

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

School Name: ANNING S. PRALL INTERMEDIATE SCHOOL 27

DBN (i.e. 01M001): 31R027

Principal: TRACEY KORNISH

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tracey Kornish	*Principal or Designee	
Meredith Fogleman	*UFT Chapter Leader or Designee	
Darlene Woodhouse	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melanie Sepulveda Michele Iacobelli	Member/ Teacher Teacher	
David Kline Chris Ortiz	Member/ Teacher Teacher	
Ruth Marlin Gina Muhamed	Member/ Parent Parent	
Scott O'Brien	Member/ Parent	
Melissa Krjnak	Member/ Parent	
Camille Sanberg	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015, the number of students performing at Level 1 in ELA will decrease as measured by the New York State ELA Exam results.

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.

Administration and teachers analyzed the data from the 2014 New York State ELA Exam in order to differentiate instruction to meet the student's needs.

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. Professional Development will be given on Common Core Scholastic Code X and The Common Core Pearson Literacy Program.
2. Administration, staff and teachers meet frequently to discuss pedagogy practices observed during formal and informal class visits based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching.
3. ELA Department and Grade Content Meetings meet regularly to collaborate on creating rigorous assignments that address the CCLS.
4. ELA, Social Studies, and Science Departments meet to address CCLS and reading and writing skills to be addressed in each curriculum.
5. Teacher Teams meet and analyze student data in efforts to increase student achievement.
6. Continue to update Curriculum Maps, Unit Plans, Benchmark Assessments, and Performance Tasks that are aligned to the Common Core State Standards

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

1. Administration
2. Teachers
3. CFN Support
4. Staff Developers (internal and external)
5. Lead ELA Teachers, 6th, 7th, and 8th grade ELA teachers
6. Instructional Teams

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

1. Increase performance in ELA based on State and City Benchmarks, Report Card Grades, Portfolios, Teacher Assessments.
2. Revise, update, and revisit CCLS grade specific Unit Plans.
3. Meet monthly to revise and update reading and writing tasks.
4. Create goals for students to increase individual student achievement.
5. Meet frequently revise, update, and revisit curriculum maps, unit plans, benchmark assessments, and Performance tasks to evaluate progress.

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

1. Ongoing – September, 2014 – June, 2015

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

1. Professional Learning to increase pedagogical expertise.
2. Programming of the 6th, 7th, and 8th grades in Academies to provide increase common planning time.
3. Students will receive 8 – 9 periods of ELA a week.
4. Teacher Team Meetings

Strategies to Increase Parental Involvement

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

1. Prior to monthly PTA meetings, workshops and information sessions are held for parents. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.
 - Common Core Learning Standards and Instructional Shifts Workshops in ELA and Math to address instruction and student achievement.
 - School Website
 - Bullying and Anti- Violence Workshop
 - Foreign Language Fair

- Book Fair held during Parent Teacher Conferences and PTA Meeting in February.
- Winter Concert, Spring Concert, School Play
- Parent Teacher Conferences

2. The Parent Coordinator and staff attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
3. Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.
4. Parent/teacher outreach through school messenger.
5. Extended Parent-Teacher Conferences to extend conversations with families of students who scored at a Level 1 or Level 2 on the 2014 State Common Core exams.
6. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State's academic content standards
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments
7. Creation of new School Website

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.											
Title 1											

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, the number of students performing at level 1 in Math will decrease as measured by New York State math test results

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.

Administration and teachers analyzed the data from the 2014 New York State Math Exam in order to differentiate instruction to meet the student's needs.

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

- PD will be given on Connected Math Program 3 (CMP3)
- Administration staff and teachers meet frequently to discuss pedagogy practices observed during formal and informal class visits based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching.
- Math Department and Grade Content Specific Meetings meet regularly to collaborate on creating rigorous assignments that address the CCLS.
- Teacher Teams meet and analyze student data in efforts to increase student achievement.
- Continue to update Benchmark Assessments, Curriculum Maps, and Mathematics Performance Tasks that are aligned to Common Core State Standards

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

- Pearson's Connected Math Staff Developers, Administration, Teachers, Math Coach
- Teachers, Lead Teachers, 6th, 7th, and 8th Grade Instructional Teams, Math Coach

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

- Increase performance in Math based on State and City Benchmarks, Report Card Grades, Portfolios, Teacher Assessments.
- Meet frequently to reflect and revisit student outcomes and progress towards meeting NYS Standards.
- Meet frequently revise, update, and revisit curriculum maps, unit plans, benchmark assessments, and Performance tasks to evaluate progress.
- Revise, update, and revisit CCLS grade specific Unit Plans.
- Create goals for students to increase individual student achievement

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

- Ongoing – September, 2014 – June, 2015

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

- Content and Grade Specific Meetings
- Professional Development to increase pedagogical expertise.
- Programming of the 6th, 7th, and 8th grades in Academies to provide increase common planning time.
- Students will receive 8 – 9 periods of Math a week.

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).

- Prior to monthly PTA meetings, workshops and information sessions are held for parents. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.
 - Common Core Learning Standards and Instructional Shifts Workshops in ELA and Math to address instruction and student achievement.
 - School Website
 - Bullying and Anti- Violence Workshop
 - Foreign Language Fair
 - Book Fair held during Parent Teacher Conferences and PTA Meeting in February.
 - Winter Concert, Spring Concert, School Play
 - Parent Teacher Conferences
- The Parent Coordinator and staff attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.

4. Parent/teacher outreach through school messenger.
5. Extended Parent-Teacher Conferences to extend conversations with families of students who scored at a Level 1 or Level 2 on the 2014 State Common Core exams.
6. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State's academic content standards
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments
7. Creation of new School Website

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

Title 1

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.

