



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

DBN: (i.e. 01M001): **7X277**

School Name:

Dr. Evelina Lopez Antonetty
Children's Center

Principal: S. Lila Jorge

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

Section 1: School Information Page

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Section 1: School Information Page

School Information

School Name: Dr. Evelina Lopez Antonetty
Children's Literacy Center School Number (DBN): 7X277

School Level: Elementary Grades Served: Prek-5

School Address: 519 St. Ann's Avenue Bronx, NY 10455

Phone Number: 718-292-3594 Fax: _____

School Contact Person: S. JLila orge Email Address: sjorge@schools.nyc.gov

Principal: S. Jorge

UFT Chapter Leader: Jennifer Villacis

Parents' Association President: Ganeal Chacon

SLT Chairperson: Aracelis Araujo

Student Representative(s): _____

District Information

District: 7 Superintendent: Yolanda Torres

Superintendent's Office Address: 501 Courtlandt Avenue, Bronx, NY 10451

Superintendent's Email Address: Ytorres5@schools.nyc.gov

Phone Number: (718) 742-6500 Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: Despina Zaharakis

Network Number: 203 Network Leader: Gabriel Feldberg

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sagrario Jorge	*Principal or Designee	
Jennifer Villacis	*UFT Chapter Leader or Designee	
Ganeal Chacon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linval Jack	Member/ Parent	
Katiria Rivera	Member/ Parent	
Noemi Lizardi	Member/ Parent	
Aracelis Araujo	Member/ Teacher	
Jennifer Cepeda	Member/ Teacher	
	Member/	

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

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

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

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

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

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

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

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

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

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

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

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

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Students retained in prior year • Reading levels and teacher recommendations • Child Study Team Referral 	<ul style="list-style-type: none"> • A. Guided Group Reading Periods using Leveled Literacy Intervention for identified struggling students for K, 1st, 2nd 3rd and 4th graders. • Foundations • Guided Reading Program by Fountas and Pinnell with supports in Fiction and Nonfiction reading • D. Newly arrived students that are ELL are given repeated readings, phonics support and guided reading support during the school day. • NY Ready Text Support 	<ul style="list-style-type: none"> • Small Group Instruction 	<ul style="list-style-type: none"> • School day • AfterSchool (Weds. – Thurs) • There are close to 150 students serviced in this program.
Mathematics	<ul style="list-style-type: none"> • Child Study Referral • Test scores from prior year 	<ul style="list-style-type: none"> • Bilingual support for ELL students and math word problems • Use of Exemplars with multi-entry opportunities • Modified word problems • Remedial and Enrichment 	<ul style="list-style-type: none"> • Small Group Instruction 	<ul style="list-style-type: none"> • School Day • After School (Monday-Thursday) • There are 30 students serviced.

		supports from GoMath and NY Engage		
Science	<ul style="list-style-type: none"> • End-of-unit assessments and fourth grade state exam scores identify students in RTI tiers 2 and 3 	<ul style="list-style-type: none"> • Content area focus through literacy instruction 	<ul style="list-style-type: none"> • Small-group instruction 	<ul style="list-style-type: none"> • School day
Social Studies	<ul style="list-style-type: none"> • Multiple non-fiction literacy assessments, including running records and writing samples are used to identify students in RTI tiers 2 and 3 	<ul style="list-style-type: none"> • Content area focus through literacy instruction 	<ul style="list-style-type: none"> • Small-group instruction 	<ul style="list-style-type: none"> • School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Child Study Team Referral 	<ul style="list-style-type: none"> • Counseling 	<ul style="list-style-type: none"> • Small group and individually 	<ul style="list-style-type: none"> • School Day • There are 5-7 students who are serviced.

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

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

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

Part 1 – ELT Program Goal(s)

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

- There will be a 20% improvement in overall reading levels using the TC running records assessment system as compared to last year’s data timeline.
- We will decrease the number of OORs level 4 incidents by 20% as compared to last year’s reports.
- We will increase our math scored by 15% from the September baseline data to the January benchmark using Success Maker assessments.

