an ESL licensed teacher. The LAB-R indicates if they are entitled to ESL services. If so, the Spanish LAB is administered (if the child's home language is Spanish) by a licensed Spanish speaking ESL teacher. This test allows the ESL teacher to determine the child's native language proficiency. This is completed within the first 10 days in which the child is enrolled at P.S. 21.

Once the LAB-R determines the child qualifies for ESL services, the parents are then informed of their child's performance on the

LAB-R invited to a Parent Orientation via personal letter. The parents are provided with information in their home language about the different programs offered to English Language Learners: Transitional Bilingual Education, Dual Language, and Freestanding ESL). The ESL teachers clarify and encourage all questions and concerns about their program options. At that time, the parents can make an informed decision about which program is the best for their child. This information is provided in video (Parent Orientation Video) and written form in the parents' native language. After addressing all parent concerns and questions, the parents fill out a parent selection form to chose the program for their child. These documents are reviewed by the ESL teacher team to evaluate the parent selection of services and place the child in the appropriate program. Parents are informed that they are entitled to place their child in a bilingual class with students that have the same native language and grade level if there are sufficienct numbers of entitled students requesting this program in the school. The parents are also informed that if there are not sufficient numbers of students to form a TBD or DL program in our school, they can be assisted in locating a school which provides their choice of program. If parents choose not to transfer their child, the student will remain at P.S. 21 and be placed in the ESL program. At this time, P.S. 21 has provided ESL services to all mandated ELL students as requested by parents/guardians and in compliance with ESL mandates and regulations. The students and their parents are acclimated to both the building and school routines by the Parent Coordinator. P.S. 21 follows CR-Part 154 and honors the parents' selections after this Parent Orientation and consulation with educators in the parent's native language. The evaluation of the HLIS, the administration of the LAB-R, and the Parent Orientation are all completed within the required ten day period of the child first registering at P.S. 21.

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.
ELL parents are invited to an orientation meeting at the beginning of each school year to meet the teachers and to learn about the variety of programs available for English Language Learners -Tranistional Bilingual Education, Dual Language, and Freestanding ESL. The ELL parents view the Parent Orientation video in their native language.

It is followed up wth parent conferences with teachers in their native lanugauge are scheduled for parents to understand the programs. Parents will make an informed decision for the placement of their child. Parents will complete the Parent Survey and the Program Selection forms at this time.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
ELL parents are notified of their child's entitlement in writing. The ELL teachers maintain a correspondence log with the child's name, OSIS number, and date the letter was sent home. ELL parents are invited to attend a parent orientation meeting. In the event the parent cannot attend the orientation alternate dates are provided. Parents also receive alternate reminders and phone calls in their native language informing them of future orientation dates. Parents learn about the variety of programs. Parents learn about the variety of programs available for English Language Learners- Transitional Bilingual Education, Dual Language and Freestanding ESL. In addition to viewing a video in their native language, parent conferences with teachers in their native language are scheduled for parents to understand the programs. Parents will make an informed decision for the placement of their child. Parents will complete the Parent Survey and Program Selection forms at that time. Parents are informed of their child's entitlement through the distribution of entitlement letters. These letters are sent home immediately to the families. Licensed pedagogues conduct follow-ups such as phone calls, additional letters notifying them of alternate dates to ensure that parent surveys and program selection forms are completed. After parent surveys are completed and program selections are determined, copies are made and kept on file in the principal's office and in the ESL department. Original forms are placed in the child's cumulative record in the main office of the school.

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.
Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The following reports are used to determine NYSESLAT eligibility: RLER, RLAT, RNMR. Students are tested by grade and by strand. The speaking is administered to each child individually by licensed ESL teachers. The Listening, Reading, and Writing components are administered in small groups by grade band and modality by licensed ESL teachers. The students with IEPs are tested according to their individual testing modifications. All testing strands are administered in separate locations. We ensure that

there are no interruptions by eliminating our school-wide bell system, no announcements are made over the PA system (unless absolutely necessary- in the case of an emergency), testing signs are placed on all doors when testing is in progress, and traffic patterns in the hallways are rerouted to avoid testing areas.

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.

After reviewing the parent selection forms of the past few years we've noticed that the parents have requested Freestanding ESL as their first choice. None of our parents have selected TBE or DL programs as their first choice for the past few years at this time. Students are placed immediately on the day of enrollment in the appropriate class. Parents may not opt out of ESL instruction. The ESL Freestanding program is aligned with all parent requests at this time.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. The school is currently using an ESL Push –In model, working collabortively with the classroom teachers, our fifth grade is departmentalized therfore, ESL teachers push into the different content areas.

b. ESL Push –In Services are provided by an ESL certified teacher who provides instruction in English using ESL methodologies and scaffolding techniques. The amount of time is determined by the New York State English as a Second Language Achievement Test. Students are heterogeneous grouped by grade level with mixed proficiency levels within each group.
In order to maximize English acquisition for ELL's, the ESL Push-In teacher and classroom teacher devote time to planning for instruction together. The classroom environment is print rich and reflects evidence of a rigorous instruction in Literacy and Math in English. Students receive all instruction in English using ESL methodologies. The ESL teacher provides high quality instruction in English utilizing scaffolding strategies in the delivery of the lessons. Every lesson incorporates language goals embedded in the

plan and a concentrated focus is placed on developing vocabulary. In addition students have access to bilingual books in the classroom as well as the school library. Students can also broaden their native language skills using electronic listening devices, such as the Leap Pad.

