



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):	12X050
School Name:	CLARA BARTON SCHOOL
Principal:	KIM NOHAVICKA

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: CLARA BARTON SCHOOL School Number (DBN): 12X050
School Level: ELEMENTARY Grades Served: 4TH AND 5TH
School Address: 1550 VYSE AVENUE BRONX, NY 10460
Phone Number: 718-542-2650 Fax: 718-589-7284
School Contact Person: KIM NOHAVICKA Email Address: KNOHAVI@SCHOOLS.NYC.GOV
Principal: KIM NOHAVICKA
UFT Chapter Leader: ERSELL ANANIAS
Parents' Association President: RAYMOND CASUL
SLT Chairperson: ROXANNE HOLLOWAY
Student Representative(s): NA

District Information

District: 12 Superintendent: RAFAELA ESPINAL PACHECO
Superintendent's Office Address: 1434 LONGFELLOW AVENUE ROOM 409 BRONX, NY 10459
Superintendent's Email Address: RESPINA@SCHOOLS.NYC.GOV
Phone Number: 718-328-2310 Fax: NA

Cluster and Network Information

Cluster Number: 6 Cluster Leader: JOSE RUIZ
Network Number: 606 Network Leader: PETRINA PALAZZO

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim Nohavicka	*Principal or Designee	
Ersell Ananias	*UFT Chapter Leader or Designee	
Raymond Casul	*PA/PTA President or Designated Co-President	
Sharonda Trotman	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Jose Rosario	Member/Parent	
Krystal Torres	Member/Parent	
Alicia Santiago	Member/Parent	
Mildred Medina	Member/Parent	
Roxanne Holloway	Member/Teacher	
Patricia Conley	Member/Paraprofessional	
NA	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Test results from 2013-2014 NYS Exam-Lowest-Third, RTI/SIT Referrals	Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, iReady, Kaplan, BrainPop, SuccessMaker	Small groups	During the school day and after-school
Mathematics	Test results from 2013-2014 NYS Exam-Lowest-Third, RTI/SIT Referrals	GoMath- Tier program, Kaplan, iReady, BrainPop, SuccessMaker	Small groups	During the school day and after-school
Science	Test results from 2013-2014 NYS Exam-Lowest-Third, RTI/SIT Referrals	Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, USA Today, World Book, BrainPop	Small groups	During the school day and after-school
Social Studies	Test results from 2013-2014 NYS Exam-Lowest-Third, RTI/SIT Referrals	Repeated readings, Recipe for Reading, Readwell, 100 Book Challenge, USA Today, World Book, BrainPop	Small groups	During the school day and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Observations, and/or Requests, Student Assessments, RTI/SIT Referrals	Guidance Counselor and SAPIS Worker	Small groups	During the school day and after-school

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

As articulated in Section A, in sub section, School Overview on pages 2-3 the goals which are aligned with our ELT programs are as follows:

SIG Goal #2: Teachers will embed systematic cycles of monitoring and revising student achievement both qualitative and quantitative data for continuous improvement.

SIG Goal #3: Support the school community in the development of a culture of consciousness around social/emotional wraparound support programs resulting in problem solving strategies for all sectors.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

The target population for the program is all students.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

As articulated in Section H, sub section, Use of Time on page 15, the components of our ELT program are articulated. Further demonstration of the programs provided in our approved SIG plan are listed below, as well as ELT funded by Priority/Focus allocation:

“Moving Forward, Together” ELA and Math Instructional ELT Program (Tuesdays, Wednesdays and Thursdays)

1. On Tuesdays students engage in recreational programs facilitated by “The Leadership Program. This CBO program provides a safe place for students to cultivate their creativity and develop their personal, emotional and social

responsibility through a variety of creative arts and recreational activities. Programs link to Common Core State Standards and STEM principles, in addition to linking to the school day.

2. Wednesdays and Thursdays program will be run and supervised by our NYS certified staff. The two days consist of instruction in English Language Arts and Math in a blended learning format. Kaplan test prep materials will provide students with grade level practice and targeted instructional support. This is supported by Successmaker, a research-based computer program that is integrated into the afterschool curriculum to allow for individualized student instruction, captures student interest and strengthens student engagement at a level that is appropriate for each learner. It assesses students to create an initial placement and generates assignments based on that assessment and tracks their progress. Teachers can log in and add assignments to match student need as evidenced by Kaplan instruction. This program will allow us to bridge the gap between what is required on state exams this year, and for future Common Core State Standards assessment requirements. This program is further supported with the following online programs: USA Today, BrainPop and World Book.

“Literacy Through Exploration” ELT Program (Saturdays)

This program will offer varied opportunities for students to rotate through. We are engaging students in social skill building activities that support their social and emotional growth in a fun and team building program utilizing our library and project based learning. This is a bundled program provided by certified school staff and CBO “The Leadership Program.”

Children’s Aid Program

This CBO offers, in conjunction with us, an ELT program Monday through Friday. Their program addresses the academic and social/emotional needs of each child. They provide targeted ELA and Math assistance, as well as homework help, arts, cooking, archery, crafts, dance and sports. This CBO also offers holiday and vacation programs to all students.