Part 2 – ELT Program Description

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

- The target population is students in grades 2-5
- Students that are English Language Learners are given priority

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

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

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

- The Saturday Academy is popular amongst the students and parents. Students are invited to the exclusive Saturday events, which creates buzz and excitement. Close to 30-40% of the students in grades 3-5 attend this workshop.

- The Sports and Arts After School Program will serve 150 students. Parent meetings and orientations will be held to inform parents and bolster student participation.
- The other After School Programs contact is made through personal phone calls and letters sent to the parents for the students to participate. These methods have been effective in obtaining the student numbers intended.

Part 3 – ELT Program Implementation and Oversight

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

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

- Sports and Arts Afterschool program is slated to lead the school-wide programming for grades 2-5.
- Assistant Principal will oversee and implement the Saturday Academy Program for grades 3-5.
- The ESL Afterschool program is supervised by the principal and implemented by the ESL teachers
- The Afterschool Math Program is supervised by the Principal and implemented by the Math Coach and AIS teacher

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

- We have order NY Ready books for the Saturday Academy
- We are using exemplars and context for learning for Math Afterschool Program
- The Sports and Arts Afterschool Program will use Study Island.
- Personnel included for the ELT Programming includes Assistant Principal, ESL Teachers, Math Coach and AIS Teacher as well as our contract with Sports and Arts Afterschool Program.

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

- The ESL program began December 3rd and will run through April 2015.
- The Math Afterschool Program began October 20th and will run through April 2015.
- Saturday Academy will begin the first week of January 2015 and end in April 2015.
- The Sports and Arts After School program will begin in January 2015 and end in June 2015.

Part 4 – Budget and Resource Alignment

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

X	21 st Century		Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III	X	PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

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

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

- On a monthly basis, our school analyzes data on multiple levels school wide, by grade level and individual teachers. We also analyze the AIS data reports to track student progress through a multiplicity of sources.
- The Success Maker Benchmark assessments will also serve as a tool to inform on our student progress.
- We will also compare our OORS data from last year to this year and evaluate if our incident reports for higher-level offenses have decreased.

Part 5b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 6: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- PS 277 strives to retain highly qualified staff by offering leadership opportunities and involving them in decision-making. For example staff members were invited to participate in our PBIS initiative to make decisions and execute critical initiatives aligned with school's mission and vision statements. We also have a core teacher group, which serves as a think tank for improving our school instruction and community.
- All teaching candidates must complete an interview packet– which includes writing a parent letter, solving a math exemplar, and analysis of student writing.
- Buddy Teachers and special emphasis on classroom intra-visitations
- A program schedule that builds on common planning time, and professional development opportunities that are grouped horizontally and vertically.
- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis based on teacher reflection and feedback.
- All staff participates in a goal-setting program to provide a structure to discuss goals and progress aligned with Danielson's Framework.
- Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits.
- Weekly grade meetings to address teaching practices and data awareness.
- Attend teacher fair to recruit teachers or other pedagogues.
- Network with other Principals and Assistant Principals with the focus of recruiting teachers of staff members.
- Mentorship by both the Literacy and Math coach is provided to both new and veteran teachers on a weekly basis.
- Purchased services from teacher's College to provide quality Professional Development in school as well as workshops outside of school where the teachers have an opportunity to collaborate with other NYCDOE teachers.

Staff is assigned based on license areas and interests.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Instructional Rounds hosted by the Network for Principal, Assistant Principals, and Coaches.
2. 6 week pdprofessional development cycles developed based on Danielson Evaluation Data and Teacher Feedback
3. Coaches meetings led by the Teacher's College and Metamorphosis.
4. Off-site professional development workshops led by Teacher's College, Metamorphosis, Foundations, and JDL
5. On-site professional development by outside consultants: Teacher's College, Metamorphosis, Ramapo, Leveled Literacy Intervention, Story Pirates, Foundations, Historical Society, JDL, Success Maker and Heidi Hayes Jacob.
6. In house professional development led by Principals, Assistant Principals, Coaches, Instructional leads, PD