After assessing incoming students with LAB-R, we find that, generally, our students have good listening and speaking skills, but difficulty making gains in proficiency in areas of reading, comprehension, writing, sentence structure and punctuation. After establishing proficiency levels, students are then partnered with native speaking peers whose skills are stronger in any given strand.

Due to our large ELL population we have focused our efforts on developing literacy within structured ESL program. Teachers are encouraged to use ESL teaching strategies in all content areas. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies whenever appropriate. The Balanced Literacy Program will develop strong literacy skills in both languages through the exposure of authentic literature in read-alouds, shared readings and accountable talk. Thus all students will develop listening, speaking and writing skills in English.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In order to maximize English acquisition for ELLs, the ESL push in teacher and classroom teacher collaborate to plan for instruction together. All ELL students receive a minimum of 9 periods per week. (42 1/2 minutes- per period) of instructionally mandated minutes by a licensed ESL teacher. THis ensures that all students not only meet but some exceed their mandated minutes.

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.

School – Wide Instructional Component

Balanced Literacy Program

Our literacy curriculum adheres to the Balanced Literacy Program. This year the school will be incorporating a new program, Ready Gen. The teachers are participating in ongoing profeesional development throughout the year. This new program will meet the demands of the common core learning standards. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write and speak in order to help then gain fluency. Students participate in the following learning experiences:

☐ Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking in the second language.

☐ Reader's/Writer's Workshop – At the beginning of each lesson the teacher clearly defines the teaching point. The ESL teacher observes for deficiencies and provides a focus lesson. Then, they provide scaffolding support during active engagement. Both the ESL and the Classroom teachers conference individually with students and conduct small group (6 – 8 students) strategy lessons to met the needs of the ELL students. The students are engaged in conversations where questioning techniques and strategies are implemented.

Shared Reading: teacher scaffolds comprehension through repetition, visuals, accountable talk and focus on oral language development.

Interactive Writing: teacher shares the task of composing written messages with children focusing on the writing process

Student Reflection: The students self assess themselves utilizing a rubric to be accountable of their own learning. They incorporate the 7 Habits of Happy KIds by Sean Covey into their reflections.

Mathematics Workshop Model

The balanced Mathematics Program is implemented utilizing in all grades. This program is taught in English. A Math Block is implemented daily school wide in all classes. Manipulatives develop math concepts and are incorporated throughout all grades with an emphasis
on problem solving.

Math In Focus

Students are involved in daily group work. Working in linguistically mixed groups allows students the opportunities for create language and cultural development. Small groups also provides a low risk environment in which children feel more comfortable expressing their ideas and asking questions.

Math In Focus support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, places a great emphasis on habits of communication and provides ample and varied opportunities for students to demonstrate their mathematical thinking and work. This balanced program has the necessary process to make math content more accessible to all our students.

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

At this time, our school does not have a Tranistional Bilingual Program or Dual Language Program. Therefore, the students are evaluated soley in English.

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

The ELLs are evaluated in all four modalities of English acquisition throughout the year through the use of the ELL Interim Assessment, the DRA, writing samples, and through questioning techniques used in daily lessons.

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).

When a child is registered and identified as a Student with Interrupted Formal Education (SIFE) an informal interview is arranged with the licensed ESL teacher, parent coordinator and the guidance counselor to determine the level of English proficiency with the family members. Student placement will include participation in our extended day session and all after school programs. Official teachers will be notified as to provide classroom instruction that will include supplemental instruction on basic skills while maintaining exposure to grade level curriculum. The Parent Coordinator will meet with the parents to reinforce school policies and procedures to help with the transition to American school culture. She will also be a "buddy" to the student, greeting him/her daily, offering the student breakfast, checking student school supplies, monitoring attendance to insure a positive school experience. In addition, the students have access to the HSP math program. this program provides alternate mathematics strategies as well as provides interactive online tools and games that can be utilized on the Smartboard.

If a child is a newcomer to America, every effort is made to ensure that the student and his/her family are welcomed into P.S. 21's family. Information is provided to the student and family in their nativee language. Literature is provided in the native language and when possible the student is partnered with other students that share a common language. This serves to lower the affective filter thereby allowing the child time to acclimate to his/her new surroundings. The ESL teacher provides a nurturing environment in which the child can build trust and acquire the basic vocabulary to communicate needs.Since NCLB now requires ELA testing for ELL's after one year. P.S. 21 provides intensive test prepatory opportunities, such as participation in mandatory extended day sessions and after school programs. These programs focuson stills needed to achieve success on the state exams. Newcomers are also students born in the United States that have been receiving ELL services for 1-3 years. This includes any ELL student in P.S. 21 that is in Kindergarten through second grade.