100% of teachers will be engaged in professional development and participation to improve teacher instructional practices during the 2014-2015 school year as measured by the Advance Aggregate Data used in the research based framework to improve teacher effectiveness.

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.

Administration recognizes the need to improve the instructional core across classrooms by using a research based framework, setting clear expectations and provide evidence-based applicable feedback from frequent classroom observations throughout the year.

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

- Administration, staff and teachers meet frequently to discuss pedagogy practices observed during formal and informal class visits based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching.
- Collaborative Team Meetings, Department and Grade Content Meetings meet regularly to collaborate on creating rigorous assignments that address the CCLS.
- ELA, Social Studies, and Science Departments meet to address CCLS and reading and writing skills to be addressed in each curriculum.
- Inquiry/Teacher Teams meet and analyze student data in efforts to increase student achievement and decrease surface gaps in content.

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

- Administration
- Teachers
- Inquiry Teams

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

- School Leaders will utilize on-going reporting in Advance

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

- Ongoing – September, 2014 – June, 2015

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

- Advance Professional Development to increase pedagogical expertise.
- Inquiry Team Meetings

Strategies to Increase Parental Involvement

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

- Prior to monthly PTA meetings, workshops and information sessions are held for parents. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.
 - Common Core Learning Standards and Instructional Shifts Workshops in ELA and Math to address instruction and student achievement.
 - School Website
 - Bullying and Anti- Violence Workshop
 - Foreign Language Fair
 - Book Fair held during Parent Teacher Conferences and PTA Meeting in February.
 - Winter Concert, Spring Concert, School Play
 - Parent Teacher Conferences
- The Parent Coordinator and staff attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.
- Parent/teacher outreach through school messenger.
- Extended Parent-Teacher Conferences to extend conversations with families of students who scored at a Level 1 or Level 2 on the 2014 State Common Core exams.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:

- the State's academic content standards
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments

7. Creation of new School Website

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

Title 1

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.

To strengthen the school learning environment during the 2014-2015 school year, we will improve the dialogue among members of the school community (parents, students, and teachers) and extend the effective practices of CCLS, school culture, and high levels of achievement as measured by an increase in positive responses in our rating on the Learning Environment Survey.

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.

The school will analyze the results from the School Quality Guide 2013-2014 and set goals for the school year.

Instructional Strategies/Activities

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

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

1. Creation of new school web site
2. Parent/teacher outreach through school messenger
3. Prior to monthly PTA meetings, workshops and information sessions are held for parents. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.
4. Interim Progress Reports are distributed 4 times a year. Parents are notified if they should contact the school.
5. Extended Parent-Teacher Conferences to extend conversations with families of students who scored at a Level 1 or Level 2 on the 2014 State Common Core exams.

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

3. Administration
4. Teachers
5. Parent Coordinator

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

1. The data specialist will conduct an analysis of the results

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

1. Ongoing – September, 2014 – June, 2015

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

1. Content and Grade Specific Meetings
2. Professional Development to increase pedagogical expertise.
3. Programming of the 6th, 7th, and 8th grades in Academies to provide increase common planning time.

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. Prior to monthly PTA meetings, workshops and information sessions are held for parents. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.

- Common Core Learning Standards and Instructional Shifts Workshops in ELA and Math to address instruction and student achievement.
- School Website
- Bullying and Anti- Violence Workshop
- Foreign Language Fair
- Book Fair held during Parent Teacher Conferences and PTA Meeting in February.
- Winter Concert, Spring Concert, School Play
- Parent Teacher Conferences

2. The Parent Coordinator and staff attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.

3. Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.

4. Parent/teacher outreach through school messenger.
5. Extended Parent-Teacher Conferences to extend conversations with families of students who scored at a Level 1 or Level 2 on the 2014 State Common Core exams.
6. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the Parent Involvement Policy in addition to the following:
 - the State's academic content standards
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments
7. Creation of new School Website

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

Title 1

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.
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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.
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|---|
| 1. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| 2. Key personnel and other resources used to implement each strategy/activity |
| 3. |
| 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	<ul style="list-style-type: none"> • Ready New York CCLS • Read 180 • Pearson Online • Scantron Performance Series • Title III • Academic Vocabulary Toolkit 	Small group	During the school day
Mathematics	<ul style="list-style-type: none"> • Ready New York CCLS • Math XL for Schools • Scantron Performance Series • Title III • Academic Vocabulary Toolkit 	Small group	During the school day
Science	<ul style="list-style-type: none"> • Preparation for the 8th Grade Science Performance and Objective Test • Preparation for the Living Environment Regents • Urban Advantage 	Small group	During the school day
Social Studies	<ul style="list-style-type: none"> • Preparations for the 8th Grade Exit Project 	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Pupil Personal Team • At Risk Counseling • Peer Mediation • SAPIS • Anti-Bullying Workshops 	<ul style="list-style-type: none"> • Meetings monthly, by Academy • As needed • As needed • As needed • As needed 	During the school day

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.

We attract Highly Qualified Teachers by canvassing the Open Market New Teacher Finder, the CFN Human Resources Liaison, and local colleges. We hire only Highly Qualified Teachers for new vacancies. We retain HQT's by providing opportunities for content center collaboration. Mentors are assigned to newly appointed teachers.

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).

Professional Development is provided at Faculty Conferences, PD Days, ½ PD Days, onsite and offsite workshops, webinars, online resources, and ARIS Learn

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.).

