

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

School Name: ESMT – I. S. 190
DBN (i.e. 01M001): 12x190
Principal: DIANAJADE SANTIAGO
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Superintendent: RAFAELA ESPINAL PACHECO
Network Leader: RUDY RUPNARAIN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
DianaJade Santiago	*Principal or Designee/Staff	
Manuel Lopez	*UFT Chapter Leader or Designee/Staff	
Crystal Martinez	*PA/PTA President or Designated Co-President/Parent	
Rosa Casiano	DC 37 Representative, if applicable/Staff	
Jose Pineda	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Rodriguez	Member/ Parent	
Keisha Kearsh	Member/ Parent	
Adriana Sosa	Member/ Parent	
Irinea Panlilio	Member/ Staff	
Fatou Diokhane	Member/ Student	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, administrators will have engaged in short frequent cycles of classroom observation and feedback with a total of at least one formal and three informal (Teacher Evaluation and Development system OPTION 1) observations and feedback per teacher. The Danielson's Framework for Teaching rubrics included in the teacher evaluation and development system will be used as a lens for norming observation, feedback, development, and evaluation. Teachers will have a normed understanding of the Danielson competencies and work collectively to improve instruction and student outcomes.

Comprehensive Needs Assessment

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

Teachers have a greater impact on student success than any other school factor as decades of research has proven. In order to successfully implement the key elements detailed in the 2014-2015 Citywide Instructional Expectations (CIE), Quality Review, and Capacity Framework, school communities must develop a shared understanding of what effective instruction looks like. Our last Quality Review (QR), 2013-2014, highlighted a need to focus on QR indicator 4.1 (Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection). As indicated in the Quality Review, "School leaders conducted frequent cycles of informal observations using the Danielson Framework for Teaching. Feedback to teachers was provided in a timely manner verbally and in writing and captures the strengths and next steps for improvement. However, precise and targeted feedback regarding clear expectations for teacher practices across all content areas does not sufficiently provide clear learning targets based on analysis of student data." To support teachers as we continue to integrate new, higher standards using the Common Core, school administrators will continue to use Danielson's Framework for Teaching to serve as the focus for teacher development and evaluation and to provide more frequent, formative feedback to help teachers grow as professionals, thus providing even higher levels of support for teacher learning that will impact student achievement.

Instructional Strategies/Activities

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

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

1. School administrators, instructional leads/coaches, and teachers will continue to attend training in the use of Danielson's Framework for Teaching;
2. School administrators will conduct short, frequent cycles of classroom observation and provide teachers with formative feedback in all 8 competencies of Danielson's Framework for Teaching for their strong connections to the key elements detailed in the 2014-2015 Citywide Instructional Expectations (CIE), Quality Review, and Capacity Framework;
3. Develop a set of school wide beliefs of how students learn best, develop instructional and environmental expectations, and identify an Instructional Focus: "Evidence in Argument;"
4. Develop shared norms among school leaders and teachers for engaging in feedback;
5. Promote self-reflection on the part of teachers and administrators before feedback conversations;
6. Provide teachers with professional learning opportunities in the Common Core and identified competencies and across the framework to support improved practice;
7. Throughout the school year, identify resources and structures within the school to support teachers' understanding of the rubric (e.g. ARIS Learn, teacher team meetings, inter-visitations);
8. As a community, within teacher teams, and/or for individual teachers, select Danielson competencies for focus, based on the needs of teachers and school-wide goals;
9. On-going inter-visitation among teachers.

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

1. Principal, Assistant Principal, Instructional Leads/Coaches, teachers
2. Principal, Assistant Principal, teachers
3. Principal, Assistant Principal, Instructional Leads/Coaches, teachers
4. Principal, Assistant Principal, Instructional Leads/Coaches, teachers
5. Principal, Assistant Principal, teachers
6. Principal, Assistant Principal, Instructional Leads/Coaches, teachers, Children First Network (CFN) 608
7. Principal, Assistant Principal, Instructional Leads/Coaches, teachers, CFN 608
8. Principal, Assistant Principal, Instructional Leads/Coaches, teachers
9. Instructional Leads/Coaches, teachers

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

1. By June 2015, school leaders and teachers will have a normed understanding of the Danielson's Framework for Teaching with a calibrated rating of at least 80% effectiveness of the eight competencies observed during formal and informal observations done by the administrators
2. By June 2015, 100% of teachers who qualify will have been observed under the OPTION that they selected, as per Initial Planning Conference (IPC) results conducted in September 2014.
3. The data specialist and teachers will conduct an analysis of the results of internal and external assessments to measure student growth
4. Self-reflections will be used prior to and post observation to measure the alignment between teachers' and school leaders' observed practice
5. 50% of observed lessons will increase their HEIDI rating by one level as compared to original lesson to the observation of the modified lesson
6. By June 2015, teachers will have participated in in-house and outside professional learning activities that they then turn-key to their professional learning community within the school
7. Teachers will share their highly effective lessons with each other
8. Self-reflections will be used prior to and post observation to measure the alignment between teachers' and school leaders' observed practice and to identify areas of support for teacher practice
9. Teachers are to partake in monthly inter-visitation, as per school leader assignment based on observation of teacher practice. As a result, observed lessons will increase their HEIDI rating by one level as compared to original lesson to the observation of the modified lesson

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

1. On-going through Advance - September 2014 through June 2015
2. Initial Planning Conferences (IPC) – September 2014, First round Informal Observations – November 2014, Second Round Informal Observations – December 2014, Third round Informal Observations – January 2015, Formal Observations – February 2015
3. On-going beginning September 2014
4. Self-reflections will be used for pre-observation and post-observation conferences/feedback throughout the school year starting in September 2014 and ending in June 2015
5. Self-reflections will be used for pre-observation and post-observation conferences/feedback throughout the school year starting in September 2014 and ending in June 2015
6. Starting September 2014 and ending in June 2015, weekly Professional Learning activities for staff will be held on Monday and Tuesday. The sessions will be facilitated by Assistant Principal, Instructional Leads/Coaches, teachers, and Children First Network (CFN) 608.
7. Throughout the school year staff will utilize both Monday Professional Learning and Tuesday Other Professional Work sessions to turn-key and share professional learning and best practices. Additionally, school leaders will provide direct 'next-steps' and resources to teachers post observation throughout the school year.
8. Throughout the school year staff will utilize both Monday Professional Learning and Tuesday Other Professional Work sessions to turn-key and share professional development and best practices within Danielson's Framework for Teaching and key elements detailed in the 2013-2014 Citywide Instructional Expectations (CIE) and Capacity Framework
9. On-going beginning September 2014

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

1. There are no additional costs to the school associated with this action
2. There are no additional costs to the school associated with this action
3. There are no additional costs to the school associated with this action
4. Title I funds, TL CIE, and MOSL funds will be used for teachers and supervisors who will attend professional development workshop after school hours
5. There are no additional costs to the school associated with this action
6. There are no additional costs to the school associated with this action
7. There are no additional costs to the school associated with this action
8. Title I funds, TL CIE, and MOSL funds will be used for coverage for teacher who will attend professional learning workshop during school hours.
9. Title I funds, TL CIE, and MOSL funds will be used for coverage for teacher who will attend professional learning workshop during school hours.

Strategies to Increase Parental Involvement

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

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- Build strategic relationships with parents to support school Mission, Vision, and Instructional Focus and meet identified needs of school's families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;

- Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association, the School Leadership Team, and Learning Leaders;
- Hold VIP Nights for Parents;
- Conduct monthly workshop for parents to enable them to build a deeper understanding of the Common Core Learning Standards, the school's instructional priorities, the state exams, and college and career preparedness, and how to help their children with school work 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, School Quality Guide Report, Quality Review Report, Learning Environment Survey Report;
- The Parent Coordinator will conduct training on how to use the ARIS Parent Link;
- Identify and implement strategies to meet the needs of caring, but "hard to reach" parent.

Budget and Resource Alignment

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

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

Title 1, TL CIE, and MOSL funds will be used for coverage for teachers who will attend professional development workshops that provide on-going support for teachers to become more effective and highly qualified as defined by NCLB.