Since many of our students have been receiving ESL services between 4 and 6 years, the ESL teachers identify the area of deficiency (listening , speaking, reading and writing) for these students The ESL teachers then subdivide the students by areas of need to focus on these skills. Our ESL instruction is provided in English with ESL strategic instruction incorporated in all lessons. In the ESL class, teachers utilize sheltered English in order to develop academic vocabulary necessary for a solid foundation in which to scaffold further instruction.

In an effort to address the needs of long term ELL's, names of students are recommended to the school PPT and school instructional team whereby language dominance is determined. Ongoing conferences with parents /guardians are conducted in order to ascertain family expectations as well as, familial understanding of the needs of the child and the services available which we can provide. After collaborating with the ESL teacher, the official teacher and cluster teachers' students are considered for additional support such as AIS or SETTS services

Students that have reached a level of English Proficient as indicated on the NYSESLAT will receive continued support as they transition from mandated ESL instruction. These students continue to participate in our extended day session and are monitored by the guidance counselor. Each month the progress of these students is evaluated at Pupil Personal Team Meetings. These students are also given the two-year testing accommodations as per allowance by NYS on the state exams. These students are also invited, where space allows, to participate in the Title III After School programs for additional support. Former ELLs still receive small group instruction in the mainstream classroom and they also participate in after school activities geared toward the demands of the Common Core State Standards and test preparation. The Former ELLs are maintained in an ESL classroom setting for continued support.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students with special needs at P.S. 21 receive services in our Collaborative Team Teaching classes and/or SETSS. Therefore, they are mainstreamed with general education students and instruction is provided on grade level curriculum with modified instructional strategies. Also new to P.S. 21 this year in response to the need that has grown for special education services in the school a K-1 12:1:1 class has been created which serves many ELL students.

In addition, if it is determined by P.S. 21's bilingual assessment team that a child requiring special education services would benefit from having a bilingual paraprofessional to support them in their native language, that staff member is provided to the child. We currently have three bilingual special education paraprofessionals that assist students at P.S. 21 in compliance with those students' IEPs.

Small group instruction will provide us with an opportunity to differentiate the instruction based on student performance and proficiency levels. After reviewing all ELL IEP'S, students are placed in subgroups to accommodate their learning needs. For Example, an Ell student that needs questions read and reread and additional time is also provided with these accomodations during class instructions.

Some additional materials teachers can use to address the needs of ELL-SWDs are computer programs, guided reading books, picture dictionaries, and LeapPads.

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

ELL-SWDs are invitied and participate in all school activities at P.S. 21, including after school activities and services. When ELL-SWDs receive ESL services, they receive these services in a mainstream classroom with other non-SWD ELL students. Also, flexible grouping is used during lessons in order to group students together based on different needs, so teachers can target the skills that need to be developed.

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

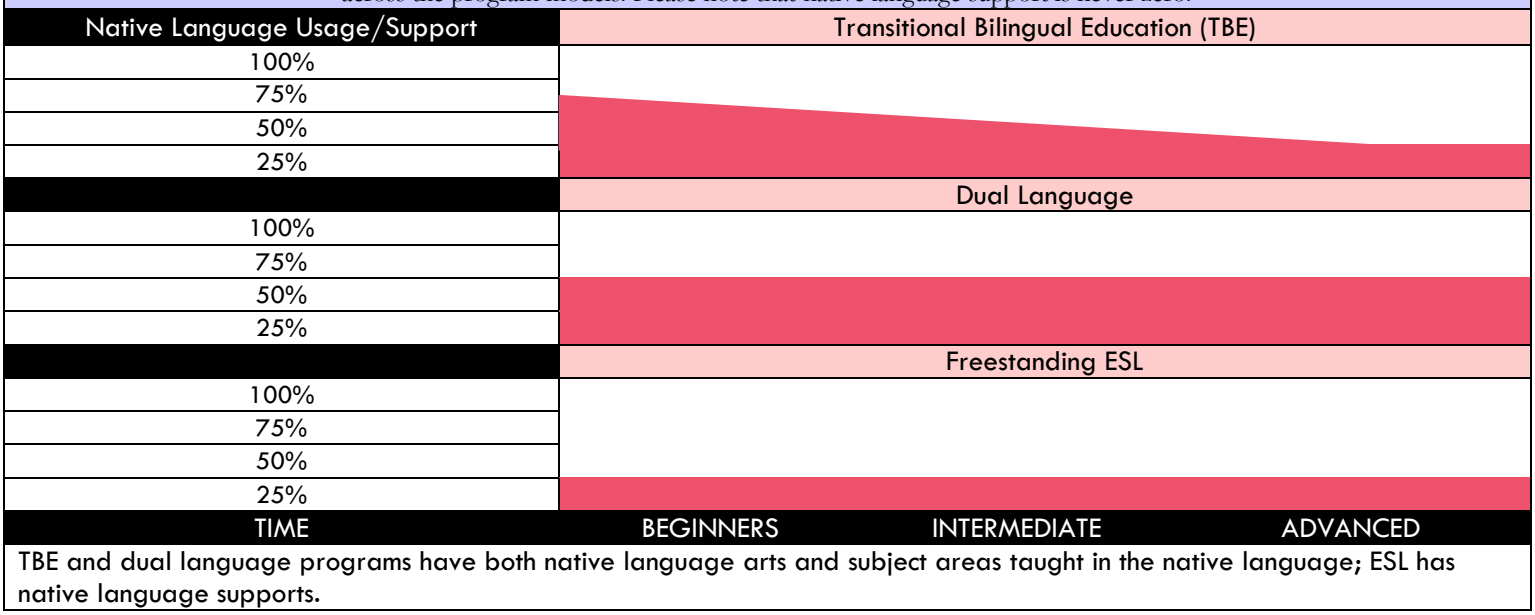
	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Academic Intervention Services