- Committee on Mondays and Weekly Grade Level Meetings.
7. Intra-visitations schedules.
 8. Grows and Glows from Principal and Assistant Principal.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Joint Professional Development is provided to the Prek staff.
- Prek teachers are involved in school-wide intra- visitations and in the professional development cycle.
- Metamorphosis Staff Developers work to support the Prek teachers to align the curriculum and increase rigor, where appropriate
- Monthly parent workshops are held to promote parent involvement and understanding of the child’s developmental milestones at this age.
- We have also hired a staff developer for the Prek teachers to support and provide guidance in this area for teachers.
- The Prek teachers will also be working with Heidi Hayes Jacob to support them in writing the curriculum units.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

As a school we selected the default on Measures of Student Learning. A MOSL committee was established to select local MOSL assessments, target population, and measure. Teachers met with principal and collectively discussed choices and unintended consequences and options. The NYC Department of Education provided professional development support in this area. The professional development committee has also

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

Directions: All School wide 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 School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide 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 School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$371,424	X	#10, #11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,381,708	X	#10, #11

¹Explanation/Background:

Title I School wide 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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide 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 School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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 – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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 the school. PS 277, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 277 will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS 277, 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: P.S.277	DBN: 07x277
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 18
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

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

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:

Our students' NYSESLAT scores indicate that our ESL students scored lowest in the Reading and Writing modalities. We are continuing a program called "Project Cook". This year's theme will be Stories from Around the World. It will focus on "close" reading and writing of fiction and non-fiction with intensive vocabulary work and research of background knowledge to improve comprehension. Students will research the country the story is from, and read and write about the stories. The diverse cultures will be further explored through cooking. There will be reader's theater, hands-on art projects, graphic support, whole group discussion and native language support in the form of itranslate, dictionaries and focus on cognates.

We will rotate two groups of 9 students each. The program will meet on Wednesdays and Fridays from 2:35 to 4:00. We will run two six week programs starting in November through December and begin the second program in January through February. The program will serve Third and Fourth Grade ESL students levels B-A. It will be taught in English by a certified ESL teacher with Native Language Supports through itranslate, dictionaries and focus on cognates. We will continue our format of listening and speaking about our theme, followed by reading, writing and hands on projects. We will have the use of ipads for researching the various cultures. We will utilize videos and music to further differentiate the instruction.

Part C: Professional Development

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

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

Begin description here:

To help our teachers address the needs of our ELLs we will be offering a cycle of six Mondays of Professional Development. We expect to have Evy Malcos, who is a staff developer from the DOE, give these PDs with a spotlight on ESL support and assessment. These PDs will take place on 6 Mondays, beginning February 9th, from 2:35-4:00. All faculty will attend.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

The parent engagement planned this year includes parent participation in the after-school project. They will be invited to help with recipes and cooking throughout the program. They also will be invited to attend our concluding celebrations with food and activities from the program.

Monthly, Café Con Libros is a workshop led by our bilingual principal addressing parents' needs in order to impact higher achievement for ELLs.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

**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 07	Borough Bronx	School Number 277
School Name Dr. Evelina Lopez-Antonetty Children's L		

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 Lila Jorge	Assistant Principal Adele Cammarata
Coach	Coach
ESL Teacher Nancy Shnider	Guidance Counselor C. Almodovar
Teacher/Subject Area	Parent Noemi Lizardo
Teacher/Subject Area	Parent Coordinator J. Vega
Related Service Provider J. Villacis	Other Caihua Huang
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	436	Total number of ELLs	75	ELLs as share of total student population (%)	17.20%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	2	2			1								6
Pull-out		4	4	5	8	4								25
Total	1	6	6	5	8	5	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	14
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	64			11	2					75

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	64	0	0	11	2	0	0	0	0	75
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	8	9	09	17	11								68
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	2	1	2										7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	16	10	10	11	17	11	0	75						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	1	1	2	2								12
Intermediate(I)		4	3	3	6	4								20
Advanced (A)	11	5	6	7	9	5								43
Total	16	10	10	11	17	11	0	75						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	5	4		14
4	6	2			8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		1		8		1		16
4	5	5							10
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		7				9
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills we use TCRWP running records, conference notes and Concepts of Print. We are using the Foundations program to provide foundational skills for reading and writing. The data from these assessments informs our groupings, highlights students who will need "double doses" of Foundations and helps us determine which students are selected for extended day.