Title I funds and MOSL funds will be used for coverage for teachers who will attend professional development workshops that provide on-going support for teachers to become more effective and highly qualified as defined by NCLB.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, we will increase the rate of our students achieving proficiency (levels 3 and 4) from 11.4 % to 15.00% as measured on the 2015 New York State Common Core ELA Tests. This will be achieved by rigorous instruction aligned with the Common Core Learning Standards (CCLS) in ELA in all grade levels.

Comprehensive Needs Assessment

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

The 2013-2014 School Quality Guide shows that only 11.4% achieved proficiency levels (levels 3 and 4) in ELA. Although the School Quality Guide indicated that we are meeting target in student achievement, the score is well below the city and state average. Increasing the percentage of students achieving proficiency will also increase the percentage of students making progress. Student progress measures how much individual students improved on state tests in English between two consecutive years, compared to other students who started at the same level. In 2014-2015, we will improve the rate of student achieving proficiency in ELA from 11.4% to 15.00% as indicated on the 2015 New York State Common Core ELA Test.

Instructional Strategies/Activities

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

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

1. Provide Academic Intervention Services (AIS) for all students who did not achieve proficiency or at-risk of not achieving proficiency levels during and after school hours.
2. Create Response to Intervention (Rtl) plans for those students who are hold overs from 2013-2014, attended summer school for ELA, and those failing ELA in the current school year.
3. Professional Learning (PL) activities will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA, Universal Design for Learning (UDL), curriculum mapping, 2014-2015 Citywide Instructional Expectations, Capacity Framework, Expeditionary Learning Curriculum, and Danielson Framework for Teaching;
4. All teachers will be engaged in the work of the citywide instructional expectations;
5. On-going analysis and use of student formative and summative assessment data to plan and set goals;
6. On regular basis, teachers will examine student work using the "collaborative assessment conference" protocol to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.
7. Fountas and Pinnell (F&P) reading assessments will be utilized as a baseline and again to target student need and to measure reading growth.

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

1. School Leaders, ELA teachers, Instructional Leads, Data Specialist, AIS Coordinator
2. School Leaders, ELA teachers, Instructional Leads, Data Specialist, AIS Coordinator, Pupil Personnel Committee (PPC), Parents/guardians
3. Principal, Assistant Principal, Instructional Leads/Coaches, Data Coordinator, teachers, Network
4. School Leaders, teachers
5. School Leaders, ELA teachers, Instructional Leads, Data Specialist, AIS Coordinator, Pupil Personnel Committee (PPC)
6. Teacher Teams/Professional Learning Communities
7. Teachers

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

1. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – December 2014, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 25% of students compared to the Fall Benchmark, Administer NYS ELA Common Core Tests – April 2015 with an expected gain of 1 level for 25% of students
2. Create 4-6 week intervention plans to target specific student need, set target of 50% student growth in that area, evaluate gain
3. By June 2015, teachers will have participated in in-house and outside professional learning activities that they then turn-key to their professional learning community within the school
4. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – December 2014, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 25% of students compared to the Fall Benchmark, administer NYS ELA Common Core Tests – April 2015 with an expected gain of 1 level for 25% of students
5. The data specialist and teachers will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment

6. The data specialist and teachers will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment
7. Administer F&P baseline September 2014, Administer Winter F&P Benchmark to target areas gains and of need, Administer Spring F&P summative assessment with an expected gain of 1 year to 2 years reading growth for 50% of students compared to the September 2014 baseline

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

1. September 2014 through June 2015
2. On-going beginning September 2014
3. On-going beginning September 2014
4. On-going beginning September 2014
5. On-going beginning September 2014
6. Throughout the school year staff will utilize Monday Professional Learning and the Tuesday Other Professional Work sessions to turn-key and share professional learning and best practices within Danielson’s Framework for Teaching and key elements detailed in the 2014-2015 CIE and Capacity Framework.
7. On-going beginning September 2014

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

1. Teachers will use their professional periods for individual and/or small group tutoring. After school instruction will be provided by New York Junior Tennis League (NYJTL)
2. Pupil Personnel Committee and AIS teachers
3. Title I, TL CIE, and MOSL funds will be used for coverage for teacher who will attend professional learning workshop during school hours.
4. There is no additional costs associated with this action
5. ARRA RTTT will be used for Data Specialist per session. Additionally, Instructional Leads meet with the AP once per week
6. There are no additional costs for these actions. It will be held during Monday and Tuesday Professional Learning sessions.
7. There are no additional costs associated with this action

Strategies to Increase Parental Involvement

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

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- Build strategic relationships with parents to support school mission and vision and meet identified needs of school’s families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;
- Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team;
- Hold VIP Nights for Parents;
- Conduct monthly workshop for parents to enable them help their children with school work at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, Common Core Learning Standards, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- The Parent Coordinator will conduct training on how to use the ARIS parent Link;
- Identify and implement strategies to meet the needs of caring, but “hard to reach” parents.

Budget and Resource Alignment

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

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

AIDP, ARRA

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, we will increase the rate of our students achieving proficiency (levels 3 and 4) in mathematics from 11.4 % to 15.00% as measured on the 2015 New York State Common Core Mathematics Tests. This will be achieved by rigorous instructions aligned with the Common Core Learning Standards (CCLS) in mathematics in all grade levels.

Comprehensive Needs Assessment

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

The 2013-2014 School Quality Guide shows that only 12.2% achieved proficiency levels (levels 3 and 4) in mathematics. Although the School Quality Guide indicated that we are meeting target in student achievement, the score is well below the city and state average. Increasing the percentage of students achieving proficiency will also increase the percentage of students making progress. Student progress measures how much individual students improved on state tests in English between two consecutive years, compared to other students who started at the same level. In 2014-2015, we will improve the rate of student achieving proficiency in mathematics from 12.2% to 15.00% as indicated on the 2015 New York State Common Core Mathematics Test.

Instructional Strategies/Activities

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

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

1. Provide Academic Intervention Services (AIS) for all students who did not achieve proficiency or at-risk of not achieving proficiency levels during and after school hours.
2. Create Response to Intervention (RtI) plans for all students who are hold overs from 2013-2014, those who attended summer school for mathematics, and those students presently failing mathematics.
3. Professional Learning (PL) will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at authentic student work, CCLS in Mathematics, Universal Design for Learning (UDL), curriculum mapping, 2014-2015 Citywide Instructional Expectations, Capacity Framework, Connected Mathematics Program (CMP3), Expeditionary Learning, and Danielson Framework for Teaching;
4. All teachers will be engaged in the work of the citywide instructional expectations (CIE);
5. On-going analysis and use of student formative and summative assessment data to plan and set goals;
6. On a regular basis, teachers will examine student work using the "collaborative assessment conference" protocol to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.

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

1. School Leaders, teachers, Instructional Leads, Data Specialist, AIS teachers
2. School Leaders, Math teachers, Instructional Leads, Data Specialist, AIS Coordinator, Pupil Personnel Committee (PPC), Parents/guardians
3. Principal, Assistant Principal, Instructional Leads/Coaches, Data Coordinator, teachers, Children First Network (CFN) 608
4. School Leaders, teachers
5. School Leaders, ELA teachers, Instructional Leads, Data Specialist, AIS Coordinator, Pupil Personnel Committee (PPC)
6. Teacher Teams/Professional Learning Communities

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

1. Administered NYC Baseline Assessment – September 2014, Administer NYC Math Fall Benchmark – January 2015, Administer NYC Math Spring Benchmark – March 2015 with an expected gain of 1 level for 25% of students compared to the Fall Benchmark, Administer NYS Math Common Core Tests – April 2015 with an expected gain of 1 level for 25% of students
2. Create 4-6 week intervention plans to target specific student need, set target of 50% student growth in that area, evaluate gain
3. By June 2015, teachers will have participated in in-house and outside professional learning activities that they then turn-key to their professional learning community within the school
4. 100% of teachers will engage in departmental Inquiry Teams that meet during the Monday and Tuesday Professional Learning sessions.
5. Administered NYC Baseline Assessment– September 2014, administer NYC Math Fall Benchmark – January 2015, Administer NYC Math Spring Benchmark – March 2015 with an expected gain of 1 level for 25% of students compared to the fall benchmark, administer NYS Math Common Core Tests – April 2015 with an expected gain of 1 level for 25% of students
6. The data specialist and teachers will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment

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

1. During and after school day - September 2014 through June 2015
2. On-going beginning September 2014
3. On-going beginning September 2014
4. On-going beginning September 2014
5. On-going beginning September 2014
6. Throughout the school year, starting in September 2014, staff will utilize both the Monday and Tuesday Professional Learning sessions

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

1. Teachers will use their professional periods to provide individual and/or small group instruction during school hours. After school instruction will be provided by the NYJTL
2. PPC members and AIS teachers
3. Title I, CIE, and MOSL funds will be used for coverage for teacher who will attend professional learning workshop during school hours.
4. There is no additional costs associated with this action
5. ARRA RTTT will be used for Data Specialist per session. Additionally, Instructional Leads meet with the AP once per week
6. There are no additional costs for these actions. It will be held during the Monday and Tuesday Professional Learning sessions.