Our guidance counselor provides service to our AIS population in the form of ERSS (Educational Related Support Services).

For students who have not met Standards or are at risk the following programs have been provided: (pending funds for appropriate allocations)

☐ Extended Day Session – a morning program which provides small group instruction based on performance levels and instructional goals of individual students.

☐ Academic Academies- Grades 3 - 5 – After school Program – utilizing a balanced literacy approach for reading. Teachers use flexible grouping to target specific skills. They utilize a variety of materials which include books and test preparation materials. The mathematical problem solving skills are emphasized in small group work.

☐ELL After-School Program – Grades K-5 to strengthen Mathematics and English Literacy development using ESL approach integrating literacy and mathematics. The ELL After School Program uses "On Our Way To English" and Leap Frog which includes a Guided Reading Component in order to scaffold students' needs throughout small group instruction. Test preparation materials, such as Getting Ready for the NYSESLAT are incorporated into daily routines to assist students on assessments.

Literacy & Math Support

☐ We will continue to schedule one Library period per class per week to develop Library skills as well as a child's special interests.

☐ We will continue to support school wide projects such as Book of the Month and Author Studies to develop students interest as well as to promote conversations throughout the school.

☐ We will continue to enforce our School Wide Writing Process in which all students create writing samples periodically throughout the year. We will focus on giving students ample time and opportunity to utilize the writing process to write across different varieties of genres.

☐ On Our Way To English., Leap Frog, Story Town ,Voyager, Breakthrough to Literacy, Fundations , Good Habits Great Readers, Early Emergent Reading Sets, Benchmark Early Explorers Books and Getting Ready for the NYSESLAT will be used to support and provide additional interventions.

☐ Teachers incorporate technology into every day lessons through the use of SMART boards and laptops.

All of the aforementioned programs are pieces that help to make the overall ESL curriculum at P.S. 21 scaffolded, grade level appropriate, and academically rigorous for all ELLs.

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

The ESL Push-In model, overall, seems to be an effective program for the population of ELLs at P.S. 21. This program seems to be meeting the needs of our students because with the push-in model we are able to address both content area and language needs simultaneously. This especially helps with the development of academic vocabulary. The push-in model also makes sure that the ESL teacher and classroom teacher colaborate in planning and preparation so that appropriate grade-level material is presented to the ELL students. Children have shown progress on the NYSESLAT through consecutive years using this particular program model.

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

In addition to all of the programs already available to our ELL students, we are using the CookShop program at P.S. 21 across all grade levels. This program will give ELL students an opportunity to learn about nutrition and wellness in a real-life context. They will be able to participate in hands-on activities involving cooking real recipes to develop academic vocabulary. Also, we will be using the 7 Habits of Happy Kids as a school-wide initiative to develop leadership and self-awareness in all ELL students. This program will involve ELLs in strengthening the community at P.S.21 while learning to work together and building up their own self-confidence. They will also become equipped with coping skills to face challenges in their everyday lives. We are also planning to implement the Imagine Learning program to serve as a technology-based intervention for our ELLs. In order to challenge our more advanced ELLs, P.S. 21 is developing a school newspaper program for students to participate in creating and publishing, complete with graphics and opinion polls. In addition, P.S. 21 is starting a new Adopt-a-Student program where every staff member chose a child that is in need of extra encouragement and that staff member has to find a way to greet or check-in with that child every day. This is to promote a sense of community at P.S. 21 and to give students that may otherwise not receive special attention a chance to feel important and recognized every day.

12. What programs/services for ELLs will be discontinued and why?
    At this time we do not see a need to discontinue any services for our ELL students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Many activities are offered to ELL students in order to enrich their lives. ELL students in the 3rd, 4th and 5th grade are allowed to make a selection to participate in band, art, or music as an extra curricular activity. Also, this year, students will be exposed to new speakers and information through a new wellness initiative, led by the physical education teacher. ELLs are active participants in these programs, with permission from their parents. No student is ever excluded from participation in any program offered at P.S. 21.
    Permission slips are distributed to all ELL parents notifying them of the Academies as well as all recreational activities in their native language. The ELL students actively participate in all programs such as Academic ELA and Math academy, and other recreational activities.