Programs used to enhance the activities – strategies included in the plan are:

- Sports and Arts 21 Century After School Program
- Urban Advantage Science Program
- Reading Rainbow Collaboration with the YMCA
- C.H.A.M.P.S. Sports Program
- Violence Prevention Anti-Bullying Program

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

- Committees of teachers selected the best local measure for our school. Teachers will implement the Measures of Student Learning and use data to plan instruction for the year and to focus on key areas of needs for students in their classrooms.
- ARIS Learn to support ongoing professional development.
- Schoolnet to generate reports and analyze data
- Periodic Assessments and Benchmark Exams
- Scantron Performance Series

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)



**New York City Department of Education
ANNING S. PRALL INTERMEDIATE SCHOOL 27
The Magnet School for Applied Learning with Technology Integration
Academies of Engineering, Enterprise & Journalism
11 Clove Lake Place
Staten Island, New York 10310
Telephone: 718-981-8800 Fax: 718-815-4677
<http://schools.nyc.gov/SchoolPortals/31/R027>
Tracey Kornish, Principal**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 31R027

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(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	\$499,370.85	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		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	\$6,186,818.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 027
School Name Anning S. Prall		

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

Principal Tracey Kornish	Assistant Principal Marie Grandner
Coach Carol Losi	Coach
ESL Teacher Kara Schultz	Guidance Counselor Laura Hayes
Teacher/Subject Area	Parent Gina Mohammad
Teacher/Subject Area Maureen Bridgman/ Special Ed.	Parent Coordinator Catherine Mayo
Related Service Provider Tina Bolger/ Speech	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1130	Total number of ELLs	81	ELLs as share of total student population (%)	7.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	43
SIFE	1	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	24

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	32	1	2	25		20	24		21	81

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	32	1	2	25	0	20	24	0	21	81
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							33	18	10					61
Chinese							0	1	0					1
Russian							0	0	1					1
Bengali							0	0	0					0
Urdu							1	1	0					2
Arabic							2	1	1					4
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	2	0					2
Other							6	1	3					10
TOTAL	0	0	0	0	0	0	42	24	15	0	0	0	0	81

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	4	3					13
Intermediate(I)							8	2	6					16
Advanced (A)							28	18	6					52
Total	0	0	0	0	0	0	42	24	15	0	0	0	0	81

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	26	8			34
6	16	3			19
7	10	1			11
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	28		6		3				37
6	13	1	6			1			21
7	12	2							14
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		12		13		3		33
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - The current assessment tools that are utilized to assess the literacy skills of our ELLs are:
 - EdPerformance- A web based performance series assessments given periodically that provide staff with individual students reading lexile levels and charts students gains. Website provides resources to address students' individual needs and can generate

assessments for areas that need to be targeted for the individual students.

- Pearson Benchmark Exams- A web based formative assessment that provides staff with specific skills that students will need to be successful on the ELA exam.

Both Assessments are given periodically to monitor student's gains and gaps in reading levels and content skills. Teachers use the data provided by both assessments to guide instruction for students. After reviewing the data that both assessments provide many of the "newcomer ELLs" are reading below grade level because they struggle with academic vocabulary which affects their reading comprehension. They usually require lesson that target academic vocabulary acquisition. Most of the other ELLs read below grade level because they struggle with reading comprehension, requiring teachers to target reading comprehension skills in daily lessons along with addressing skills necessary for the ELA.

The results derived from State assessments, LABR and NYSESLAT results, ELL Interim Assessments, Pearsons Benchmark exams, Edperformance and teacher observations/ help to drive instruction to better address our ELLs' academic needs. These assessment tools are invaluable for outlining student goals.

According to the new 2013 Common Core Aligned ELA exam 76% of our sixth grade scored a level one. 23% of the sixth grade scored a level two. 84% of our seventh grade scored a level one, 15% scored at level 2. 90% of the eighth grade scored a level one and 10% scored a level 2.

Our ESL classrooms will continue to utilize the Pearson program and supplement with the new Scholastic Code X curriculum. Both programs encourage higher level thinking with emphasis on domain specific and academic language development through predictable and consistent routines which include daily oral language, reading and writing instruction. The ESL teacher will work closely with the ELA administrator and coordinator to develop rigorous lessons aligned to both curriculums.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. A review of the Spring 2013 NYSESLAT data revealed that the majority of our ELLs are approaching proficiency. 65% of our ELLs scoring Advanced, 19% scoring Intermediate and 16% scoring at the Beginning level.
(see chart below)

Spring 2013 NYSESLAT Percentages

	6	7	8
B	14	16	2
I	19	8	4
A	67	75	4

The majority of our ell students who have been receiving language services demonstrate consistent progression through the NYSESLAT modalities. In order to continue this progression towards fluency, instruction will include vocabulary reinforcement, visual aids, and small group activities in order to strengthen comprehension. ELL students whose scores did not demonstrate adequate yearly progress are targeted and receive additional support during extended day.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. The RNMR report that explains the modalities was not available October 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 4A. As per testing regulations newly admitted ELLs (in English speaking schools less than one year are administered the NYSESLAT in lieu of the ELA. However all students are required to take content area exams. These exams are available in translated versions. For the NYS Math exam the four students took the translated version. Three students scored a level 1 and the other scored a level 3.
 - 4B. ELL Periodic Assessments are valuable tools for driving instruction. Teachers and administrators use these results to group students so as to provide better language instruction. These ongoing assessments are used to monitor ELL students' progression toward fluency.

4C. The school is learning more information about ELLs using the results to implement in their instruction and continuously group students based on their needs from the new Periodic Assessments/ baselines. The content area baselines are available in translated versions and are available to the students.

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](#).)

N/A

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

6. Teachers make sure to consider our ELLs second language development by reflecting on data provided from the 2013 NYSESLAT, ELL Periodic Assessments and Content Area baselines.