Strategies to Increase Parental Involvement

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

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- Build strategic relationships with parents to support school mission, vision, and Instructional Focus and meet identified needs of school's families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;
- Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team.
- Hold VIP Nights for Parents;
- Conduct monthly workshop for parents to enable them help their children with school work at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, Common Core Learning Standards, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- The Parent Coordinator will conduct training on how to use the ARIS parent Link;
- Identify and implement strategies to meet the needs of caring, but "hard to reach" parents.

Budget and Resource Alignment

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

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

AIDP, ARRA

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, Students with Disabilities (SWDs) subgroup will demonstrate progress towards achieving proficiency levels 3 and 4) in English Language Arts (ELA) from 5% to 7% as measured on the 2015 New York State (NYS) ELA Common Core Tests.

Comprehensive Needs Assessment

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

ESMT – I. S. 190 is a Title I school. A three-year trend analysis of student performance data on state assessments was conducted. The NYS Accountability and Overview Report shows that based on the 2012 and 2013 NYS ELA Tests, the SWD subgroup did not make Adequate Yearly Progress (AYP). The 2013 NYS ELA Tests show that SWD subgroup score on proficient level (Level 3 and 4) decreased from 7% to 0%. Although this group's score increased to 5% on the 2014 NYS Common Core ELA Tests, it was determined that the SWDs have underperformed all other student groups for the past three years. Consequently, we have made progress for our SWD subgroup one of the goals for this school year.

Instructional Strategies/Activities

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

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

1. Academic Intervention Services (AIS) for all SWDs: AIS will be provided to all SWDs through small-group and one-to-one instruction during and after school hours.
2. Professional Learning activities will be given on the following topics: Research-based instructional strategies for SWDs, analysis and use of student data to plan and set goals, looking at student work, developing/writing IEPs, Universal Design for Learning (UDL), Common Core Learning Standards (CCLS) in ELA, and curriculum mapping;
3. On-going analysis and use of student formative and summative assessment data to plan and set goal;
4. Teachers will engage all students in a rigorous curriculum unit aligned to strategically selected Common Core Standards;
5. On a regular basis, teachers will look at student work to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.
6. Teachers will use Special Education Student Information System (SESIS) to align instruction to goal.

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

1. School Leaders, ELA teachers, Special Education teachers, Special Education Liaison, Instructional Leads, Data Specialist, AIS Coordinator
2. Principal, Assistant Principal, Instructional Leads/Coaches, Special Education Liaison, Data Coordinator, teachers, Network
3. School Leaders, ELA teachers, Special Education teachers, Special Education Liaison, Instructional Leads, Data Specialist, AIS Coordinator, Pupil Personnel Committee (PPC)
4. ELA teachers, Special Education teachers
5. Teacher Teams/Professional Learning Communities
6. All teachers working with SWDs, Instructional Leads

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

1. Administered NYC Pre-Assessment Baseline – September 2014, Administer NYC ELA Fall Benchmark – December 2014, Administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 25% of students compared to the fall benchmark, Administer NYS ELA Common Core Tests – April 2015 with an expected gain of 1 level for 25% of students
2. By June 2015, teachers will have participated in in-house and outside professional learning activities that they then turn-key to their professional learning community within the school
3. Administered NYC Pre-Assessment Baseline – September 2014, administer NYC ELA Fall Benchmark – December 2014, administer NYC ELA Spring Benchmark – March 2015 with an expected gain of 1 level for 25% of students compared to the fall benchmark, administer NYS ELA Common Core Tests – April 2015 with an expected gain of 1 level for 25% of students
4. By June 2015, ELA teachers will have attended all professional learning activities associated with the Expeditionary Learning curriculum and 100% of students will have completed their grade level ELA course
5. The data specialist and teachers will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment of assessment data with a target of no more than 10% deviation in the scoring alignment
6. IEP annual reviews and mandated three-year reevaluation meetings will be in compliance. All IEP meetings will be comprised of all mandated members. Progress reports of IEP goals for individual students to be completed quarterly.

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

1. During and after school day-September 2014 through June 2015
2. On-going beginning September 2014
3. On-going beginning September 2014
4. On-going beginning September 2014
5. On-going beginning September 2014
6. On-going beginning September 2014

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

1. ICT and SETSS staff on teacher line. Special Education services departmentalized. Materials and resources will be financed through OTPS and Tax Levy NYSTL.
2. Title I funds and MOSL will be used for coverage for teacher who will attend professional learning workshop during school hours.
3. ARRA RTTT will be used for Data Specialist per session. Additionally, Instructional Leads meet with the AP once per week
4. There are no additional costs associated with this action
5. Monday and Tuesday Professional Learning sessions will be utilized for departmental and grade level meetings. There are no additional costs for these actions.
6. Special Education Liaison trains staff in the use of SESIS and individualized goals of SWDs. There is no additional cost associated with this action.

Strategies to Increase Parental Involvement

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

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2014-2015 school year.

- SWD teachers will conduct workshop for parents to help them understand the Special Education Reform;
- Ensure full compliance for all IEP team annual reviews and three-year reviews;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, Common Core Learning Standards, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report;
- Schedule 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 suggestion;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link;
- 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.

Budget and Resource Alignment

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

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

AIDP, OTPS

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading and Analyzing Literary and Informational Texts, Writing Process, Citing Textual Evidence, Using Context Clues	Small group, one-to-one tutoring	During the school day, before/after school hours
Mathematics	Skills Intervention, Problem Solving, Writing in Mathematics	Small group, one-to-one tutoring	During the school day, before/after school hours
Science	Reading Comprehension and Writing Strategies, Exit Project	Small group, one-to-one tutoring	During the school day, before/after school hours
Social Studies	Reading Comprehension and Writing Strategies, Exit Project	Small group, one-to-one tutoring	During the school day, before/after school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation, Crisis Intervention, Counseling, Check-In/Check-Out, Behavior Intervention Plan, Rtl in ELA and Math, Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Family Counseling, Behavior Modification Techniques	Small group, one-to-one tutoring, push-in/pull-out as needed, one-to-one Networking with outside agencies	During the school day, after school hours

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements. • ESMT – I. S. 190 will participate in citywide recruiting events. • Share the school's strong support plan for teachers, such as, but not limited to the following: <ul style="list-style-type: none"> ○ Mentoring for new and struggling tenured teachers; ○ Professional learning opportunities inside and outside the school; ○ Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants; ○ Provide time for teacher collaboration through scheduling; ○ Include teachers in professional development planning and decision making

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).
See action plans and strategies on pages 5, 8, 10, and 12.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow all procedures and protocols as per all allocation memos and attempt to allocate all funding appropriately. CFN 608 serves as a cross-checking system to ensure compliance.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
<ul style="list-style-type: none"> • Teachers will meet during the Monday and Tuesday Professional Learning sessions to share feedback from inter-visitations, to review student data, and look at student work. • Have teachers team design professional learning activities that address common development needs across grade levels or departments; • Develop shared norms among school leaders and teachers for engaging in feedback; • Promote self-reflection on the part of teachers and administrators before feedback conversations • Ask for teachers' input on what type of feedback they find most helpful; • Discuss different parts of the rubric and examples of effective and highly effective practice in the classroom. • Instructional Leads participated in identifying the CEP goals. • Teachers will meet in grade-level and departmental meetings to analyze student data, look at students work to plan and set goals for students.