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

    All ELL students have access to SMART boards during daily lessons, as well as use of computers and/or laptops in every classroom. ELL students (especially beginners) utilize the LeapPads. Our materials include a leveled reader systerm for every grade used from Storytown, Good Habits Great Readers, and On Our Way To English. We also provide support through the On Our Way To English program with language, literacy, and content to all ELL students in every grade. We use ELL Student Handbooks from Storytown to provide scaffolding techniques including vocabulary development, comprehension, grammar and writing skills. We plan to incorporate ESL strategies into the implementation of ReadyGen in conjunction with planning with grade level teachers to give all ELLs access to the Common Core Standards.

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

    Native language is supported in an ESL model by the use of bilingual books, biligual dictionaries, and bilingual materials on LeapPads. Students are able to listen to frequently used words in English and Spanish on the LEAP PADS. We also provide a large selection of bilingual books students can check out and return at the schools library. Students also have access to bilingual books in the classroom libraries. Bilingual staff members also probide support to students during the day to provide clarification for ELLs in the native languae. Teachers sometimes group students of the same native language together during discussions so they can assist and support each other in their native language to develop and clarify ideas. These supports are also utilized during extended day and after school programs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    All of the required services, support and resources that are utilized are on grade-level and correspond to ELLs ages.

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.
    One activity that our school has in place to assist newly enrolled ELL students before the beginning of the school year is the summer homework packets. These packets help the students to get a glimpse into the kind of work that will be expected of them in the upcoming grade. Another activity that our school has in place to assist newly enrolled kindergarten ELL students before the beginning of the school year is a P.S. 21 open house the week before school begins. Parents and students have an opportunity to meet the kindergarten teachers, meet the principal, and familiarize themselves with the building and atmosphere of P.S.21. Our new ELL students who enroll throughout the school year are invited to participate in after school ESL academies and academic academies.
18. What language electives are offered to ELLs?
    At this time there are no language electives offered at P.S. 21.
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)?

At this time there is not a dual language program at P.S. 21.

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&2. The professional development plan for all ELL personnel and all teachers of ELLs will be very intensive. As the school year develops dates will be set for continous Math in Focus professional development for all teachers of grades K-5. All teachers participated in one all-day training session for ReadyGen over the summer of 2013, and more training will be provided over the course of the year as teachers begin to implement the program. Also in the works is Common Core ELA training in order to help refine the curriculum maps to make sure that all ELLs have access to all of the Common Core Standards for their grade level.

Special education teachers will also be participating in an IEP development program that will take place at Petrides on one Friday per month in order to refine their skills in creating quality IEPs. Teachers of grades 3-5 will be participating in an all day professional development on learning how to implement the CookShop program on November 2, 2013.

Also, all teachers will be participating in Advance Training. The dates of these trainings are September 12, 13, 19, 26, 27; October 3, 4, 10, 11, 17; November 1, 7, 8, 21, 22; December 5, 6, 12, 13, 19; January 9, 10, 16, 17, 23; February 6, 7, 13, 14, 27; March 6, 7, 13, 14, 20; April 3, 4, 10, 11, 24; May 8, 9, 15, 16, 22; June 5, 12, 13, 19. In addition to this training, the teachers will be watching the webinars on ARIS Learn to delve more deeply into the Danielson Framework and implement the strategies in the classroom with ELLs.

3. Licensed ESL teachers at P.S. 21 meet with Middle School ELL providers to discuss students transitioning into their school. Upon returning to P.S. 21, these teachers turn key the information to 5th grade official teachers to insure a smooth transition for all ELL students.

4. The payroll secretary keeps all documentation of the require 7.5 hours of ELL training (10 hours for special education teachers) for all staff members provided. Staff members are made aware that 7.5 hours is the minimum amount of hours required (10 hours for special education teachers), and that they may pursue additional hours through other programs, such attending the workshops offered by the OELL. The ESL teachers at P.S. 21 also attend network meetings and staff developments to keep up to date on paperwork required for their field, as well as to keep up to date on the research of their constantly changing and developing specialty of education.

The 7.5 hours of ELL training includes a brief introduction into ESL and methodolgy, how students are identified as ELLs and how they are elgibile for placements, discuss the different program options available to parents when their child is identified as an ELL. The differences and similarities between program philosophies are discussed. Cultural sensitivity and the emotional experience of a new ELL is discussed, along with sharing techniques for making a new ELL feel welcome and valued in the classroom. The different components of the NYSESLAT are shared and explained. Different ESL strategies and scaffolding techniques are shared with teachers so that they can begin to implement them in the classroom to further assist the ELLs even when the ESL teacher is not physically in the classroom. Also discussed is the fact that ELL students are held to the same Common Core Standards as non-ELL students and that we must use our expertise to help them achieve the standards.