7. For dual language programs, answer the following:

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

N/A

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

8. In order to evaluate the success of our ELL program, we use the results of state exams and assessments, as well as teacher made tests and observations. We monitor the growth of the students achieving proficiency. Students’ portfolio will provide sampling of students’ capabilities and progress.

Another way we evaluate the success of our program is by evaluating the data provided in the Closing Achievement Gap section of our current progress report. Our ELLs are continuing to make gains.

Percent at the 75th Growth Percentile or Higher:

English Language Learners:

	Our results	Points Earned
English	48.3%	0.12
Mathmatics	29.5%	0.08
English Language Learner Progress	51.7 %	0.11

Part IV: ELL Identification Process

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

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

The initial identification for English language service eligibility takes place during the registration screening. One or more of the following qualified personnel: ESL coordinator, assistant principal or ESL teachers conducts an informal oral interview and assists parents in completing the Home Language Identification Survey (HLIS) which is distributed in English and the various languages of our community. The HLIS provides a comprehensive profile of student who may be ELLs. Answers to the questions on this survey reveal the language dominance of the child, his/her home language environment, as well as, information about the child’s prior educational experience. Attentive engagement with the parents or guardians during the home language identification process guides us in determining the student’s ELL status. All questions on the HLIS are addressed during the informal oral interview where a trained pedagogue informs the parent of the ELL identification process.

During the initial screening, one of our qualified Spanish bilingual pedagogues serve as translator when necessary. During the

interview the parent is encouraged to inquire about all language programs available in the district

Once the ESL coordinator has identified eligibility for testing, qualified personnel will then administer the LABR within the ten day time frame. Students that score below proficiency on the LABR are eligible for language services. Students that score below proficiency on the LABR and whose HLIS indicates dominance in Spanish are also given the Spanish LAB to determine program placement. Newly admitted ELLs are entered on the ATS ELPC screen detailing ELL status and placement. Students who enter our school from another NYC public school with an existing test history in ATS are placed according to these scores. The NYSESLAT is administered annually to entitled ELLs as per the ATS RLER report. The NYSESLAT is administered each spring.

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 identification and placement orientation within the first ten days of their new students enrollment. This Orientation provides families with an opportunity to visit our Freestanding ESL classroom and other content classrooms, view a video in their native language describing the three language programs available (TBE, Freestanding ESL and Dual Language), and ask questions. It is at this time that the Guide for Parents of English Language Learners is distributed in the community languages including Spanish, Arabic, Bengali, Chinese/Mandarin, Hindi, Punjabi, and Urdu.
As part of the LEP identification process, students whose HLIS indicates a language other than English, are administered the LAB-R. Students who score at the beginning, intermediate or advanced level are LEP and are placed in a program within ten days of enrollment and as per parent choice. Parents are notified via the entitlement letter, or in person informing them that their child is entitled to ESL services. In order ensure that these parents understand all three program choices, they are given the opportunity to view a video describing all programs available in our district. This parent orientation is made available during the registration process and at various times during the year. Any parent, wishing to elect a program that is available at an alternate site in the district, is informed of their right to transfer to that school. If the selected program becomes available at our school, the parent will be notified via a phone call. Once the student is placed in the appropriate parent chosen language instruction program, a placement letter is issued informing the parents of their child's placement.
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 [\[see tool kit\]](#).)
Parent Surveys, Program Selection forms and entitlement letters are distributed at the identification and placement orientation within the first ten days of the new student's enrollment. Continued entitlement letters and Transition letters are distributed in community languages in the first few weeks of school when students are programmed. These forms are distributed in person or are sent home in the student's homework folder. A log is maintained to ensure that each student has the correct document on file. If a parent has not returned a form, our esl coordinator, parent coordinator will contact the parent via phone calls, letters, or a one on one meeting to ensure that their selection has been honored. Additionally, parents are informed that their child may be placed in the Freestanding ESL program if the program choice forms are not returned to the school. All returned forms (entitlement letters, parent surveys and program selection forms) for the present school year are filed by grade in the ESL office. Returned forms from previous years are filed and stored in a secure place for the duration of the students' academic career.
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.
Once the ESL coordinator has identified eligibility for testing, qualified personnel will then administer the LABR within the ten day time frame. Students that score below proficiency on the LABR are eligible for language services. Students that score below proficiency on the LABR and whose HLIS indicates dominance in Spanish are also given the Spanish LAB to determine program placement. Newly admitted ELLs are entered on the ATS ELPC screen detailing ELL status and placement. Placement letters are provided to the parent at the orientation or backpacked. Students who enter our school from another NYC public school with an existing test history in ATS are placed according to these scores. These students are provided continued entitlement letters. The NYSESLAT is administered annually to entitled ELLs as per the ATS RLER report. The NYSESLAT is administered each spring. Students that score below the Proficient level are then programmed to receive the mandate minutes of services the following Septemeber and are provided the Continued Entitlement Letter. Students that score a Proficient level will be programmed for their one period of transitional services and receive the Transition Letter the following September.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered annually to entitled ELLs as per the ATS RLER report. The NYSESLAT is administered each spring. The speaking subtest of the NYSESLAT is administered individually to all entitles ELLS. Each students is scheduled with a procter individually during the testing window allotted. The listening, reading and writinig subtests of the NYSESLAT are administered as a groups based on grade level and testing accomodation during the testing window according to the citywide testing calendar. A student is considered ELL until he/she passes the NYSESLAT exam.

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. *①*
 Upon review of the Parent Survey and Program Selection forms of the past few years, the trend is as follows:

Parent Survey Results			
	TBE	ESL	DUAL
2013	1	2	2
2012	0	4	1

The majority of our parents have selected the freestanding ESL over Bilingual programs for the last few year. Therefore the programs at are school are aligned to parents requests.