Additionally, these assessments may raise a red flag for students who need further study to provide needed supports and they are referred to our Child Study Team.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns of the NYSESLAT reveal that all of our ELLs show improvement in language skills. Listening and Speaking continue to be areas of strength for our students. They show significant improvement in the Speaking/Listening modality. In the fifth grade, ELL students score significantly higher on the Speaking/Listening portions of the NYSESLAT than on the Reading/Writing. This trend is also apparent in most grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

We use the results of the NYSESLAT and the AMAQ to inform instruction. The data patterns of the NYSESLAT reveal that our ELLs Listening and Speaking continue to be areas of strength. They show significant improvement in the Speaking/Listening modality. Students progress from beginning levels to Advanced levels at an adequate rate. However, they stay in the Advanced level longer than expected. In order to address the needs of the students that fall into this group, the Advanced students will receive small group instruction in writing that supports the skills required of them on the NYSESLAT.

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

The patterns across proficiencies show higher scores in Math over ELA and clearly higher for science. Third grade ELL scores on ELA were pretty evenly distributed among 1s, 2s, and 3s whereas in Math more scored 3 and above than 1s and 2s. Fourth grade was entirely 1s and 2s on ELA and Math, whereas in Science they primarily scored 3s. We currently don't have bilingual classrooms so we don't test in a native language and have no test results to compare. We do not participate in the ELL Periodic Assessments. Our Spanish speaking ELLs are grouped with Spanish speaking teachers when possible to provide translation and to support and scaffold academic progress. Additionally, access to word-to-word dictionaries and itranslate is made available for students who will benefit from this use of native language support. Patterns on content area state exams for our ELL students reveal stronger performance on mathematics exams as compared to the scores on the English language arts assessment. Patterns on content area state exams for our ELLs reveal stronger performances in Science than ELA or Math.

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](#).)

ELL data within the RTI framework can be seen in increased use of pictures and graphics and heightened vocabulary instruction. Our Spanish speaking ELLs are grouped with Spanish speaking teachers when possible to provide translation when it will serve academic progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers are made aware of all test results including an ELL breakdown and provided with NYSESLAT and LAB-R results. Teachers are given Professional Development to increase their ESL methodology such as TPR, use of pictures and hands-on comprehensible input, lowering the affective filter, and shared reading and writing.
Students will continue to receive academic intervention services in mathematics in order to continue and improve on this trend. The instruction received during this time will support students with the development of content language as well as content skills. Students will continue to receive science instruction in their classrooms as well as by a science specialist.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have Dual Language.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We analyse the NYSESLAT and LAB-R results as well as ongoing informal assessments across the curriculum. We use the results of the NYSESLAT, the NYS ELA, Mathematics and Science assessments to evaluate the success of our program.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The home language and eligibility for the LAB-R is determined at registration based on the Home Language Identification Survey. All students who enter the New York school system for the first time are screened using the Home Language Identification Survey in their native language. Our ESL teacher assists parents in filling out the HLIS and conducts interviews with the parents and students at registration when administering the HLIS. The LAB-R is administered by the ESL teacher to eligible students based on the analysis of the HLIS. All eligible students are given the LAB-R to determine ELL status. The Parent Coordinator supports the initial identification process.
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.
We hold Parent Orientation meetings to inform parents of the programs offered by the Department of Education: Transitional Bilingual Education, Dual Language and Free Standing ESL. Entitlement Letters, in the native language, are sent home to parents whose children are entitled to ESL/Bilingual services informing them of a Parent Orientation. The ESL teacher, bilingual coordinator, and Parent coordinator conduct the Parent Orientations for entitled students, which also take place throughout the year as new students are found to be entitled. Our bilingual coordinator and Parent coordinator translate for parents who speak only Spanish. Interpreters are provided to parents who speak languages other than English. At the parent orientation, parents view the Chancellor's DVD for ELLs in their native language, which describes the different program options available for ELLs. After the viewing of the video, there is a question and answer session for the parents to ask questions. We ask parents to select the program of their choice on the Parent Selection Survey. We hold informal Parent Orientations throughout the year for transfer students and new arrivals. Eligible students are tested with the LAB-R within 10 days of entry into the NYCDOE system. Parent information is sent home based on the results of this test.
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 [\[see tool kit\]](#).)
All parents of ELLs are required to fill out a Parent Survey and Program Selection form. If parents do not return their Parent Survey and Program Selection forms, the ESL teacher sends home another form and the parent coordinator contacts the family. If forms are not returned, the default program is Transitional Bilingual Education. Entitlement letters, Parent Surveys and Program Selection Forms are sent home in the native language and returned to the ESL teacher once signed by the parents. These are kept in the ESL Compliance Binder in the ESL teacher's room.
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.
The results of the LAB-R, the Parent Selection form and program availability determine placement. Informal interviews are conducted at registration as a way to inform parents of the services available to their children. The Parent Orientation meeting further communicates to the parents these choices. Based on parent choice and program availability, students are placed in the appropriate program. For students who are continuing services, based on the NYSESLAT, parents receive the Continuation Letters informing them that their children are entitled to continued services in the current program placement. For students who scored proficient on the NYSESLAT, Non-Entitlement letters/Transition Letters are sent home informing parents of their non-entitlement in the ESL/TBE program based on the NYSESLAT. Non-Entitlement Letters are also sent home to parents of students who met the LAB-R cutcores informing them that their child was administered the assessment based on the HLIS and that they are not entitled as per assessment. Letters are kept on file with the ESL teacher. After analysis of Parent Choice we inform the parents of the programs available at the school in a letter. If parents select a program that is not offered at our school, we inform the parents that they have the option of a transfer.
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 sets up a schedule to ensure that all sections of the NYSESLAT are administered each year. To determine who is