Program Breakdown:

“Moving Forward, Together” ELA and Math ELT Program Hours per week: 9 Hours a Week
 Tuesday’s 2:20-5:20, Wednesday’s 2:20-5:20, Thursday’s 2:20-5:20 (22weeks/ 64 Days) *Program Total of 192 Hours

“Literacy Through Exploration” ELT program Hours per week: 3 hours
 Saturday 9:00-12:00 (14 Weeks/ 14 Days) *Program Total of 42 Hours

“Children’s Aid Society” ELT Program Hours per week: 15 hours and 50 minutes
 Monday-Friday 2:20-5:30 (35 Weeks/5 days a week) *Program Total of 554.20 Hours

Totals Hours Offered: 192 + 42 + 554.20= 788.20 Hours

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Permission slips were provided to all students. A second round of permission slips were provided during parent teacher conferences. School Messenger was used multiple times to send a phone blast announcing each program and who to contact to receive further information. On an ongoing basis, if a child is referred to RTI/SIT they are again offered placement in one or all of our programs. As a SIG funded school, we participate in SED performance management monitoring. We submit reports to SED whereby our student attendance for all of our ELT programs are monitored. Our program goal is to ensure that 50% or more students are participating. If students are absent, parent outreach occurs.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The Key personnel responsible for implementation and oversight is articulated in section H, sub section: Use of Time on page 15.

“Moving Forward, Together” Program Breakdown:

The “Moving Forward, Together” ELT program is being supervised and coordinated by our Assistant Principal. Our NYS certified school staff and the CBO, “The Leadership Program, will implement the program.

Tuesdays are implemented by “The Leadership Program.” They have three instructors and one supervisor. We support them with our administration and two paraprofessionals. Students rotate between two of three recreational programs during the three hours.

Wednesdays and Thursdays are implemented by our NYS certified school staff. We have one supervisor, three teachers, two paraprofessionals, and one school aide. Students rotate between direct teacher instruction and a blended learning online programming.

“Literacy Through Exploration” Program Breakdown:

The “Literacy Through Exploration” ELT program is being supervised and coordinated by our Assistant Principal and “The Leadership Program” staff. Our NYS certified school staff and “The Leadership Program” will implement the program.

There will be two NYS certified teachers, two paraprofessionals and one staff member from “The Leadership Program.” Students will rotate between two instructional and recreational activities.

“Children’s Aid Society” Program Breakdown:

The “Children’s Aid Society” ELT Program is being supervised and coordinated by our Assistant Principal and the Community Based Organization. The program is implemented by Children’s Aid Society staff, along with teachers and paraprofessional support from our staff. Students rotate between seven instructional and recreational activities, with students being pulled out for intervention services as needed.

**Students can attend both “Moving Forward, Together” and “Children’s Aid Society” programs. They are rotated in and out of the program based on the programs they attend.

***Children’s Aid Society ELT Program also takes place during all holidays and vacations.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The resources for the ELT program are funded through SIG, this is articulated in Section H, sub section: Use of Time on page 15. While we are only required to offer 200 additional hours, total additional hours of extended time provided for our students is 788 hours inclusive of after-school as well as Saturday.

Part 3c. Timeline for implementation and completion, including start and end dates.

“Moving Forward, Together” ELA and Math ELT Program

Hours per week: 9 Hours
 Tuesdays 2:20-5:20, Wednesdays 2:20-5:20, Thursdays 2:20-5:20 (22 weeks/ 64 Days) *Program Total of 192 Hours
Start Date: Tuesday, October 28th
Completion Date: Wednesday, April 30th

“Literacy Through Exploration” ELT program

Hours per week: 3 hours
 Saturday 9:00-12:00 (14 Weeks/ 14 Days) *Program Total of 42 Hours
Start Date: Saturday, January, 10th
Completion Date: Saturday, May 16th

“Children’s Aid Society” ELT Program

Hours per week: 15 hours and 50 minutes
 Monday-Friday 2:20-5:30 (35 Weeks/5 days a week) *Program Total of 554.20 (Does not include vacation and summer ELT hours)
Start Date: Monday, September 8th
Completion Date: Thursday, June 25th

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
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X	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											
All funding sources are indicated											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

SIG Goal #2: Teachers will embed systematic cycles of monitoring and revising student achievement both qualitative and quantitative data for continuous improvement. (4.5 Use of data, instructional practices and student learning.)

Mid-Point Benchmark:

1. By February 2015, there will be a 10% increase of students scoring at or above proficiency on ELA & Math assessments. (October-February-June)
2. By February 2015, there will be growth in the amount of students showing progress on the eIRLA. (October-February-June)

SIG Goal #3: Support the school community in the development of a culture of consciousness around social/emotional wraparound support programs resulting in problem solving strategies for all sectors. (5.4 Safety)

Mid-Point Benchmark:

1. By February 2015, there will be a decrease in OORS reports by 2% due to implementation of all of the intervention provided through the SIG. (October-February-June)

Part 5b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	NA	Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
NA				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

As articulated in Section E, sub section I on page 7 of the approved SIG plan, all teachers are 100% Highly Qualified.

2b. 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).

As articulated in Section F, sub section I, pages 8-10 the partnerships and high quality PD for teachers, principals and paraprofessionals is articulated. These trainings will enable all students to meet the common core standards. Further demonstration of the professional development is shown below:

- Turnaround For Children provides weekly staff development on Kagan Cooperative Learning Structures to increase student engagement, provide resources for group work structures and support the social and emotional growth of students.
- Generation Ready also provides weekly academic professional development in literacy and math that imbeds rigor and targeted feedback to students that will increase individual student growth.
- Fordham's ESL program is an available consultant to work with our ESL team.
- American Reading program provides support for 100 Book Challenge and eIRLA assessment Tracker.
- Datacation provides PD for teachers on data collection and analysis.
- Teachers also participate in Children's First Network professional development sessions and turnkey to school staff. This is supported financially by Citywide Instructional Expectation monies used to provide absence coverage for teachers attending professional development.