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])?
 - 1 a. The organizational model for ELL instruction at is a Freestanding ESL pull out program.
 - 1 b. Our freestanding ESL program consists of three grade level heterogenous proficiency grade level classes and five mixed grades heterogenous proficiency leveled classes based on the Spring 2013 NYSESLAT. ESL students are registered in multiple classes.
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)?

To ensure that the mandated number of instructional minutes is provided according to proficiency level in our Freestanding ESL program the ESL coordinator/teacher works closely with the schools programmer. Students that scored Advanced proficiency are provided with 180 minutes of ESL and ELA. Students that scored at the Beginner/ Intermediate level are provided 360 minutes of ESL.

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

Our Freestanding ESL program's curriculum is closely aligned to the ELA curriculum. The Pearson's Language Central Program is Common Core aligned and follows the same unit themes as the ELA's Pearson Curriculum that is also Common Core aligned. In our freestanding ESL program all ELL students are taught in English and mainstreamed into all subjects throughout the day. English language Arts is taught using both ESL and English language arts methodologies. Content areas are taught using ESL strategies such as extensive use of visuals, repetition to promote oral language development. Scaffolding strategies is infused into the instruction of our ELL students. Native language support such as the use of bilingual dictionaries, materials in native languages, and strategic homogenous linguistic grouping is provided. All ESL students are mainstreamed with content area specialists in Science, Social Studies, Math and other contents. All advanced ESL students are mainstreamed for Language Arts.

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

At I.S. 27 we evaluate ELL students using a Bilingual Psychologist and the DOE Cascade if student language is not available. The following assessments are used; WISC4 for cognitive development, and the Woodcock Johnson 3 Munoz for academic intervention. If the student's language is not available we contract out to different agencies or use the DOE Translation Unit. The new Common Core Periodic Assessments/ Baselines are available in translated versions and are ordered for students needing translation.

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

The Common Core Standards require all four modalities of Listening, Speaking, Reading and Writing to be addressed. Since our ESL curriculum is Common Core aligned each unit theme has tasks that address and assess all four modalities.

ELL students are also evaluated on all four modalities through the following assessments: The ELL teacher informally assess all four modalities with the classroom on a daily basis The teacher also uses the NYSESLAT test prep to informally assess all four modalities once a month. ELLs take the ELL periodic assesment in October and in March which assess the modalities of reading, writing and listening and provides predictive scores for each student. ELLs also take the Pearson Benchmark exams which are assessed four times throughout the year evaluating reading and writing skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Instructional Plan for SIFE:

- Literacy and Content courses that are thematic coordinated and encourage transfer of learning across content areas.
- Follow up on content and skill development provided by double period ESL programs.
- Small classes, individualized attention from ESL teachers.
- Title III
- Extended Day
- Technology: Smart board, Pearson's Program/ Translated Version

6b. Instructional Plan for Newcomers 0-3 years:

- ELL newcomers are given same language buddies as soon as they enter our school.
- Small group instruction
- Title III
- Bilingual and Picture Dictionaries
- ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL Common Core standards.

- Extended Day
- Technology: Smart board, Pearson's Program/ Translated Version

6c. Instructional Plan for ELL's receiving service 4 to 6 years:

- Small group instruction
- Title III
- Bilingual and Picture Dictionaries
- ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL Common Core standards.
- Extended Day
- Additional Remedial Periods of Content Areas needed.
- Technology: Smart board, Pearson's Program/ Translated Version

6d. Instructional Plan for ELL's receiving service for more than 6 years:

- Small group instruction
- Title III
- Bilingual and Picture Dictionaries
- ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL Common Core standards
- Extended Day
- Additional Remedial Periods of Content Areas needed
- Technology: Smart board, Pearson's Program/ Translated Version

6e. Instructional Plan for Former ELL's receiving service for Former ELLs in years 1 and 2 after testing proficient

- Small group instruction
- ELA pacing calendar, which adheres to New York State ELA and Common Core standards utilizing ESL methodologies
- Extended Day
- Additional Remedial Periods of Content Areas needed
- Technology: Smart board, Pearson's Program/ Translated Version
- Continue to receive ELL testing modification of time and a half, translated versions and bilingual glossaries

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?

Teachers of ELL's - SWD's use scaffolding strategies through the use of Prentice Hall/Pearson Literature Language Central, Pearson Literature and Reality Central support which offers a variety of opportunities for ELL's to produce language, and dig deeper into critical vocabulary and comprehension skills in all content areas. Content Areas teachers of ELLs- SWD's utilize common core aligned content area curriculums and differentiate instruction lessons for their students. Teachers work collaboratively and flexibly to ensure that all students receive their mandated services.

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?

Teachers of ELL's - SWD's and ESL teacher's curriculum are closely aligned. Common Planning opportunities are available for the teachers to meet to discuss students goals, strategies and methods to take to attain individual students' goals. Teachers and other related service providers have worked closely to develop a program where students mandated needs by homeroom placement and periods of pushing in and pulling out to ensure that their individual needs are met. ELLs-SWDs are programmed during periods with non-disabled peers during different times throughout the day.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