TA Schools Only

Use of Program Resources

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

N/A

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, E.S.M.T. – I.S. 190, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. E.S.M.T. – I.S. 190's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

E.S.M.T. – I.S. 190'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. E.S.M.T. – I.S. 190's community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by E.S.M.T. – I.S. 190.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, E.S.M.T. – I.S. 190 will:

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

E.S.M.T. – I.S. 190 will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS

E.S.M.T. – I.S. 190, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 12X190

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

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

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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$218,249.46	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,546,094.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 190
School Name ESMT - I. S. 190		

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 DianaJade Santiago	Assistant Principal Mark Turcotte
Coach Irinea Panlilio - Mathematics	Coach Michele Lotto - ELA
ESL Teacher Carolyn Renner	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area Norma Ellis-Wright	Parent Coordinator Kenny Melendez
Related Service Provider Robin Williams	Other Jacqueline King
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	251	Total number of ELLs	21	ELLs as share of total student population (%)	8.30%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Push-In							2	2	2					6
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	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)	4	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	0	1	10	0	7	7	0	4	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	4	0	1	10	0	7	7	0	4	21
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	10	5					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	1	0					1
Haitian														0
French							0	1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	12	6	0	0	0	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)							0	1	0					1
Intermediate(I)							0	6	4					10
Advanced (A)							3	5	2					10
Total	0	0	0	0	0	0	3	12	6	0	0	0	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					0
5					0
6	11	0	0	0	11
7	6	0	0	0	6
8	6	2	0	0	8
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10		1		0		0		11
7	6		1		0		0		7
8	7		2		0		0		9
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		5		2				8

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	2		2	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	2		0	
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.
Our school uses Fountas and Pinell running records to assess the early literacy skills of our ELLs. We use the San Diego Quick to obtain a beginning level and then conduct two more times during the year to track progress. This data provides us with a wealth of information about our ELLs reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, phonics, letter

learning, and high frequency word knowledge. This information helps inform our schools instructional plans and shared with all of the ELLs teachers so that instruction can be rigorous and differentiated as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are one to three grades behind their actual grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An analysis of NYSESLAT scores revealed the following data patterns across proficiency levels and grades:
 - In 6th grade, two students scored on beginning level, while six scored on intermediate level, and five on advanced level.
 - In 7th grade, there are five students on intermediate level and two on advanced level.
 - In 8th grade, two students are on beginning level, one on intermediate level, four on advanced level, and one on proficient level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. No one achieved proficiency level (Level 3 or 4) in both 2013 NYS ELA and Mathematics Common Core Tests. In 2013 Grade 8 NYS Science Test, 25% (2 out of 8) scored Level 3. Two of the ELLs attempted and passed the 2013 NYS Integrated Algebra Regents Examination. Another two ELLs attempted the Global History and Geography Regents Examination, but did not pass it. No one took the test in native language.
 - b. School leadership and teachers are trained to and allowed access to ELL periodic assessments in order to assess a student's individual needs and to drive instruction. This data analysis, paired with individual student data from ARIS and other assessments allow us to provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement.
 - c. The school has learned from the ELL periodic assessments that students continue to struggle with similar skills found on both the ELA and ELL assessments particularly with vocabulary and the use of context clues. The success of our ELL programs is evaluated using the data that is collected and analyzed, through student and parent feedback, standardized assessments, classroom assessments and observations, and perceived student confidence and goal attainment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
To make sure that a child's second language development is considered in instructional decisions, teachers of ELLs are applying the five interrelated instructional principles for teachers of linguistically diverse populations provided by The Center for Research on Education, Diversity and Excellence (CREDE).
 - Teachers and Students Producing Together. Collaboration in the service of jointly constructing knowledge provides students with opportunities to positively engage with one another and with their teacher around rigorous academic content. Such interactions boost academic development and academic motivation.
 - Developing Language and Literacy Across the Curriculum. Language development at all levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing must be both taught as specific curricula, and integrated into each content area.
 - Making Lessons Meaningful. Teachers should leverage students' funds of knowledge and skills as a foundation for new knowledge. Quality core instruction necessarily links students' background knowledge and daily lives to the content at hand, and provides experiences that show abstract concepts drawn from, and applied to, the everyday world.
 - Teaching Complex Thinking. As is the case with all learners, ELLs require instruction that is cognitively challenging. Teachers should target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success.
 - Teaching through Conversation. Building students' abilities to form, express, and exchange ideas is best achieved through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

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

N/A

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

We evaluate the success of our programs for ELLs based on the gains and success they obtain on formative and summative assessments such as the periodic assessments, NYSESLAT, and NYS ELA and Math Tests. In addition, we also take into consideration the students' classwork, report cards, teachers observations, parental and student feedback about our program. We refer to NYS School Report Card to determine whether or not the ELLs meet their AYP. We also refer to NYC Progress Report to determine the progress made by ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When new students are enrolled the Home Language Identification Survey (HLIS) is completed by the parent/guardian during a meeting which is facilitated by the ESL teacher, Carolyn Renner. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Kenny Melendez whose native language is Spanish, in the process. In addition to the HLIS, an informal oral interview in English and the native language is conducted to help in determining eligibility for the LAB-R and English proficiency. The completed HLIS and the answers from the informal interview are used to determine if a student qualifies to take the LAB-R. The RLER report is check for students that are eligible to take the LAB-R every Monday from ATS. The LAB-R is administered by ESL pedagogue within the first 10 days of the student's first attendance date. The LAB-R is hand scored by the ESL teacher. If the student qualifies for ESL services the parents are contacted by the Parent Coordinator in their native language to set up a meeting. Additionally, the Spanish LAB 1982 is administered to all Spanish-speaking new entrants who scored at or below the cut scores on the LAB-R only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services.
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.
The LAB-R is administered within the first 5 days of a students admittance so that we can meet with the parents about the results of the LAB-R and student placement no more than 10 days after a student is enrolled. The ESL teacher, Carolyn Renner, calls the parents or guardians of newly identified ESL students as per the results of the LAB-R as soon as possible and invites them for a meeting. A letter is also sent to remind them of the meeting. During the meeting the parents are shown the Parent Orientation Video (in their native language), given a brochure, and referred to the resources available on the DOE website. The three programs, Transitional Bilingual Education, Dual language, and Freestanding ESL, are described to the parents. Any questions they may have about the programs are answered in their native language. The parents are asked to complete the Parent Survey and the Program Selection form indicating their choice of ELL program either at the conclusion of the meeting or within one week. After the parents selected the ELL program for their child , they are informed that only Freestanding ESL is offered at our school. We provide them with the list of schools that offer the program that they selected. When parents choose either a Transitional Bilingual Education or Dual Language program, we keep the records so that we can notify them once the program of choice becomes available. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Kenny Melendez whose native language is Spanish, in the process. The placement letter and continued entitlement letter are distributed accordingly to eligible students.
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 [\[see tool kit\]](#).)

Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned by reaching out to parents/guardians through phone calls and letters in the native language. When these forms are returned they are placed in a students cumulative record. Identified ELL students who choose the Freestanding ESL program are

placed into our program if it is chosen by the parent. If forms are not returned within a reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is Transitional Bilingual Education. The ESL teacher, Carolyn Renner, is responsible for this process. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Kenny Melendez whose native language is Spanish, in the process.

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.