Staff completes ongoing professional development surveys to indicate areas of strength and need. This information is collected and utilized to plan targeted professional development opportunities to address individual and school wide needs. Surveys are further utilized to identify "Staff Support Specialists" who provide support to fellow staff members based on areas of strength. Staff meets weekly during mandated professional development for 80 minutes on Monday to receive support and training based on survey results and Citywide Instructional Expectations. Feedback sheets are collected after each professional development session; information is collected and shared with staff during morning

announcements and Principal Feedback Reports. Teachers are also provided with weekly Collaborative Learning Team time to work on student progress, plan instruction and collaborate on best practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. 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.).

We are a phase out school. We only house grades 4 and 5, therefore we do not take in children from early childhood programs.

4b. 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.

Multiple assessment measures are determined with teacher input by the MOSL and Leadership Cabinet. Assessments were discussed and selected to ensure that the testing schedule was not overwhelming for students or teachers. This further allows us to conduct inquiry cycles to look at the data and utilize it for planning next steps.

Teachers meet for one hour every Tuesday, during mandated Inquiry Team time. During this allocated time teachers are provided with guided support in participating in the inquiry cycle.

The Leadership Team meets at least twice a month to review the school-wide data and practices.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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

		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	\$167,191.	X	Section F, sub section I, pg 8-10, (SIG)
Title I School Improvement 1003(a)	Federal	\$16,961.	X	SCEP-A (ELT Plan Pg. 9
Title I Priority and Focus School Improvement Funds	Federal	\$40,469.	x	SCEP – A (ELT Plan) pg. 9
Title II, Part A	Federal	\$159,379.	X	Section H, sub section:use of time , pg. 14 (SIG)
Title III, Part A	Federal	N/A	N/A	NA
Title III, Immigrant	Federal	N/A	N/A	NA
Tax Levy (FSF)	Local	\$791,147.	X	Section G, organizational plan, pg. 10-11 (SIG)

¹**Explanation/Background:**

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

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

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

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

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.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.



The Clara Barton School – Public School 50x
1550 Vyse Avenue, Bronx, NY 10460 Phone (718) 542-2650 Fax (718) 589-7284
Kim Nohavicka, Principal Rose Ragone, Assistant Principal

Parent Involvement Policy (PIP)

2014-2015

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 the school. The Clara Barton School, PS 50x, 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 the school and the families. The 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 the school community. The Clara Barton School, PS 50x, 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 the school community;

The 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. The 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 the 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-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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, 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 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 the school and will work to ensure that the 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;

The 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-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;
- 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 (SPC)

The Clara Barton School, PS 50x, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

- observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

IV. 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;

V. 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.

**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 12	Borough Bronx	School Number 050
School Name Clara Barton		

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 Kim Nohavicka	Assistant Principal Rose Ragone
Coach Aida Valis/CB/ESL	Coach Evelyn Nieves/CB
ESL Teacher Erica Van Patten	Guidance Counselor Wendy Turner
Teacher/Subject Area Roxanne Holloway/Library	Parent
Teacher/Subject Area Veronica Gonzalez/ESL	Parent Coordinator Sonia Caraballo
Related Service Provider Vivian Mendez/Special Ed	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	183	Total number of ELLs	21	ELLs as share of total student population (%)	11.48%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

	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	11	2	3	10	0	8	0	0	0	21

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	11	2	3	10	0	8	0	0	0	21
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

*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				5	8	7								20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	6	8	7	0	21						

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)				1	4	2								7
Intermediate(I)				4	2	4								10
Advanced (A)				1	2	1								4
Total	0	0	0	6	8	7	0	21						

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	4				4
5	6				6
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		2				7
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.
Early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal assessments will include Fountas and Pinnell, DRA and the ELL periodic assessment. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. We will

also use F&P and DRA running records for at risk students. The assessment results are analyzed to create after school and extended day groupings for ELLs and to differentiate instruction according to students' needs during the school day. For example, students are grouped according to reading level and scaffolded instruction is implemented so that students can have access to grade level material. According to the assessment data, most ELLs are having difficulty with reading comprehension and are at least 2-3 grades below reading level. These ELLs are given specific reading instruction during the day using a data-driven program - Readwell in small groups by an ESL certified teacher.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data related to proficiency levels on the LAB-R and NYSESLAT reflects that most of the students on the beginner level are on the K and 1st grade reading level. Therefore, effective academic strategies need to be in place in order to help students make progress in all four modalities- listening, speaking, reading and writing, as well as getting them acquainted with the NYSESLAT exam format and content. Overall, most of our ELLs are achieving at the Beginner and Intermediate levels. We examined the data and determined that the students are having the most difficulty with writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The 2013 NYSESLAT combined modality sets analysis (RNMR) is unavailable as of 11/26/13.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Patterns across proficiencies and grades indicate that ELLs lack both English and NL reading comprehension as evidenced by the Spanish LAB and English assessments (ELA, Math, Science, LAB-R and NYSESLAT). ELLs tend to perform better in the math and science assessments as evidenced by the 2013 scores. For example, no ELLs scored above a 2 on the ELA whereas, 4 ELLs scored a 2 or above on the State math exam. In Science, 5 ELLs scored a 2 and 2 ELLs scored a 3. Two ELLs took the math in their native language; One scored a 2 and one scored a 1. The ELL Periodic Assessment was administered in the Fall of 2013. The data is not yet available; however, once the data is available, the ELL inquiry team, in addition to the School Leadership Team, will analyze the results and use the data to inform instruction and programming. For example, students who struggle in a particular modality will be grouped accordingly and provided targeted instruction in their struggling modalities.
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](#).)
ELLs who continue to struggle with the academic material are first identified by the classroom teacher and discussed at an RTI meeting which in turn reviews and analyzes the data in Tier 1 documentation. Further assessments and strategies are then made for Tier 2 intervention within the classroom. Paraprofessionals have been assigned part-time in the classroom to assist in implementing Tier 2 support. Documentation includes an explanation of differentiated instruction addressing native and 2nd language issues and the amount and type of ESL instruction. The team (including an ESL teacher) then selects the instructional areas (literacy and/or math) that need more intense intervention (Tier 3). Progress is monitored on an on-going basis and formative assessments are created to measure and inform growth.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructional decisions are based on an ELLs second language development according to the ELL Periodic Assessment and previous NYSESLAT results. All 4 modalities are incorporated into language objectives for all instruction. Each grade has a self-contained ESL class with an ESL certified teacher. Students are grouped according to ability within the classroom by reading levels and work in a small group either with the paraprofessional and/or teacher. Instructional decisions are also based on data snapshots provided by the 100 Book Challenge and Readwell. All classrooms with ELLs are assigned either a bilingual teacher or a part-time paraprofessional to ensure that ELLs native language is supported within the classroom. In addition, all freestanding ESL instruction is conducted in English except for the 25% of NL support as per CR1 54.
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?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ELL team uses a variety of data to measure the success of the programs for ELLs. For example, initially the NYSESLAT data is analyzed for proficiency rates and scale score growth. This is done through the AMAO tool when available. Data from content area state test are also analyzed for growth and compared to non-ELLs. Supplemental programs for ELLs are evaluated for effectiveness by students who made progress based on the interim assessments of the programs.