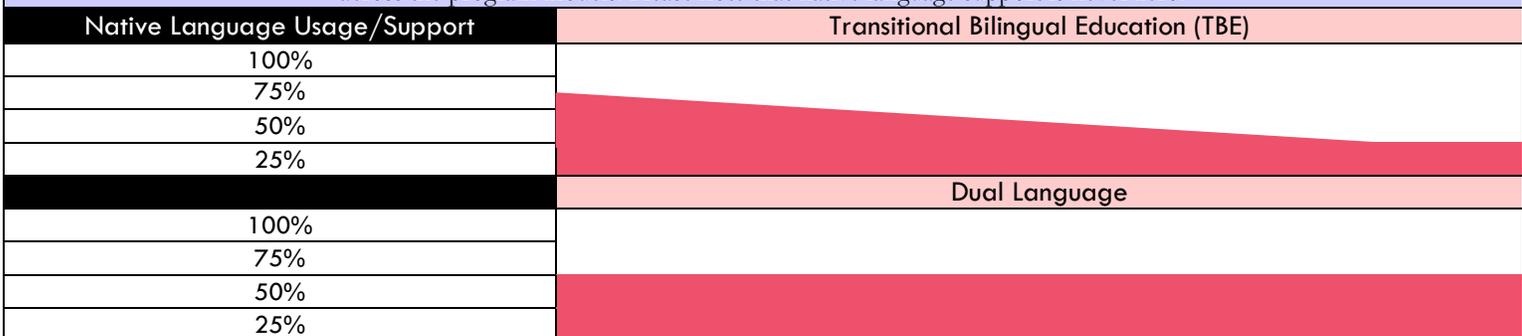
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

After evaluating the data provided in the Closing Achievement Gap section of our current progress report we acknowledge that ELLs are continuing to make gains. However, we continue to target them in our CEP's first Goal in ELA, Math and Science.

Percent at the 75th Growth Percentile or Higher:

English Language Learners:

	Our results	Points Earned
English	48.3%	0.12
Mathematics	29.5%	0.08
English Language Learner Progress	51.7 %	0.11

Our target interventions for ELLs are offered in English only: In Academic Writing in all Content Areas for Title III, ELA and Math for Long term ELLs and the Extended Day. We employ the following programs: Pearson Literature Adapted for ELLs, , Classroom Libraries in English and Native Languages, Destiny Program in the school library provides fiction and non-fiction ebooks in English and Native Languages.

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 effectiveness is currently evaluated on the progress of the students gains in proficiency levels based on the NYSESLAT. We evaluate the amount of students that score proficient as well as one level of proficiency gained.

Number Of Students Scoring Proficient or Gaining One Level of Proficiency

According to Spring 2013 NYSESLAT

Levels	# of Students
Proficient	9
Beginner to Intermediate	1
Intermediate to Advanced	5

Number Of Students Scoring Proficient or Gaining One Level of Proficiency

According to Spring 2012 NYSESLAT

Levels	# of Students
Proficient	16
Beginner to Intermediate	2
Intermediate to Advanced	3
Beginner to Advanced	2

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

A program that will be considered for further incorporation to our current Pearson Language Central Curriculum is Kate Kinsella's Academic Vocabulary Toolkit

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

None of the current programs/services will be discontinued.

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

All ELL's are afforded equal access to all school programs through school wide announcements, letter correspondence and teacher-parent communication. Afterschool programs such as Sports and Arts are offered to all students in the building.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

The use of technology such as smart boards and laptop carts are readily available for ELLs. Our freestanding ESL program along with content- area classrooms uses the Workshop model.

Other materials used are:

- Brain Pop ESL
- Empire State NYSESLAT Prep Books
- High Point Series Hampton Brown Publishing
- Bilingual Dictionaries
- Picture Dictionaries
- ESL and Multicultural Libraries
- Prentice Hall/Pearson Literature Language Central, Pearson Literature and Reality Central

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

Native language support is provided through multicultural libraries, bilingual dictionaries and materials. The Office of Translation Services and Multilingual Handouts support native languages. Native language is provided when the need is identified. Bilingual glossaries (Spanish, Arabic, French) are available to all teachers in Math, Social Studies and Science. Teachers group students together of the same language for certain activities so that they can assist each other and respond in their native language.

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

In correspondence to ELLs age and grade levels required services and support are delivered by ELL personnel observing NYSESLAT scoring. If ELL personnel observes through the NYSESLAT reports that after three years a student has demonstrated a lack of significant progress then the student is recommended for further evaluation.

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.

Newly enrolled ELLs are given same language buddies as soon as they enter our school.

18. What language electives are offered to ELLs?

The language electives that are offered to ELLs are French and Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. The following personnel are involved in receiving professional development through Office of ELLs, ESL Coordinator, Manhattan/SI-BETAC or ELL Compliance Specialist; Assistant principals, common branch teachers, guidance counselors, special education teachers, secretaries, and parent coordinator.

Professional Development opportunities will be available such as the following:

- Identifying ELL data through ARIS
- Understanding the NYSESLAT exam
- QTEL - scaffolding instruction
- LAP - ELL case studies
- Looking for writing responses for NYSESLAT and NYS ELA
- Common Core Content Area Training provided by the Office of ELLs

Our professional development plan for all ELL personnel will be ongoing and the following:

- Making content comprehensible for ELLs
- Demonstrating strategies to use with ELLs, including Native Language support
- Enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth
- Common Core Content Area Training provided by the Office of ELLs

2. Professional Development is offered to teachers of ELLs, supporting ELLs as they engage in common core learning standards through the Office Of ELLs. Teachers of ELLs are provided information via email. Information is then turn-keyed to the other staff members during common planning time.

3. ESL teachers coordinate with administrators, team leaders, guidance counselors, and magnet specialists to notify teachers of 6th and 8th graders who are receiving ESL services. We also discuss the subgroup of each student (SIFE, Long-Term ELL, newcomer, and SWD's) and the affect it may have on their transition from 5th to 6th and from 8th to high school. As the ESL teacher recieves ongoing professional development she will then turn key the information to administrators, team leaders, guidance councilors, and magnet specialists. IS 27 has several information nights from the different feeder schools. Guidance councilors of ELLs remain in contact with the teachers to share information about personal problems these students may have with their transition. Guidance councilors along with the ESL teacher work collaboartively to program the incoming 5th graders and with the highschoools to individually program to 8th grade transitioning to highschoool.