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. 1- Parent Involvement

☐ All communication with parents is in English as well as their native language. P.S. 21 provides a Parent Handbook as well as an official school website to inform parents of policies and procedures in the school. These are also available in the parent's native language. Students are notified of their child's progress through monthly progress reports in their home language. Parents are also invited to participate in monthly family math periods, where parents work with their child inside the classroom on math activities. Parents are invited to workshops held by teachers at the beginning of each new unit on the grade so that parents can be informed and know what to expect their child to be learning and doing through the unit. Parents also are invited to monthly school assemblies. This year there is also going to be an International Night planned, where parents will be asked to participate by sharing part of their heritage and food with the P.S. 21 community.

Parent Workshops – to provide information and strategies to help parents support student achievement. These workshops will be conducted by principal, coaches, teachers, parent coordinators and community liaisons. The workhops will include such topics as how to help your child meet the Common Core State Standards, and good habits in instill in your child to help him become a successful student. The parents will also have an opportunity to participate in workshops involving them in CookShop, the 7 Habits of Happy Kids, and homework help. These workshops will be led by the parent coordinator, who can provide this information to the parents in their native language. The school librarian will also be hosting a Book of the Month workshop on different books that reflect different habits from the 7 Habits of Happy Kids. If parents share these books with their children, it will give them a seque into opening up a discussion about the 7 Habits in the home. This information will also be shared in the parents' native language.

2. Our school is currently partnering with Target through the Meals for Minds program to provide 25 pounds of food per child enrolled in our school one Thursday afternoon per month. The food bank is hosted at P.S. 21 for the parent's convenience. They have an opportunity to select healthy, nourishing food to serve to their family. In addition, our school is partnering with the UFT to provide writing workshops for the parents, so they can learn to help foster writing skills with their children. Members from the neighborhood public library are also going to come to the school library to help parents sign up for free library cards. The new wellness initiative at our school is going to bring in speakers and information on nutrition and health/fitness that will be provided to parents. All of these activities and partnerships will be provided to the parents with access to everything in their native language.

3. During School Leadership meetings the Learning Environment Survey and a school survey is reviewed to address parent concerns and interests. Also, our Parent Coordinator listens and evaluates parents needs that we will address as they come up throughout the year. The Parent Coordinator has parents fill out a parent survey, the parent coordinator analyzes the feedback and organizes parent workshops to meet their needs. The workshops mentioned in question 1 have developed out of needs of the parents.

4. Our parental involvement activities address the needs of our parents because they address many areas of the lives of the students at P.S. 21. There are academic workshops, social activities, and even activities guided toward physical health, wellness, and nutrition in the home. All of the activities at P.S. 21 are always provided for the parents in their home language.

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.

Part VI: LAP Assurances

School Name: P.S. 21		**School DBN:** 31R021	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gina Moreno	Principal		1/1/01
	Assistant Principal		1/1/01
Jennifer Manik	Parent Coordinator		1/1/01
Karla Espinoza	ESL Teacher		1/1/01

	Parent		1/1/01
Elsie Howell/ESL Teacher	Teacher/Subject Area		1/1/01
Jenna Hales/ESL Teacher	Teacher/Subject Area		1/1/01
Allison Graham	Coach		1/1/01
	Coach		1/1/01
Charles Fernando	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		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: 31R021 **School Name: The Margaret P.Emery Elm Park**

Cluster: 5 **Network: 533**

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.

Currently P.S. 21 consists of a 20 % student population of ELL students, whose language is predominantly Spanish. In addition 43% of our parents speak lanugages other than English in the home.

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.

Upon registering a child at P.S. 21 the parent/guardian is greeted by the parent coordinator and an ESL teacher . At that time the Home Language survey is completed which determines the primary language spoken by the child and the parent. In addition, during the month of September the official teacher identifies whether the parent requires language assistance to commiunicate effectively with the school.

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.

In the event that written communication is needed to address the needs of a parent, the staff at P.S. 21 consists of a bilingual parent coordinator, a bilingual school assessment team, a bilingual PTA executive board, three bilingual paras as well as two bilingual teachers that speak Spanish as a second language.There is always someone available in house to translate a wriiten document in a timely fashion. In addition,our school website has a translation component where we can submit a document and it can be translated immediately.
Large documents such as our parent guide have been emailed to the translation division of the Department of Education. They have been translation and returned ready to print in a timely manner .

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 staff at P.S. 21 consists of a bilingual parent coordinator, a bilingual School Base Support Team, two bilingual teachers and three bilingual paras. In addition , we have a bilingual PTA executive board . There is always a in house staff member avaiable to address the parent need. During fall and spring parent teacher conferences staff members are assigned to each grade to provide translation services.