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](#).)
P.S 50X implements the following steps for the initial identification of potential ELLs. First, our Pupil Accounting Secretary gives parents all the forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the native language. The secretary contacts a trained licensed pedagogue, most often the ELL Coordinator, who administers the HLIS and conducts an informal interview in English and the Native Language with the parent and the child. If the parent speaks a language other than English or Spanish, the pedagogue contacts the translation unit by phone to assist in the process. The pedagogue then conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent focuses on information such as student's previous schooling, special needs and parent's preferred language for communication. Next, the pedagogue conducts an informal interview in English and in the native language with the child to determine the dominant language. Then, the pedagogue completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parent's preferred language for communication, the Pupil Accounting Secretary is notified so that the information is entered on ATS. For students who are not LAB-R eligible, a non-entitlement letter is sent to parents. If the child is Lab-R eligible, the pedagogue administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, the pedagogue also administers the Spanish LAB within 10 days of enrollment. The child is placed in the proper program within 10 days of enrollment.
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.
At PS 50x, the ELL Coordinator plans the ELL Parents Orientation meeting, prepares the agenda, and mails ELL parents the entitlement letter which includes the date, time, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the native language. The video is followed up by a Question and Answer session. In addition, brochures are distributed in the native language that explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection, the student's ELL program defaults to TBE as per CR154. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS within 20 days. Attendance records are maintained. At this time, our community is asking mainly for a Freestanding ESL Program. However, we do keep a record of those parents who are choosing TBE or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will reach the parents via telephone to ask them if they are still interested in having their children in a bilingual class and we will proceed to place students accordingly.
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 [\[see tool kit\]](#).)
Entitlement letters with Parent Survey and Program Selection Form attached are sent home with the student. Parents are invited to

attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the ELL Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The ELL Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected, they are placed in a binder maintained by the ELL Coordinator.

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.
After attending the Parents Orientation and filling out Program Selection Forms, we look at the parent choice and we place the student accordingly. If parents do not select a program, the students are placed in Freestanding ESL because our school does not currently have enough parent requests for TBE. If parents choose a program that is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.
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.
Every year in the Spring, as mandated by New York State, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still eligible to receive services. The school forms an ELL team which includes ESL and Bilingual Teachers, ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until All ELL information appears correctly. She also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. Students who are eligible to take the NYSESLAT are identified through the RLER report. A schedule is created by the ELL Coordinator and the ELL team so that all ELLs are tested individually in Speaking. We ensure that the speaking test is not administered by the child's classroom teacher. During the NYSESLAT testing window in the Spring, another schedule is created so that each grade band is tested in listening, reading and writing, generally in consecutive days. SWD's are given a separate location and the accommodation required by their IEP if applicable. Students who are absent during any portion of the testing are given make-up dates. Parent notification of the testing dates is sent out to parents.
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. 
At present, our community is choosing the Freestanding ESL Program and this is the program offered at our school. This program is aligned with parent program requests. After reviewing the Parent Survey and Program Selection Forms for the past few years, it is evident that the majority of the parents are selecting the Freestanding ESL Program as their program of choice. More than 80% of ELL parents chose the Freestanding ESL Program. Parents who choose TBE or DL programs are kept on record in an excel spreadsheet and stored in the ESL data binder.

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])?

Currently P.S. 50 has a Freestanding /Self-Contained English as a Second Language Program for grades 3 through 5. The Freestanding ESL Program consists of a middle school block model where the class travels together as a group. However, the third grade class has a Lead Teacher model for the corresponding subject area math or literacy. Social Studies and Science are taught by content specialists. The 3rd grade literacy teacher is ESL/ Common Branch certified. An ESL certified teacher teaches 4th and 5th grade math. Literacy for 4th and 5th grades are supported by small group instruction with an ESL certified teacher.