4. The teaching staff at Anning S. Prall is given many opportunities to attend professional development, pertaining to ELLs, throughout the school year. Training by the ESL teachers and ELL specialists is ongoing. A portion of our teachers have their mandated 7.5 hours of ESL training. All ESL PD attended by ELLs personnel is then turn-keyed to team leaders and assistant principals, who are able to relay the information to the rest of the staff through academy and team meetings. Minor teachers are encouraged to infuse these strategies and insights gained. Teachers are required to bring in completed documentation of worshop if out of the building. A certification of completion is then given.

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. Parent involvement is very important. All Parents are asked to participate with numerous committees. Examples of these are Hospitality – parents are asked to set up refreshments for meetings and activities. Also there is a Title I committee – parents discuss ways they feel funds would be useful and or helpful to the families in our school community. Fundraising – parents look into different ways to bring funds into the school so our students don't have to be burdened with as many fees/expenses. We also ask parent to volunteer their time to help with the school book fair when it fits their individual schedules. Parent volunteers also translate at Parent Teacher Association meetings.

Role and Responsibilities

Parent Coordinator is a part of the administrative team working under the supervision of the principal. Parent Coordinator will engage with and involve parents in the school community by working with the principal, teachers, school staff, school leadership team, parent/teacher association, community groups and parent advisory councils.

This position focuses on creating a welcoming environment for parents. The Parent Coordinator will identify parent and related school/community issues and work with the principal to see they are addressed in a timely manner

Increases parent involvement in the school by working closely with all school, parent and community organizations

Serve as a facilitator for parent and community concerns, issues including, for example, school policies or facilities issues

Conduct outreach to engage parents in their children's education.

Assist parents to navigate the Department of Education system.

Provide parents with resources.

Convene regular parent meetings and events around topics of key concerns to parents

Attends parent meetings along with principal where appropriate

Works with the school parent association where needed to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660

Serve as a school liaison to Central and Field based parent support staff

Maintain ongoing contact with community organizations that are involved with providing services to the school's educational program

Organize events to increase parental and community involvement and create a welcoming school environment to parents.

2. Every month there is a PTA meeting where information is given to let parent and students know what is going on in the community we also put that same information on our school website so parents who are unable to come will get the same information. At these meetings we also focus on a specific topic for the month. Example for the month of November we will be focusing on how to access your Aris account, (we will have teachers and lap tops available for parents to get hands on help). In the month of December we usually have a fire safety Topic, (an Officer from the FDNY comes and discuss all of the household do's/don'ts). Tutoring providers (SES) have bilingual staff. Another resource that provides workshops and development is the community based organization Staten Island Mental Health.

3. Families usually let us know their needs or if they are having any concerns. We also send out several surveys to get input from families who may not want to speak face to face. We offer workshops on family issues and concerns.

4. The activities that we do are usually ones that are informational and help bring our school community closer. An example of this is our International Night. We ask parent to bring in different foods from their country/heritage and tell a little about it, this brings a better understanding of all of the different cultures in our school community. It also helps parent that are new to the school socialize and that make a better school community. Based on responses from survey and from individual requests, workshops are presented.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Anning S Prall

School DBN: 31R027

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tracey Kornish	Principal		1/1/01
Marie Grandner	Assistant Principal		1/1/01
Catherine Mayo	Parent Coordinator		1/1/01
Kara Ryan-Schultz	ESL Teacher		1/1/01
Gina Mohammed	Parent		1/1/01
Maureen Bridgman/ Special Ed.	Teacher/Subject Area		1/1/01
Tina Bolger/ Speech Pathologis	Teacher/Subject Area		1/1/01
Carol Losi	Coach		1/1/01
	Coach		1/1/01
Laura Hayes	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R027 School Name: Anning S Prall

Cluster: 6 Network: 604

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.

To ensure that all parents are provided with appropriate and timely information in a language they understand, we

- Examine the HLISs (Home Language Instruction Survey) completed upon admission
- Check and enter language preference on ATS report which provides us with the following information :
 - o 297 Spanish
 - o 22 Arabic
 - o 14 Chinese
 - o 12 Urdu
 - o 10 Albanian

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found an overwhelming majority of our parents require written translation and oral interpretation in Spanish. These findings have been communicated to the school community at:

- Faculty Meetings
- Department Meetings
- Inquiry Meetings
- Grade Content Meeting
- Academy Meetings

- LAP Meetings
- Guidance Meetings
- Safety Meetings
- Pupil Personal Team Meetings
- PTA Meetings
- School Leadership Team Meetings.

Translation Services are available through the DOE website, Over- the- Phone Interpretation Services, and DOE Cascade. School announcements are sent to the parents through the School Messenger in different languages and all written notices are translated.

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.

Written translation services are provided by the Department of Education Translation Services. All important documents such as the Parents Bill of Rights and other plans are requested in the languages needed. The required two weeks notice is provided so that we receive the translated documents in a timely fashion. Translation in Spanish, Arabic, and Albanian are provided by staff members that speak those languages.

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.

Oral translation services are provided in-house by school staff and where appropriate, by a student translation team. The Department of Education Translation Services and Over-the-Phone Translation Services are also used. For nights when there are a larger demand for translation such as Parent Teacher night, oral interpreters are hired to assist the staff.

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>.