We place identified ELL students whose parents choose the Freestanding ESL program in our school as we offer this program. However, we ensure that parent choice is honored by explaining all ESL program options at the orientation meeting and assisting them by answering any questions they might have about the other program options. The list of the schools that offer the other programs is provided to the parents so that a choice can be made. The placement letter and continued entitlement letter are distributed accordingly to eligible students. Copies of the letters are placed in the students' cumulative folder and another copies are placed in ELLs binder. They are kept in the principal's office. The ESL teacher, Carolyn Renner, is responsible for this process. Carolyn Renner speaks English, so she is assisted by the Parent Coordinator, Kenny Melendez whose native language is Spanish, in the process. The ELPC screen in ATS is updated within 20 days if necessary.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher prepares students for the NYSESLAT by familiarizing students and the teachers working with ELLs with the test format, administering periodic assessments and informing parents about these assessments. In order to annually evaluate ELLs using the NYSESLAT, we first identify the ELLs using the RLAT and RNMR reports from the ATS. The RLAT report provides the LAB-R results and the raw scores of the last three years of NYSESLAT data. The RNMR report provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and speaking/listening. The NYSESLAT scores for the last three years are analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. To ensure that the four components of NYSESLAT are administered, we use the NYS scheduled administration window for each modality. The ESL teacher, Carolyn Renner, administers the tests. She is assisted by the following pedagogues: Irinea Panlilio - Math Coach/Data & Test Coordinator; Robin Williams - ELA/AIS teacher; and Beth Ferrari- Speech teacher.

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. 

The only program, Freestanding ESL, that is offered at our school appears to be aligned with parent requests. Two years ago, the parent of identified ELL requested the Freestanding ESL program. Last year the parents of two newly-identified ELLs requested the same program. This year, we don't have yet new ELL. Due to small number of ELLs and budget constraints, we could not offer another program. Currently, we have 21 ELLs in our school. We will maintain alignment between parent choice and program offerings by monitoring Parent Survey and Selection forms returned to us and tracking the number of requests for programs we do not offer. The list of the schools that offer the other programs is provided to the parents so that a choice can be made.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. EMST- IS 190 has a Freestanding ESL program in which instruction is delivered to general education ELLs in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting with the push-in model. Our school utilizes the workshop model for balanced literacy.

b. The program models are Block and Heterogenous.
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)?

. ESMT - I. S. 190 ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6th, 7th and 8th grade level as well as all special education ELLs in one class per 6th, 7th, and 8th grade levels. Through this arrangement, the ESL teacher can provide them with their mandated number of minutes. Also, the 37.5 Minutes of Instruction is used to provide instruction to ELLs. The whole school is doing 37.5 Minutes of Instruction.

a. Explicit ESL, ELA, and NLA instructional minutes are delivered through push-in model occurring during ELA, Mathematics, and Social Studies instructional periods. Students have ninety minute double blocks of ELA instruction daily and six periods of forty five minute social studies classes weekly. Students are serviced their mandated minutes based on their varying levels of proficiency (360 minutes for beginners and intermediate, 180 minutes for advanced) during ELA, Mathematics, and Social Studies instructional periods during the week. NLA supports are provided during the instructional periods in these subject areas using materials that are grade and age appropriate that are aligned with the school's curriculum and state standards. In addition to native language materials, the ESL teacher and paraprofessional provide native language support orally and with explanations.
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.

The content areas are delivered to the students in English along with a variety of ESL strategies including an emphasis on key vocabulary and visual supports. In our block scheduling program model, students travel together to 45 minute periods for all content area classes including Science, Social Studies, French, Theater Arts and Gym. However, there are double blocks of 90 minutes for ELA and Mathematics. An example schedule for an ESL student at our school would show two ninety minute blocks of both ELA and Math, one forty five minute period of science, social studies, French, and Theatre Arts. All instructions are given in English, though native language support is present in the classroom to help make content comprehensible. Native language support occurs through students who speak the same native language, support staff that speaks the student's language, dictionaries, glossaries and books that are grade and age appropriate that are aligned with the school's curriculum and state standards. Many of the student textbooks used in our school have translated copies in Spanish which provided further native language support. The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, scaffolding techniques including modeling, contextualization, prior knowledge, schema building, visual aids, graphic organizers and guided practice are used to support the language development of the ELLs in ESL and content area classes.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB 1982 is administered to the students

when necessary. As a Free Standing ESL Program, all instructions and assessments are given in English. However, translated version of the citywide and state assessments are requested and provided to ELLs as needed. They are also provided with bilingual dictionary and/or glossaries. In addition, the Spanish Proficiency Examination is administered to 8th graders in June.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The NYSESLAT scores for the last three years were analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions in all four modalities during and after school hours based on the analysis of the data. The Common Core instructional shifts in ELA are implemented in all content areas. In addition to NYSESLAT, Periodic Assessments for ELLs are administered twice a year to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for all students including ELLs and has specific plan for each subgroup. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

a. Our staff is trained to identify SIFE students using the Academic Language and Literacy Diagnostic (ALLD) assessment to determine necessary literacy interventions. We currently have one SIFE student in 8th grade. We will assess the students using the Fountas and Pinnell system to determine the students reading level and comprehension and to provide us information about the students writing abilities. The data, in addition to teacher observations and assessments, will be used to set individual goals for this student. Depending on the students proficiency in their native language, native language support materials will be used to provide support to student. Instruction in the classroom will be differentiated to suit the needs of SIFE student while still maintaining academic rigor.

b. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction targeted toward vocabulary, reading comprehension and writing development. Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while using guided scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

c. Our instructional plan to help move ELLs receiving 4 to 6 years of service to proficient level is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, alternative assessments and observations) to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas. The data will be used in goal setting across all content areas. Trends have shown that ELLs in this subgroup at our school tend to need interventions in reading and writing which is taken into consideration when teachers are planning their lessons.

d. Our instructional plan to move Long-Term ELLs to proficiency is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, and alternative assessments and observations) to identify student weaknesses and strengths to drive differentiated rigorous instruction across all content areas. Each Long-Term ELL data is carefully reviewed and used to target very specific skills or areas in need of improvement. If certain interventions or instructional strategies are not effective they will be addressed by the ESL and content area teachers. This information will be used to set individual goals across all content areas.

e. In order to best serve our former ELLs (in years 1 and 2 after testing proficient) we take into account the styles and settings in which these students learn best and differentiate instruction to meet their needs. We also utilize technology- based programs that are engaging and challenging for each student. They are provided the same testing accommodations for ELLs.

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

Teachers of ELLs-SWDs ensure that students have access to the curriculum by using various strategies in the classroom. Both general education as well as special education teachers scaffold and differentiate the materials being presented in class to meet each individual student's needs. The teachers collaborate regularly to plan and implement the strategies necessary in the classroom. Based on students' learning styles, teachers plan accordingly to make the biggest impact on learning. The special education department ensures that the special education students receive their mandated services by staying up to date with what is required

as per the IEP. The team meets weekly to discuss any changes that are made to IEPs that may affect classroom instruction. The special education team also collaborates at the weekly meetings to share best practices and teaching strategies so that students can access the curriculum and be academically and socially successful

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?

To meet the diverse needs of ELL-SWDs within the least restrictive environment, the following initiatives are being implemented:

- AIS push-in model, targeted RtI, Flexible Child Study Team, mainstreaming, use of 37.5 Minutes to provide instruction, sharing of best practices through intervisitations.