P.S. 50 services 21 ELL students. Of the 21 ELL students, 13 students are in our Freestanding Self-Contained ESL Program and receive services through the classroom teacher, 8 of the children are Students with Disabilities (SWDs) and are enrolled in self-contained classes. ELL -SWDs are serviced by our ESL Student Pull-Out Program and are serviced by the ESL pull-out teacher. Two students out of the total of 21 ELL population are SIFEs, who came with very little or no formal education from their native homeland.

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)?

English Language Learners who have been identified as Students with Disabilities (SWDs) have an assigned ESL Certified Teacher who works closely with the classroom special education teachers to provide language and content area support to these students. These students are receiving ESL/ELA services in accordance with Title III Part 154 ESL mandates: 360 minutes of ESL instruction for Beginner and Intermediate ELLs (8 periods of 50 minutes per week) and 180 minutes of ESL/180 minutes ELA instruction for Advanced ELLs.

During the daily 90 minutes allocated to ESL/Literacy/Writing in the Freestanding Self-Contained ESL Program, ESL teachers in grades 3 use ReadyGen and Readwell. ESL teachers in grades 4-5 use ReadyGen and 100 Book Challenge. The allotted time is divided as follows:

- 10 minutes for reading aloud with a purpose/objective (mini-lesson).
- 25-35 Guided Reading and Writing with ReadyGen.
- 20 minutes for ESL strategies.
- 30 minutes for Independent Reading for 100 Book Challenge/Small Group Instruction with Readwell.

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

Standards.

Content area instruction is delivered as follows:

For Freestanding ESL Program- Language of instruction for Math, Science, and Social Studies is in English and each ESL class has a part-time paraprofessional. Our math program is Go Math!. Our Science program uses Hartcourt and access to science based classroom libraries. For Social Studies instruction we use Houghton Mifflin and access to social studies based classroom libraries.

Content area instruction for ESL is delivered using the following strategies: scaffolding, modeling, bridging from prior knowledge, using graphic organizers, multisensory approaches, schema building, and metacognition. Higher Order Thinking Questioning Skills (HOTS) has been the thrust for this year. Cooperative learning is also an integral component to maximizing student engagement.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school does not currently have a bilingual program; however, materials are available in the students' native language in content area such as math, social studies and science. If needed, they are evaluated in their native language using these resources.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
As evidenced by the results of the NYSESLAT, ELA, DRA, the new wave of ELL students who are entering our school ESL program are coming in with an extremely low level of literacy in their second language. Due to this reason, the school devotes a content block to ESL differentiated instruction which includes focus vocabulary, building background knowledge, accessible materials and small group instruction.

In order to ensure that ELL students meet the common core standards and pass the required 3rd, 4th and 5th grade state assessments, our ELL programs are aligned with the common core curriculum and are supported by an ELL Instructional and other Support Specialists who provide in-class support to teachers of ELLs. All ELL students are invited to our before and after school program where they are continually evaluated both formally and informally in speaking, listening, reading and writing. ELLs oral language is assessed informally by their teachers throughout the year using daily class observation forms, conference notes, oral presentations, guided reading groups and daily Kagan cooperative learning assessments. ELLs writing is assessed through performance tasks with a school created rubric. Reading is assessed through F&P, DRA , Readwell and ReadyGen. The ELL Coordinator ensures that the data derived from the assessments is collected and analyzed accordingly by the ELL inquiry team.

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).

SIFE and newcomer students receive support throughout the day and include: a part-time paraprofessional in the classroom, small group leveled literacy instruction, small class size and pull-out instruction by an ESL certified teacher. ELLs who have been receiving services for 4-6 years and long-term ELLs have a part-time paraprofessional in the classroom and receive small group instruction in literacy and content areas and as needed. Former ELLs are placed in the classrooms with certified ESL teachers and receive all accommodations afforded to current ELL students.

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?

Some of the differentiated instructional strategies used by teachers of ELLs include: modeling, scaffolding, using listening centers and books on CD/Internet, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general education classrooms do, but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level, phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids, charts, graphic organizers and manipulatives. Cooperative learning structures are incorporated throughout the day in order to maximize student engagement and foster listening and speaking development. Hands on activities help provide access to academic materials.

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?

ELLs-SWDs spend time with general ed peers during ESL instruction. Student groups are differentiated according to their level of English proficiency. Since grouping is based on skills versus classification, there are flexible groups of general education and special education students working together. In the fourth grade, we have ELLs-SWDs in Integrated Co-Teaching classes where 60% of the students are general ed students and 40% of the students have an IEP that calls for team teaching. Some of our IEP students are mainstreaming in general education classes for the subject areas of ELA and Math. ELLs-SWDs also spend time with non-disabled peers during physical education, lunch, and participate in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELLs- SWDs. Two common preps have been built into the teachers program so they can meet as grade teams each week. Additionally, teachers meet one time per week to explore cooperative learning structures. A common prep has been built into the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. An after school ESL program is established to provide extra support beyond the classroom with emphasis on state test practice in both ELA and the NYSESLAT.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