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 bilingual P.S. 21 parent coordinator is availabe to parents in school.
2. Bilingual teachers, paras, School Base Support Team are available to parents at all times.
3. Bilingual PTA executive board members are avaiable to parents
4. All notices, memos,letters are translated in English and Spanish
5. School Website translation component provides all information in a variety of languages. Computers are available for parent use in our school library as well as the parent office. Parent workshops include using the website.
6. Parent ESL classes provided by school staff as well as outside agencies such as the Jewish Community Center.
7. Bilingual staff are assigned to assist during parent teacher conferences for interpretation services. -

Department of Education
Carmen Fariña, Chancellor

Division of Specialized Instruction and Student Support
Office of English Language Learners
Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Margaret P. Emery Elm Park	DBN: 31R021
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

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: P.S. 21 will provide a Title III funded after school program for grades K-5 ELL students as they are preparing for the NYSESLAT exam to target areas of need. There will be 2 certified ESL teachers and 2 Common Branch teachers , a total of 4 teachers, providing the instruction. The students will meet for two hour sessions from 2:30pm to 4:30pm on Wednesdays on the following projected dates: December 10, 17, 2014; January 14, 21, February 4, 11, 25; March 4, 11, 25, 2015. The projected classes will service 70 students and are scheduled as follows: Kindergarten Students: 15 students in the class, Grade 1 Students: 15 students in the class, Grades 2 & Grade 3 Students: 20 students in the class; 10 Grade 2 students and 10 Grade 3 students;Grades 4 & Grade 5 Students: 20 students in the class; 10 Grade 4 students and 10 Grade 4 students. In addition, we will offer one hour session, 2:30pm - 3:30 pm, in Math and Reading academies to ELL Students in Grade 3 on the following dates: January 15,22,29 February 12,26 March 5,26. There will be one Common Branch teacher and one certified ELL teacher providing the instruction and 30 students participating in the program. Both programs will service a total of 100 students. The Title III program will target beginner, intermediate and advanced ELL students across the elementary grades that are in need of academic English language development. Classes will be provided in English with ESL strategic instruction incorporated in all lessons. The program will address all four modalities of language development (listening, speaking, reading and writing), but will mainly focus on reading and writing. In looking at the NYSESLAT student performance data from the 2013-2014 school year, it shows that most ELL students at P.S. 21 across all grade bands are scoring Advanced or Proficient in the targeted areas of speaking and listening, but not achieving the same level of proficiency on the reading and writing sections. This data will help shape the structure of the Title III After School Program. The teaching staff will include two certified ESL teachers, Karla Espinoza and Elsie Sanchez-Howell and two content area teachers, Jodi Snow (certified general education) and Victoria O'Connell (certified general education and special education), from P.S. 21. All students will receive instruction from an ESL teacher in the after school program. The ESL and content area teachers will plan instruction together and split the instructional time between the four classes and groups on a rotating basis per session. It was decided to include a content area teacher in order to keep the instruction rigorous and approaching

Part B: Direct Instruction Supplemental Program Information

grade level during the Title III After School Program. It was decided to also include a special education teacher in order to better address the special needs of the ELLs with IEPs during the Title III After School Program.

The program that will be used to provide this supplementary instruction is the Language Power Program published by Teacher Created Materials. This program was carefully selected because it is designed to target students across all proficiency levels. It is designed to simultaneously prepare students to develop their English language skills across the four modalities of listening, speaking, reading, and writing, as well as to support their content language structure and vocabulary development in alignment with the common core standards. This is additionally included in the Title III After School Program, because, when looking at the data of P.S. 21's student performance on the 2014 NYS ELA Exam, there is a need for more support in ELA. The school, as a whole, performed better on the NYS Math Exam than on the ELA Exam in 2014, and ELA is a focus for the entire school.

The regular school hours of the supervior is 7:15 am - 2:25 pm with no other after school programs therefore a supervisor is needed for all programs to oversee instruction, scheduling, coordination of program activity,professional development and dismissal of students. The principal will assume the responsibilities of the program supervisor. A supervisor is needed for this Title III program to make sure that the building remains safe and secure as staff and students are utilizing the building. A supervisor is also needed to get in contact with parents if issues arise or if students are not picked up at the correct dismissal time of the program. A supervisor is also needed for this program to maintain discipline, or to intervene if any other issues arise.

The approximate projected cost of this program is $6,720 for direct instruction and $2,240 for materials.

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:

To keep in alignment with Chancellor Farina's outlook that "all teachers are teachers of ELLs", and the fact that almost every classroom at P.S. 21 contains ELL students, P.S. 21's Title III Program for professional development of teachers has been designed to include all staff responsible for delivery of instruction and services to ELLs. The schedule for these professional development sessions is during the time allotted by the teachers' contract on Mondays from 3:05pm-3:45pm. This began in September and will continue through June on the following dates: September 8, 15, 22, 29; October 6, 20, 27; November 3, 10, 17, 24; December 1, 8, 15, 22, 2014; January 5, 12, 26; February 2, 9, 23; March 2, 9,

Part C: Professional Development

16, 23, 30; April 13, 20, 27; May 4, 11, 18; June 1, 8, 15, 22, 2015.

The teachers of P.S. 21 that have indicated to the principal that they would like to receive additional support and professional development in working with ELLs, as well as new teachers at P.S. 21 that need to fulfill their ELL Professional Development requirement for the state, will be included on a rotating basis in this program.