The special education department works diligently to regularly analyze student academic and behavioral data to determine if students are in their least restrictive environment. Each individual is provided a schedule that represents their needs academically so that they can meet their IEP goals and be challenged with the curriculum while still receiving the support they need. Students at our school may have a flexible schedule in which they are always in their least restrictive environment as it pertains to their academic needs. The Special Education team uses their weekly meetings to discuss student progress and ultimately recommends changes to IEPs at annual review meetings with parents.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

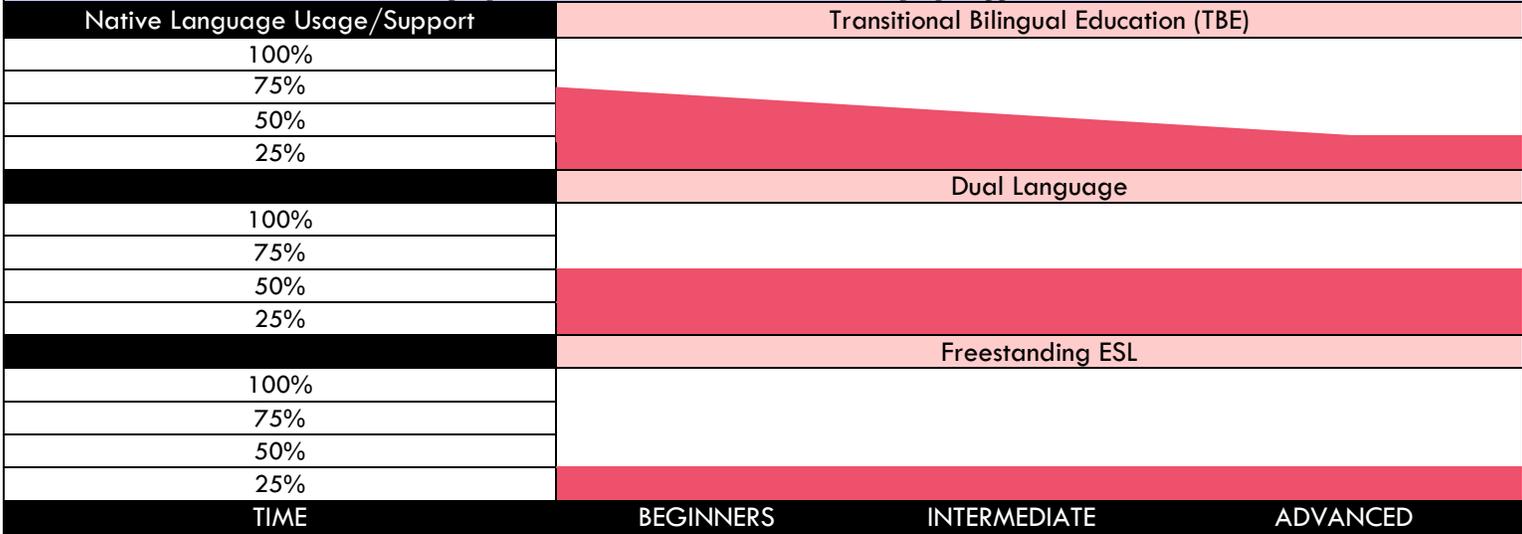
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Currently, all ELLs are receiving intervention services in all content areas during 37.5 minutes of instruction. Title III (LEP) Program provides them with supplemental services after school hours. Six students who are on the lowest 1/3 citywide are receiving additional support from the AIS/Rtl provider. Ten ELLs are also receiving intervention under the Title III Immigrant Program. All the programs are offered in English. The students are provided with bilingual dictionaries and if necessary, an interpreter.

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

The current program is addressing the needs of ELLs in both content and language development by providing the ELLs appropriate materials during class instruction. Additional support is being provided before, during and after school hours. Using the i-READY program, the ELLs are able to work at home using online materials.

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

If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

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

There won't be any discontinued program/services for ELLs.

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

ELLs are afforded equal access to all programs in our school. All ELLs receive interventions during 37.5 Minutes of Instruction twice a week - total of 100 minutes. Title III LEP supplemental services are offered for two hours once a week after school. In addition In addition, eight ELLs are receiving additional services through the Title III Immigrant Program.

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

The following curriculum/programs are used in the content areas: ELA - Expeditionary Learning; Mathematics - Connected Mathematics (CMP3); Social Studies - Holt MacDougal Social Studies; Science - Glencoe New York Science. In addition, we provide ELLs with additional instructional materials that are suited to their levels such as reading books, both in English and Spanish, bilingual dictionaries, and translated edition of the textbooks. Technology used for instruction includes, but are not limited to i-Ready, Read 180, Geometer's Sketchpad, and smart board.

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

Native Language support is provided through texts that are available in both English and the students' native language. Also, our school uses bilingual dictionaries or glossaries, oral translations, explanations or comprehension assessments offered by teachers and aides. Our school has a variety of reading materials in Spanish that are grade and age appropriate and are aligned with state standards. There are also reading materials in French.

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

To determine whether the required services, support, and resources correspond to ELLs' ages and grade levels, a three-year trend analysis of student performance data on city and state assessments was conducted. The NYSESLAT scores for the last three years were analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. Also, The Fountas and Pinnell reading assessment is administered to all ELLs to determine their reading levels. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. All ELLs are using the grade-level curriculum in all content areas.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students receive information about our school during orientation a week before school starts. They meet the principal, assistant principal, parent coordinator, and their teachers. They are given tour of the school. Each student is assigned a buddy or school ambassador, who speaks the student's native language, to help each new student adjust to our school environment.

18. What language electives are offered to ELLs?

Spanish is the elective language offered to ELLs at our school.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

At this time, we don't have dual language program.

C. Professional Development and Support for School Staff

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

1. Teachers have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we continue to implement the Common Core and the Citywide Instructional Expectations, on-going professional development workshops for teachers will be conducted throughout the school year. These workshops will have a positive and lasting impact on the teachers' performance in classrooms. The workshops will be conducted during the different scheduled Professional Learning Communities (PLC) meetings every week.

The following workshops were already conducted during the months of September and October

- 2013-14 Citywide Instructional Expectations
- Common Core Learning Standards in ELA and Mathematics
- Instructional Shifts in ELA and Mathematics
- Data Analysis, Accountability Tools and Resources
- Advance
- Measure of Student Learning
- New York City Performance Assessments
- Norming Protocol
- Quality Review
- Classroom Management

In addition to the above-mentioned workshops, series of workshops will be conducted monthly. The first series of workshops will be about the i-Ready Reading and Mathematics Program. The Title III teachers and teachers working with ELLs will receive the training. The Literacy and Mathematics Coaches will facilitate the workshops.

Another series of workshops will be about "Classroom Instruction that Works with English Language Learners". These workshops consists of nine research-based instructional strategies that proved to be exceptionally effective in increasing student performance. They are as follows:

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences.

The Math Coach/Data Specialist & Test Coordinator will facilitate these workshops. She received training on these topics years ago. The ESL teacher will continue to attend workshops for ELLs provided by the Office of English Language Learners as necessary. She has attended many ELA and math workshops for ELLs since last year. The principal, assistant principal and instructional coaches will provide differentiated workshops to teachers, as necessary, on each domain and competency of Danielson Framework for Teaching throughout the school year.

2. In addition to the above-mentioned professional development workshops, the ELA and mathematics teachers have been attending a series of Common Core curriculum workshops since July 2013. The ELA teachers have been attending the Expeditionary Learning while the mathematics teachers have been attending the Connected Mathematics Project. These workshops are provided by the publishers under the supervision of the Department of Education. In addition, the school leadership and guidance counselor support the staff members and parent coordinator by communicating with ELLs and their parents regarding specific issues that need their attention and guidance.

3. To assist ELLs as they transition from middle school to high school, the guidance counselor received professional development workshops such as, but not limited to, the following topics: High School Articulation, Response to Intervention, Gathering and Analyzing Student Data from Multiple Sources, and Inquiry Process. These workshops were turn keyed to staff members.

4. First, the staff who needs the minimum 7.5 hours of ELL training is identified at the beginning of the school year. The ELL training is provided in and outside the school. The staff members are sent to ELLs workshops conducted outside the school whenever they are

available. The assistant principal, instructional coaches, ESL teacher, Data Specialist, and other capacity builders in the school provide training inside the school. Records of professional development workshops/training are kept in the PD binder in the principal's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Every effort is made to involve parents in the education of their children. To increase parental engagement, including parents of ELLs, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2013-2014 school year.
 - ELL teachers will conduct workshop for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for ELLs.
 - The Data Specialist will conduct workshop to provide opportunities for parents to help them understand the accountability system: NCLB/State accountability system, student proficiency levels in NYSESLAT, ELA and Mathematics, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
 - Schedule parent 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. These meetings will be conducted by the principal and/or assistant principal.
 - Translate all critical school documents and provide interpretation during meetings and events as needed
 - Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
 - Parent Coordinator will provide training on how to use ARIS Parent Link.
 - Conduct parent workshops with topics that may include parenting skills, understanding current educational issues such as the Common Core and Citywide Instructional Expectations; literacy, mathematics, accessing community and support services; and technology training to build parents' capacity to help their children at home
 - Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.
 - Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month
 - Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year
 - Conduct workshops about the citywide and state assessments: periodic assessments, NYESLAT, NYS ELA, Mathematics, and Science Tests. The Test Coordinator, Literacy Coach, and Mathematics Coach will facilitate these workshops.