All the requirements of Section VII of the Chancellor's Regulations A-663 regarding notification requirements for translation and interpretation services are reviewed each year to ensure that they are in place.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Anning S. Prall	DBN: 31R027
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):

Part B: Direct Instruction Supplemental Program Information

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

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for this program: based on the 2013 administration of the NYS ELA students in the 6,7, and 8th grade performed in levels 1 and 2. Based on the 2013 administration of the NYSESLAT our school did not make AMAO 1.

Afterschool Program: 40 Middle year and long term ELLs and SWD ELLS (23 out of the 40 students are SWD's) in grades 6,7,and 8th grade will be targeted for this program All of these students are serviced by the ESL teacher. On Mondays and Tuesdays, from 3:30-5:30 January through June, 45 two hour sessions. Staffing will consist of 1 certified ESL service provider and 1 certified SWD teacher currently teaching ELA . Students will be divided into two groups based on proficiency level and ELA score (20 Students per group). Each group will receive one hour of intruction from the ELA/SWD teacher and one hour from the ESL teacher. Our instructional goal will target academic gaps in students' reading and writing skills by providing interventions in reading and academic writing to develop proficiency and improve one proficience level for the 2015 NYSESLAT exam and improvement of one grade level on the NYS ELA exam. Materials used to support ESL instruction will include a variety of fiction and nonfiction books, technology and software. Focused Reading Intervention program will be purchased to help provide reading interventions.

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: Based on Quality Review, observations conducted by administrtation and staff's request the following topics have been and will continue to be addressed during the 80 minutes of professional development time.

* Facilitator Debbie Tasioudis- focuses on good practices regarding collaborative inquiry. Staff will learn and continue to learn how to analyze student work produced by strong instructional tasks, examining CCLS to identify points of alignment and surface gaps. Staff will discuss implications for planning.

*Facilitator MJ Edwards- focuses on effective classroom management/discipline in order to reach and engage all learners.

*Facilator Donna Mehle- focus on skills that support student engagement, well paced lessons,

Part C: Professional Development

generating connections to prior knowledge and deeper understanding through formative assessments. While contuing to emphasize that Activators offers for ELLs practice using langugae for authentic communication, peer interaction to promote reading comprehesion, frequent formative assessment, oppourtunities to develop proficiency with academic English.

* Facilatator Randy Soderman- focuses on strategies and professional resources that support ELL in their language acquisiton. Soderman also addressedand continue to address topics such as: academic vocabulary, strategies to engage and deepen ELLs content understanding, changes to ESL CCLS, and ammendments to CR 154. In addition to the training she provided on 11/4/14, she has been invited to come back to continue to develop our staff for two days a month until June. Randy Soderman will continue to visit to observe ELL teachers periodically and provide feedback to further develop instruction.

*Compliant Vs. Engaged facilatated by Jessica Jenkins focused on creating and inspiring students through engaging instuction. Addressing recognizing students that are engaged in learning through Danielson's framework with strong instructional CCLS aligned tasks was attended, and will continue to be attended by ESL certified teacher along with content area staff that will turnkey information to staff.

*ELL certified teacher will attend network monthly ELL meetings and turnkey information to staff on the following dates: 9/24, 11/5, 12/18, 1/22, 3/19, 5/TBD

*ELL certified teacher will attend New York State Associate for Bilingual Education Conference on March 6-8, 2015 and turnkey information to staff. *ELL certified teacher wil continue to attend professional development offered by OELL focusing on aligning standards to CCLS, early literacy skills, academic writing, and testing information dates TBD. *Professional Development will continue to be based on needs found within collaborative inquiry groups on successful strategies that were implemented within the classroom focusing on helping students gain on level of proficiency on the ELA and NYSESLAT.

Part D: Parental Engagement Activities

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

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

Begin description here: The rationale is to include ELL parents in the academic success that will impact higher achievement for ELL's. The topics covered are scheduled according to need and interest.

*Parents will be invited to attend a workshop prior to Title III program commences to present the benefits of their child attending the program and explain instructional goal. Parents will also be introduced to the Focused Intervention Program which will be the primary instructional materials for the program. Parents will be provided with language acquisition services available for adults.

Parents will be invited in March to attend a meeting midway through the Title III program to celebrate students work and gains.

Part D: Parental Engagement Activities

Parents will then be invited to attend a meeting after the Title III program has completed to celebrate students work, gain and observe the child receive a certificate of completion award.

*Parents will be invited to attend a workshop focusing on the format of Spring 2015 NYSESLAT exam and test taking strategies to help their child gain one proficiency level.

Parents will be invited to attend to the New York State Association for Bilingual Conference on March 6-8, 2015.

PTA Meetings with interpreter: 9/16, 10/14, 11/25, 12/9, 1/13, 2/10, 3/10, 4/14, 5/19

The parents will be notified through oral and written translated communications and the School Messenger

October 9- High School Information Night- Parents of all students were invited to learn about local high schools in the area and how to correctly complete their child's application.

October 29- Open Safety Meeting- Parents of all students were invited to learn about the school's safety plan currently in place.

November 20-Title One Information- Held by parent coordinator- discussing Title I, explanation of services/resources and how parents can be involved in the process.

December 6- Chancellors Parent Workshop- focusing on information about Bilingual Education and IEP process.

Feb TBD- Parent Coordinator with one content to hold meetings focusing on Math and then another on ELA- explaining to parents the standards and what their children will learn this year.

March/April TBD- Urban Advantage Family Trip- hosted by parent coordinator along with a staff member from Urban Advantage- gives families the opportunities to visit museum, research process and project development

April TBD- Foreign Language Fair/ Pot Luck Dinner- Hosted by parent coordinator opportunity for parents to view student's work and prepare cultural cuisine to learn from one another.

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)	_____	_____

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____