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

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

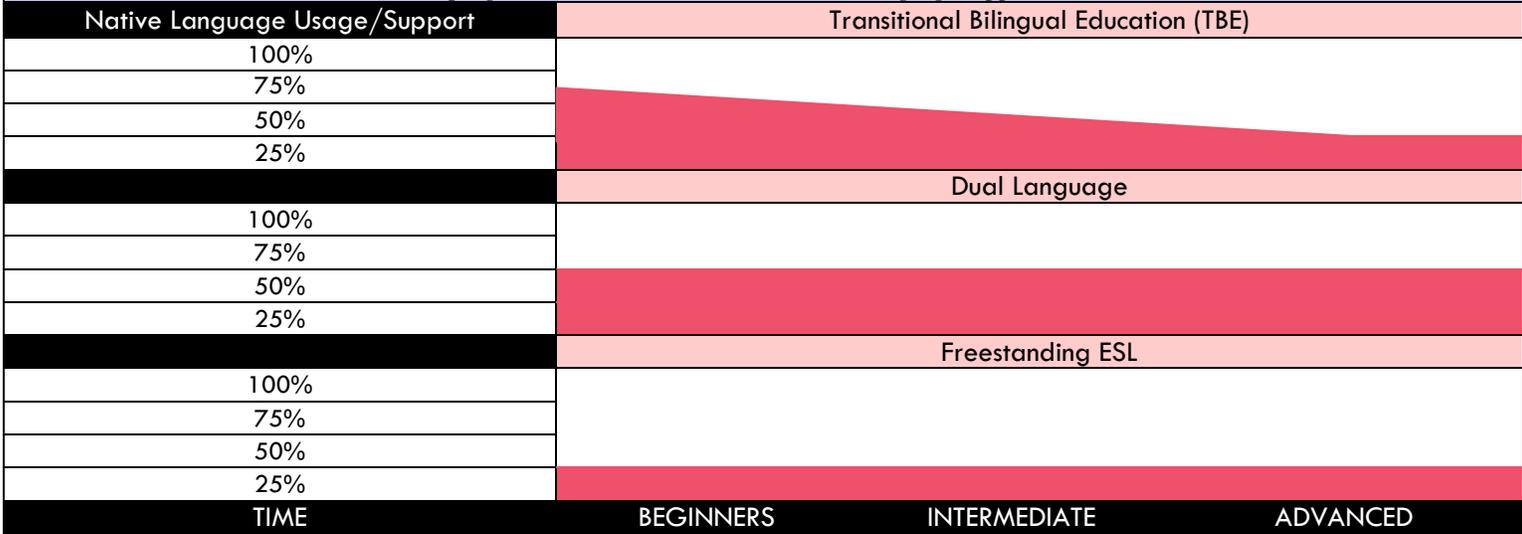
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how the policy helps to promote the implementation of differentiated instruction throughout the grades. In addition, each year during the first two months of the school year, the ELL Team including a representative from RBERN analyzes the previous years' NYSESLAT scores to evaluate ELLs and create an inquiry team. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in third grade....) as well as modalities. Next, the Team re-groups students according to the areas that need specific remediation based on the NYSESLAT scores. Finally, the team matches resources and providers' strengths to students' deficits and are assigned tasks accordingly. Furthermore, during the first two months, the ELL team analyzes ELL students' data to identify ELLs at risk. ELLs identified at-risk work with an ESL/RTI teacher for reading and in an extended day afternoon block.

- Individualized and small group instruction is based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL RTI team during the school day and other ELL trained personnel during our extended time.
- An extended day ELA and Math Program focuses primarily on ESL/Literacy and Math Concepts. P.S. 50 ELL extended day program services ELLs who are required to take the 3rd, 4th and 5th grade New York State ELA exam. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT, NYS Math and ELA exams.
- An ELL after school program focuses on strengthening ELL students' knowledge and content-related language in Math, ELA, Science, and Social Studies. The students' native language(s) is used to clarify concepts/ideas as needed and whenever possible, during small group instruction and in the classroom if necessary.

Small class sizes and a part-time paraprofessional for each ELL class help all ELLs receive targeted intervention and support throughout the day.

To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in Self-Contained ESL classrooms for two or more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs that correlate to CCLS. Professional development is offered throughout the year highlighting best ELL practices, aligning ELL classrooms to the common core and differentiation. In addition, a member of the ELL team will be present at meetings to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are mixed with some high functioning 4 to 6 years ELLs for our Extended Time. In addition, former ELLs will have the allowed testing modifications for two years after exiting the ELL status.

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

Our current program meets the needs of our ELLs by providing ESL instruction by a certified teacher for both literacy and math as well as targeted small group instruction focusing on language development. Both extended day, before and after school programs are targeted to ELLs. ELLs-SWD's and at-risk ELLs receive small group data driven reading instruction. Monthly and on-going assessments are conducted in all content areas including Science, Social Studies, Math and ELA. The data is reviewed and analyzed by the ELL and School Leadership team on a monthly basis. State test results including NYSESLAT, Math and ELA are evaluated at the beginning of the school year and programming and instructional decisions are based on this data.

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

Starting this year and continuing for the upcoming school year 2014-2015, PS 50 is seeking to improve our services to ELLs by including part-time paraprofessionals in each classroom. Our plan is to increase adult:student ratio. Additionally, we are decreasing class sizes to maximize small group instruction. We are in the process of purchasing a computer program that is accessible in school as well as at home to include a blended learning program. Smart boards are being purchased to present information to the children that integrate technology throughout the instructional process. The school will be implementing such computer programs as Successmaker, Datacatation, School Pace, Think Central, Go Math as well as literature programs in Ready Gen. We also want to strengthen the writing skills of our students by providing modeling and teaching students using the CCLS for writing, focusing on

informational writing using rubrics. We are also focusing on higher level thinking questions which will impact academic rigor.

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

At this time, PS 50 is not planning to discontinue any programs for ELLs. Although PS 50 is a phase-out school, we will continue to provide specialized and effective instruction for ELLs as needed.

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

ELLs at PS 50 are afforded equal access to all school programs. This school year, with Title III funds, we will provide ELLs with a before school program that will take place from January 2014 to May 2014. Students will be focusing on strengthening their reading, writing, and math skills. All ELLs are included in the extended day program. We will also have test preparation and practice for the ELA and Math exams in an after school program which currently has 12 out of 21 ELLs represented. ELLs are also invited to participate in all after school programs sponsored by Children's Aid Society. Letters are sent home to all ELL parents in both English and the native language inviting the students to the programs.