The above-mentioned workshops/trainings will be conducted monthly in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand. The ELL parents will continue to be an integral part of our Title III LEP Program.

2. Currently, we are not officially affiliated with any agency or Community-Based Organization to provide workshops or services to ELLs. All written communication are written in English and translated in Spanish, French, and Arabic. Oral and written translation in Spanish is provided in-house by staff members whose native language is Spanish and by the parent coordinator. In situation where there is no available translator or interpreter in French and Arabic, the school will contact the DOE Translation and Interpretation Unit. Translation is done at least two weeks before the written communication is sent to parents to accommodate time for review and revision.

3. The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents. The parent coordinator, Kenny Melendez, plays important role to evaluate and meet the needs of the parents. His roles include, but are not limited to the following:

- Create a welcoming school environment to parents such as posting signs or bulletin boards at the school entrance or in the lobby to inform parents how they can receive assistance and information.
- Increase parent involvement in the school by hosting workshops and meetings on issues of interest to parents.
- Serve as facilitator for the resolution of parent and community concerns
- Conduct outreach to engage parents in their children's education by organizing events or activities to support parent attendance at key school events (e.g. parent-teacher conferences, back to school week).

4. Our parental involvement activities address the needs of the parents by providing them with the following supports:

- 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 the Common Core Learning Standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

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.

This year, the ELLs in our school are receiving supplemental services in ELA and Mathematics under the Title III (LEP) Program. In addition 10 of the ELLs are also receiving academic intervention and enrichment under the Title III Immigrant Program.

Part VI: LAP Assurances

School Name: <u>ESMT - I. S. 190</u>		School DBN: <u>12X190</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIANAJADE SANTIAGO	Principal		12/6/13
MARK TURCOTTE	Assistant Principal		12/6/13
KENNY MELENDEZ	Parent Coordinator		12/6/13
CAROLYN RENNER	ESL Teacher		12/6/13
	Parent		
	Teacher/Subject Area		
NORMA ELLIS-WRIGHT	Teacher/Subject Area		12/6/13
IRINEA PANLILIO	Coach		12/6/13
MICHELE LOTTO	Coach		12/6/13
	Guidance Counselor		
	Network Leader		
JACQUELINE KING	Other <u>Special Ed. Liaison</u>		12/6/13
ROBIN WILLIAMS	Other <u>AIS/Rtl Teacher</u>		12/6/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **12X190** School Name: **ESMT - I. S. 190**

Cluster: **6** Network: **608**

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.

Using available data, the parent coordinator, ESL teacher/coordinator, and data specialist conducted a survey/analysis of students' home language. All completed Home language Identification Surveys, emergency cards and data obtained from the ATS are kept in a drawer in the main office. Also, ATS reports such as LAT and RHLA are used to assess the needs for written and oral interpretation.

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.

Currently, there are 21 ELLs in our school. The RLER report indicates that the home language of 18 of them is Spanish. There are two ELLs whose home language is French and one whose home language is Arabic. Most of the parents whose home language is Spanish require written translation and oral interpretation. The three parents whose home languages are French and Arabic do not need written translation and oral interpretation. The findings were reported to the school community through written communication, emails, and oral communication during staff, grade, departmental meetings and parent workshops.

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 are written in English and translated in Spanish, French, and Arabic. Written translation in Spanish is provided in-house by staff members whose native language is Spanish and by the parent coordinator. In situation where there is no available translator or interpreter in French and Arabic, the school will contact the DOE Translation and Interpretation Unit. Translation is done at least two weeks before the written communication is sent to parents to accommodate time for review and revision. For further questions and explanations about the written communication, parents are invited to call or come to school.

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

Oral interpretation services are provided in-house. Every staff member whose native language is Spanish serves as an interpreter. The parent coordinator and parent volunteers also serve as interpreters. In situation where there is no available translator or interpreter in French and Arabic, the school will contact the DOE Translation and Interpretation Unit. Oral interpretation services are available to parents who need them either in person or through telephone.

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

In compliance with Section VII of Chancellor's Regulations A-663, the school will undertake the following steps:

- a. Provide each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The translated versions of this document will be taken from the DOE website.
- b. Signs indicating the availability of interpretation services will be displayed in conspicuous locations in school.
- c. School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: ESMT - I.S. 190	DBN: 12X190
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: _____
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

ESMT – I. S. 190 is a Title I school. A three-year trend analysis of student performance data on state assessments was conducted. The New York State Accountability and Overview Report shows that the English Language Learners (ELLs) underperformed all other student groups for the last three years in English language Arts (ELA) and Mathematics. The percentages of ELLs who achieved proficiency (Levels 3 and 4) on 2011, 2012, and 2013 ELA and Mathematics state tests are as follows.

ELA: 2011 - 0.0%; 2012 - 4.5%; 2013 - 0.0%

Mathematics: 2011 - 15.4%; 2012 - 27.3%; 2013 - 7.3%

The percentages of ELLs who achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) for the last three years are as follows: 2011 - 7.7%; 2012 - 4.5%; and 2013 - 3.7%. Consequently, we have made progress for our ELL subgroup one of our goals for this school year.

Currently, the ELLs are receiving academic intervention services during and after school hours. In addition to these interventions that ELLs are already receiving, the Title III LEP Program funds will be used to provide direct supplemental instructional services in English Language Arts and in Mathematics. All ELLs in different proficiency levels and in all grade levels will be included in the program. The instruction will be for two hours on Thursday - one hour for ELA and one hour for mathematics - with a total of 50 hours for the whole school year. It will start on December 5, 2013 and will end on June 19, 2014.

The ELA and math instruction will be provided by both certified ESL teacher and certified ELA teacher. The delivery of instruction will be through team teaching. They will co-plan and prepare lessons, activities, and projects that incorporate all learning modalities. Together, they will carry out instruction employing a range of research-based methodologies for ELLs. Both teachers shared the responsibility for the delivery of ELA and mathematics instruction. An administrator will supervise the program. Title III LEP Program is the only program running in the school on Thursday.

The reading and mathematics intervention program that will be used is i-Ready Diagnostic and Instruction Program. It is a reading and math program designed for students in elementary through high school who are struggling and are in need of remediation as well as those students who need additional academic challenges. It is a perfect remediation solution for RtI, Special Education and ELL students. The goal of i-Ready is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The i-Ready Program is built for the Common Core. This powerful online program diagnoses student challenges, delivers automated, individualized instruction, and monitors student progress in one program. Instantly available reports from i-Ready Diagnostic detail each student's abilities and areas of need. The reports provide teachers with an action plan for individual and group instruction, and the tools to deliver that instruction in any style learning environment. With i-Ready explicit online instructional modules, students are automatically placed into

Part B: Direct Instruction Supplemental Program Information

instruction at their level based on i-Ready Diagnostic results. They engage the learners in a low-risk environment. Students can personalize their experience with their choice of Study Buddies and take ownership of their learning with an individualized home page. Progress monitoring provides immediate insight into student performance. With several data points, it is possible to predict students' end of year performance and help educators see if students are on track or need further intervention.

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:

Teachers have a greater impact on student success than any other school factor as decades of research proved. To support teachers as we continue to implement the Common Core and the Citywide Instructional Expectations, on-going professional development workshops for teachers will be conducted throughout the school year.

The following workshops were already conducted during the months of September and October in the school. They were facilitated by Mark Turcotte (Assitant Principal), Irinea Panlilio (Math Coach/ELL, Data and Test Coordinator) and Michele Lotto (ELA Coach). All teachers received the training.