The topics to be covered during this on-going professional development program are as follows: Introduction to ESL, Introduction to the book Connecting Content and Language for English Language Learners by Eugenia Mora-Flores, Looking at the ELL data for the students of P.S. 21, Discussion of new vocabulary terms for ELLs, Introduction to format and expectations of the NYSESLAT, Discussion of new Common Core Language Progressions for ELLs, Strategies for connecting content and language in reading and writing, Strategies for connecting content and language in math. These topics will be covered on a rotating session basis as the teachers of P.S. 21 are rotated through the professional development program. Each session will be devoted to one topic. The goal of this program is to have all teachers that work with ELLs gain a better understanding of language development and how to incorporate language supports and strategies into their everyday lessons.

The supplemental materials used to help facilitate these professional development sessions are the book Connecting Content and Language for English Language Learners by Eugenia Mora-Flores, and the professional reference binders Strategies for Connecting Content and Language for ELA and Math by Eugenia Mora-Flores and Angelica Machado. Several copies of each these titles will be purchased for teachers to use, share, explore, and refer back to during these professional development sessions, and outside of the sessions to utilize as a reference when planning insturction.

The certified ESL teachers of P.S. 21, Karla Espinoza, Jenna Hales, and Elsie Sanchez-Howell, will be sharing their knowledge and expertise as the providers of this professional development program at P.S. 21 during Monday Staff Development sessions 2:25 pm - 3:10 pm on September 15,22;October20,27;November 10,24;December 8,22 ; January 12,26; February 9,23; March 9,23; april20,27 May 11,18. In addition Network Support from Randy Soderman will be provided on October 21, November 24, December 22,January 12, February 9, March 9,April 13, May 11 to discuss observations in the classroom and planning to address ESL needs in the classroom.

The approximate projected cost of this program is $1,120 for the supplemental materials. No staff members or teachers from P.S. 21 or other outside professionals will be paid per session to run this program.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

The Title III program will also include an after school Parental Support Workshop/ Homework Help component provided by certified ESL teachers from the P.S. 21 staff, Karla Espinoza and Elsie Sanchez-Howell. A total of 30 parents will participate in the program. This one hour 2:30pm -3:30 pm session will be offered on January 15,22,29 February 12,26 and March 5,2

Translations will be provided as needed in the parent's home language. Topics addressed will be homework help, school policies and procedures, navigating the school website, important state testing information and utilizing technology to access assessment tools and data. An orientation meeting will introduce parents to the program as well as address any parent requests and concerns. This information will help to guide the topics and interests addressed in the parent workshop, and topics may be added or adjusted according to parent needs, interests and concerns. This workshop will increase parental awareness of school activities and places to obtain support for the curriculum. This parent-school partnership will support ELL students' efforts to achieve high levels performance in the classroom and on state assessments, including the NYSESLAT. All information will be distributed in the parent's home language.

This opportunity will provide parents with technological support and introduce them to computer games that will contribute to student achievement.

Teachers will model how to find and use test prep materials with their children to support student achievement with the use of SMARTboards.

Parents will be provided with an informative invitation that lists the dates and times of the workshop in advance, so they can make arrangements to attend. This information will be provided in their home language.

The parents will have the opportunity to attend these sessions during the Parent Communication time set aside in the teachers' contract. The sessions will be held on Tuesdays from 2:30-3:05pm on the following dates: December 2, 9, 16, 23, 2014; January 6, 13, 20, 27; February 3, 10, 24; March 3, 10, 17, 24, 31; April 14, 21, 28; May 5, 12, 19, 26; June 2, 9, 16, 23, 2015.

Parent Workshops:

8/27 : 10am-12noon Welcome Back/Health Fair - Health Plus presentors

9/16 : 7:45am Dad,Take your Child To School; 5pm-8pm Curriculum Conferences - School Staff

10/28: 8:20 am My On Training - Parent Coordinator& Librarian Presentors

Part D: Parental Engagement Activities
11/25: 7pm Emergency Preparednesswith C.E.R.T. Teram presentors 12/3: Art with Me! - all day event Moderator - Art teacher, mrs. Abreu 12/15 8:20 am Middle School Transition - Mr. Mele, Principal I.S. 51 presentor 1/15: 8:20 am 7 Habits/Leader In Me Parent Workshop - Parenet Coordinator 7 Mr. Fernando, Guidance Counselor presentors 2/4: 8:20 am Port Richmond Library 3/13: 8:20 am Cyber Bullying- Health Plus Presentor 4/28: 6pm International Night - School Staff 5/1: Bring Your Parent To School - all day event - School Staff 6/8: 9:30am Kindergarten Tea/Orientation - Principal, assistnat Principal, Parent Coordinator presentors Cookshop for Parents 1/26,2/23,3/16,4/13,5/4,6/1- Parent Cordinator presenting & NYC FoodBank The approximate projected cost to run this program is $1,120 for supplemental materials. No staff members or teachers from P.S. 21 will be paid per session for this program.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials.	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____