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

We are in the process of purchasing a computer program that is accessible in school as well as at home to include a blended learning program. Smart boards are being purchased to present information to the children that integrate technology throughout the instructional process. The school will be implementing such computer programs as Successmaker, Datacaton, School Pace, Think Central Go Math!, as well as literature programs in Ready Gen. We also want to strengthen the writing skills of our students by providing modeling and teaching students using the CCLS for writing, focusing on informational writing using rubrics. We are also focusing on higher level thinking questions which will increase academic rigor.

To support ELLs, the school employs a variety of instructional materials. At risk, SIFE and newcomer ELLs are also instructed in a targeted reading program entitled Readwell, in small groups during the day by an ESL certified teacher in addition to Ready Gen in the classroom. ELLs on grade level use Ready Gen and 100 Book Challenge. Raz-kids and ReadingA-Z.com are used as supplemental materials and offers leveled content area readers for differentiated instruction.

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

At this point, a bilingual paraprofessional is in the 3rd and 4th grade ESL classrooms, as well as a certified Bilingual Teacher in 3rd and 4th grade. Reading material is provided in native language.

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

During the daily Literacy Block, ESL teachers in the Free-Standing Self-Contained ESL Programs use the CCLS aligned program, Ready Gen and a phonics/fluency/comprehension intervention program called Readwell. Ready Gen provides differentiated instruction for ELLs. Both programs are supplemented by 100 Book Challenge which focuses on independent reading with individualized Power Goals and conferencing. Go Math is a CCLS aligned program which has differentiated components for ELLs as well as native language resources. All grades use the NYC Scott Foresman Social Studies curriculum and are using Harcourt Science curriculum.

In regards to technology, all ELL classes and support teams will receive a Smart Board. Additionally, they will also receive iPads to support online management of documenting conferencing notes and student progress.

Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the standards and are correlated to age/grade. All ESL/Bilingual teachers within each program are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

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.

Since most of our newly enrolled ELLs come to our school in September, it is not possible for our school to offer assistance before the beginning of the school year. However, in September we provide an orientation for new students and their parents. We use a

buddy system where we partner up newcomers with another student, preferably one who speaks the same language. We also give students a tour of our building and introduce them to the staff. This is on-going and occurs throughout the year for all newcomers.

18. What language electives are offered to ELLs?

Not Applicable

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)?

Not Applicable

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.

The overall school schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL team conducts professional development during Common Prep times, Lunch and Learns and after school.

The school schedule has built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of the ELL team. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting. Our ELL Coordinator and selected school ESL teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BESIS/RBERN as well as PD's through the network including instructional shifts, Danielson, UDL and aligning instruction to the CCLS. These PDs are then turn-keyed to the staff.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development on ELL related ATS and parent topics. The school's participation in the Turnaround for Children program aids in interpersonal communication skills for ELLs.

Fifth grade teachers and students meet with the Parent Coordinator to receive orientation packets about what to expect in middle school, how to choose a program that will better serve their needs, and how to adjust to the new environment. If possible, intervisitations are scheduled among students and teachers of ELLs. As ELLs transition from elementary to middle school, the school supports parents of ELLs by informing and encouraging them to attend middle school open-houses. In addition, the ELL Team in collaboration with the school Parent Coordinator assists ELL parents in the process of completing the middle school application. Parents are also encouraged to visit their child's future school and are informed to make sure the school has in place the services and programs that are suitable for the needs of their child. Once the child has been accepted to middle school, the parents receive a letter inviting them to come to school to receive their child's acceptance letter.

As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These PD sessions are offered during After School PD, faculty conferences, Lunch and Learn sessions, and team meetings. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

The following is the list of ESL PD dates for the current 2013-2014 school year: 1. September-Math Differentiation using technology for ELLs, 2. November-Common Core and ELLs-The New Language Arts Progressions, 3. December-Interactive Read Alouds, 4. December-Inductive Word Method, 5. January-Listening and Speaking; demystifying the NYSESLAT, 6. February-Designing Coherent Instruction for ELLs: Language Objectives, 7. March-Math Language and the Common Core, 8. April- Academic Vocabulary.

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?

The Clara Barton School-P.S. 50x has a program for parents of ELL students titled, "Introduction to English As a Second" Language that meets once a week after school. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York State Standardized Tests, as well as ways to help with their homework.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.

In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

Based on parents' response, the school designs parent involvement programs that meet the needs of parents. Our school partners with several agencies and Community Based Organizations provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (OFEA) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Another program is Children's Aid Society which offers after school activities including homework help, sports, enrichment and math and ELA support. The school continues to seek grants which will be beneficial to Families of ELLs.

The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. School Messenger was purchased to provide telephone calls home in the native language. The Parent Coordinator provides workshops / assemblies for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

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: Clara Barton PS 50

School DBN: 12x050

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Nohavicka	Principal		12/3/13
Rose Ragone	Assistant Principal		12/3/13
Sonia Caraballo	Parent Coordinator		12/3/13
Erica Van Patten	ESL Teacher		12/3/13
	Parent		12/3/13
Veronica Gonzalez	Teacher/Subject Area		12/3/13
Roxanne Holloway	Teacher/Subject Area		12/3/13
Aida Valis	Coach		12/3/13
Evelyn Nieves	Coach		12/3/13
Wendy Turner	Guidance Counselor		12/3/13
	Network Leader		12/3/13
Vivian Mendez	Other <u>Related Services</u>		12/3/13
	Other _____		12/3/13
	Other _____		12/3/13
	Other _____		12/03/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x050

School Name: Clara Barton

Cluster: 6

Network: 613

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.