- 2013-14 Citywide Instructional Expectations
- Data Analysis, Accountability Tools and Resources
- Advance
- Measure of Student Learning
- New York City Performance Assessments
- Norming Protocol
- Quality Review
- Classroom Management

In addition to the above-mentioned workshops, the following workshops were and will continue to be provided to the Title III teachers and teachers working with ELLs.

- October 3, 2013 RTI Screening, Diagnostic and Progress Monitoring for Creating Academic Achievement Plans (9:00 a.m. – 3:00 p.m.)

Part C: Professional Development

- Attendee: Robin Williams, ELA Teacher
Provider: Office of Academic Policy
- October 28, 2013 Language Allocation Policy (9:00 a.m. - 12:00 p.m.)
Attendees: Carolyn Renner, ESL Teacher and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
Provider: Office of English Language Learners
- November 4, 2013 2013-2014 School Foci (9:00 a.m. - 11:00 a.m.)
Attendees: All Teachers of ELLs
Providers: Mark Turcotte, Assistant Principal and Michelle Lotto, ELA Coach
- November 13, 2014 Analysis of NYC Pre-Assessment Scores (2:20 p.m. - 3:10 p.m.)
Attendees: All Teachers
Provider: Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator
- December 5, 2013 When to Refer ELL Students for Disability Evaluations: What To Do Before Referral (9:00 a.m. - 3:00 p.m.)
Attendee: Carolyn Renner, ESL Teacher
Provider: Office of English Language Learners
- January 14, 2014 NYSITELL Middle School Training (12:00 p.m. - 3:00 p.m.)
Attendee: Carolyn Renner, ESL Teacher
Provider: Office of English Language Learners
- January 16, 24, 30, 2014 Language Diversity and Literacy Development: Supporting ELLs to Access Complex Texts (9:00 a.m. - 3:00 p.m.)
Attendee: Carolyn Renner, ESL Teacher
Provider: Office of English Language Learners

A series of workshops titled "Classroom Instruction that Works with English Language Learners" will be

Part C: Professional Development

provided to teachers working with ELLs during the month of February on the following days : February 5, 12, and 26, 2014. It will be from 2:20 p.m. - 4:00 p.m. These workshops consist of nine research-based instructional strategies that proved to be exceptionally effective in increasing student academic performances. Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator will facilitate the workshops. They are as follows:

- Setting objectives and providing feedback
 - Nonlinguistic representations
 - Cues, questions, and advance organizers
 - Cooperative learning
 - Summarizing and note taking
 - Homework and practice
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Identifying similarities and differences.
- March 5, 2014 What is Scaffolding? (2:20 p.m. – 3:20 p.m.)
Attendees: ELA teachers working with ELLs
Provider: Michele Lotto, ELA Coach
 - March 19, 2014 Common Core Mathematics for ELLs (2:20 p.m. – 3:20 p.m.)
Attendees: Math teachers working with ELLs
Provider: Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator
 - April 2, 2014 Understanding and Administering the 2014 NYSESLAT
(2:20 p.m. – 3:20 p.m.)
Attendees: Teachers working with ELLs
Provider: Carolyn Renner, ESL Teacher and Irinea Panlilio,
Math Coach/ELL, Data and Test Coordinator
 - April 23, 2014 Promotion Criteria for ELLs (2:20 p.m. - 3:20 p.m.)
Attendees: Teachers working with ELLs

Part C: Professional Development

Provider: Irinea Panlilio, Math Coach/ELL, Data and Test Coordinator

- May 7, 2014 Text Complexity and English Learners – Building Vocabulary
(2:20 p.m. – 3:20 p.m.)
Attendees: Teachers working with ELLs
Provider: Mark Turcotte, Assistant Principal
- June 5, 2014 Looking Ahead for 2014-15: What’s Next for Our ELL Program?
(8:30 a.m. - 9:30 a.m.)
Attendees: All teachers
Provider: Mark Turcotte, Assistant Principal

The ESL teacher will continue to attend workshops for ELLs provided by the Office of English Language Learners as necessary. The principal, assistant principal and instructional coaches will provide differentiated workshops to teachers, as necessary, on each domain and competency of Danielson Framework for Teaching throughout the school year.

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:

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during the 2013-2014 school year

- Schedule parent 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. These meetings will be conducted by the principal and/or assistant principal.
- Translate all critical school documents and provide interpretation during meetings and events as needed

Part D: Parental Engagement Activities

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Encourage meaningful parent participation on School Leadership Team, Parent –Guardian Association and Title I Parent Committee;
- The Parent Coordinator, Kenny Melendez, will provide training on how to use ARIS Parent Link.
- Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.
- Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month
- Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year.

To encourage and provide parents the opportunities to participate in the educational process of their children, meetings and workshops for the parents of ELLs are scheduled as follows:

September 17, 2013 - Citywide Instructional Expectations for 2013-2014 (5:00 p.m. - 6:30 p.m.)

Providers: DianaJade Santiago, Principal and Mark Turcotte, Assistant Principal

October 17, 2013 - ARIS Parent Link (9:00 a.m. - 11:00 a.m.)

Provider: Kenny Melendez, Parent Coordinator

November 19, 2013 - Data Analysis (12:30 p.m - 3:00 p.m. and 4:30 p.m. - 7:00 p.m.)

Providers: Carolyn Renner, ESL Teacher

Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator

(Ms. Renner and Ms. Panlilio will meet individually with each parent to discuss the Student Report (ISR) concerning the 2013 Common Core ELA and Math Tests scores and the 2013 NYSESLAT scores.)

December 7, 2013 - Common Core Learning Standards and Title III Programs (10:30 a.m. - 12:30 p.m.)

Providers: DianaJade Santiago, Principal; Mark Turcotte, Assistant Principal;

School Leadership Team; and Irinea Panlilio, Math Coach/ELL, Data & Test

Coordinator

January 14, 2014 First Honor and Award Assembly (5:00 p.m. - 6:30.p.m.)

Part D: Parental Engagement Activities

	Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
January 23, 2014	Interpreting/Analyzing NYC Fall Periodic Assessment Data for ELLs (10:00 a.m. - 11:00 a.m.) Providers: Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator and Carolyn Renner, ESL Teacher
February 6, 2014 -	iReady ELA and Mathematics Programs for Title III - LEP (10:00 a.m.-11:00 a.m.) Providers: Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator and Carolyn Renner, ESL Teacher
February 26, 2014	Parent-Teacher Conference (12:30 p.m. - 3:00 p.m. and 4:30 p.m. - 7:00 p.m.) Ms. Renner and Ms. Panlilio will meet with individual parents to discuss the second marking period report card of ELLs.
March 4, 2014	Second Honor and Award Assembly (5:00 p.m. -6:30 p.m.) Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ESL, Data & Test Coordinator
March 13, 2014 -	How to Prepare Your Child for the 2014 New York State Common Core Tests 10:00 a.m. - 11:00 a.m. Mark Turcote, Assistant Principal Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
March 27, 2014	How to Prepare Your Child for the 2014 NYSESLAT (10:00.a.m.- 11:00 a.m.) Provider: Carolyn Renner, ESL Teacher and William Robin, ELA Teacher
April 10, 2014 -	Promotion Standards - Chancellor's Regulation A-501 : Promotion Criteria for ELLs (10:00 a.m. - 11:00 a.m.) DianaJade Santiago, Principal Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator
April 29, 2014	Third Honor and Award Assembly (5:00 p.m. – 6:00 p.m.)

Part D: Parental Engagement Activities

Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator

May 15, 2014 - Parent and Student Resources Online/Use of Technology
 10:00 a.m. - 11:00 a.m.
 Kenny Melendez, Parent Coordinator
 Ruel Lasdoce, Technology Coordinator

June 12, 2014 Summer Programs
 10:00 a.m. - 11:00 a.m.
 Regina Little, Family Worker
 Kenny Melendez, Parent Coordinator

June 24, 2014 Fourth Honor and Award Assembly (5:00 p.m. – 6:00 p.m.)
 Providers: DianaJade Santiago, Principal; Kenny Melendez, Parent Coordinator; and Irinea Panlilio, Math Coach/ELL, Data & Test Coordinator.

The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____