At PS 50 we looked at the students' home language and at the parents' preferred language for communication noted on the HLIS and on ATS to determine the languages spoken by our parents. We also took the following actions:

- Reviewed Parent/Teacher Association's Records and Agendas
- Analyzed Previous Years Parent Coordinator's Files
- Referred to the Demography Section of the School SCEP and The NYC Department of Education School Report Card
- Consulted the Bilingual Teacher, ESL and Special Education Teachers, PTA President, Parent Coordinator and the ELL Coordinator
- Participated in PTA Meetings/Workshops and analyzed Languages Spoken by Attendees
- Conducted informal language surveys during Parent/Teacher Conferences
- Kept a log of parent incoming phone calls to the various school administrative offices needing interpretation assistance

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.

54 out of 181 of our school parent population speaks Spanish as their primary language. Many of these parents were calling the school's administrative offices requesting interpretation assistance. Many Mainstream Teachers, ESL Teachers and Special Education Teachers often rely on colleagues or support staff for written or oral translations. At the Parent/Teacher Conferences, many parents expressed the need for receiving written communications translated into the Spanish Language. The number of Spanish speaking parents attending PTA and Parent Coordinator's meetings has increased. Spanish speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school-related data pertaining to the academic growth of their children. Findings were reported to school staff at our monthly staff meetings. Parents were informed of the findings at our ELL Parents' Orientation Meetings, Principal Meetings, PTA Workshops/Meetings

and Parent Coordinator Workshops/Meetings. At these meetings, parents were provided with a translated version of the Parent Rights and Responsibilities document, which includes their rights regarding translation and interpretation services.

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.

- All written communication that is sent to parents by PTA, Parent Coordinator, main office, SBST Office will be translated into Spanish. For other languages we will use the translated versions of documents available on the NYC DOE website or we will seek assistance from the NYC DOE Translation and Interpretation Unit.
- Provide written Spanish translation for all NCLB and CR Part 154 mandated communications.
- Translate information related to Extended Day Programs being offered, as well as other academic programs taking place in the school.
- Facilitate written translation to inform parents about school activities designed specially for them.
- Provide translated information about students' academic performance and approaches for improvement.
- Avail translated materials explaining ways parents can access online students' and school data.
- Provide translated grade level monthly curriculum maps for all subject areas.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- The school ELL Coordinator, Parent Coordinator and Bilingual Personnel will support PTA and the Parent Coordinator to provide oral translation at every meeting/workshop held.
- Oral translation/interpretation services will be available, as needed, during Parent/Teachers Conferences
- Oral translation/interpretation will be provided at every Parent-Staff Member/Administration meeting, either having a translator physically present at the meeting or by contacting via phone the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation will be available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safety and discipline.
- A Spanish/English speaking translator will always be available at the main office to provide language assistance services.

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

The written translation and oral interpretation services, and procedures put into place at P.S 50 comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Clara Barton PS 50	DBN: <u>12bx50</u>
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 <input type="checkbox"/> Other: paid preps
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Total ELL's serviced: 36

An after school Beginner ELL extended day intervention program for twelve K-1 grade students who are performing below grade level and scored beginner on the LAB-R or the NYSESLAT. The objective of this program will be to move the ELLs one level on the NYSESLAT. Parents will be invited to support instruction for their child in this program and to acquire basic English skills through an adult ESL class on alternative days (see parental engagement). The program will meet two days a week (Tuesday and Thursdays from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher. An online reading program with leveled reading books (Readinga-z) and Empire NYSESLAT prep books will provide the material for this instruction.

An after school mid and upper grade ELL extended day intervention program for twelve 2/3 grade students and twelve 4/5th grade students who scored advanced and intermediate on the NYSESLAT. The objective for this program will be to move the ELL's one level on the NYSESLAT. This program will meet two days a week (Tuesday and Thursday from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher and a common branch teacher. For the 4/5 program, the ESL teacher will rotate instruction with the common branch teacher. An online computer reading program that provides individual student tracking of reading subskills (razkids) and Empire NYSESLAT prep books will provide the material for this instruction.

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: Six ESL and bilingual certified teachers will meet 3 times after school for 1 hour during the school year to work with the BESIS specialist, Sara Martinez, in order to gather data and implement an action plan for ELL students based on the AMAO estimator tool. Topics will also include differentiation and alignment to Common Core Curriculum for ELL students. The dates will be the last Wednesday in January, February and March.

Part D: Parental Engagement Activities

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: ELL parents have expressed interest in an adult ESL program, so an after school adult ESL program on Thursdays from 3-4pm for 10 parents will run for a total of 16 weeks. In past programs, retention was a factor so the program will run in increments of 4 weeks. The first 4 weeks will be an beginner program and weeks 4-8, 9-12, 13-16 will be a beginner/intermediate program requiring parents to re-enroll and the waiting list to be honored. This will allow a chance for all interested parents to participate. The program will run during one of the same days as the k-1 after school program so that the parents have the opportunity to learn English with the children for a portion of the class. The class will cover a different theme each week (family, home, shopping, etc.) and allow for a computer component. The class will be taught by Erica Van Patten, an adult and K-12 certified ESL teacher. Letters will be sent home informing parents of the program. Materials are already available for the adults, but an online leveled reading program (Readinga-z) will provide materials for parents to bring home and support home literacy in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____