eligible a RLAT and RLER report from ATS is used. New admits and newly administered LAB-R handscores are also referenced. Then groups are decided upon based on testing level: 1-4.

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 trend in Parent Selection over the past few years shows that approximately half of the parents choose Transitional Bilingual Education while the other half chooses English as a Second Language. This year more parents have chosen the ESL program. The program models at our school are aligned with parent requests. This year we had 10 Kindergarten parents (Spanish speaking) choose ESL. We had 6 Kindergarten parents choose TBE. Of that 6, two were Arabic Speaking and 4 Spanish speaking.

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])?

ESL is delivered through a combination of push-in and pull-out. Students who scored Beginner or Intermediate are pulled out to address their content area needs. Within this grouping they are further grouped heterogeneously to share their strengths. That is to say, in a group of 10 Intermediate second graders there are differences in academic strengths. The push-in model of ESL gives further support for all levels of ELLs and utilizes the small group instructional model that we use at PS 277. The model begins with a mini lesson which is given primarily by the classroom teacher with support from the ESL teacher and then the class breaks into small groups which are in need of similar skills.

ELLs receive push-in support in the content areas in small groups from our math and literacy coaches. Our Spanish speaking ELLs are grouped with Spanish speaking teachers when possible to provide translation and to support and scaffold academic progress. Additionally, access to word-to-word dictionaries and itranslate is made available for students who will benefit from this use of native language support. Science is taught through a hands-on approach using visuals and TPR. Newcomers are paired with students who can help support them in the native language.

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)?

Our ELLs are primarily grouped together, grade by grade, and paired with a Spanish speaking teacher who can provide native language support. This greatly improves our ability to meet ESL instructional minutes and provides more opportunity for the push-in model. At this time we are not able to provide 360 minutes per week for Beginner and Intermediate students and 180 minutes per week for our Advanced students. We are in the process of hiring an additional teacher who will make it possible to meet these mandates.

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

Content areas are taught in English. In the classroom we use The Foundations Program from K-3 to support foundational skills in reading and writing. PS 277 uses Teachers College curriculum for the teaching of reading and writing and many of the units are aligned to the content areas. We have aligned the ELA units with the NYS Scope and Sequence for Social Studies and Science. Instructional approaches and methods to foster language development are embedded in the TC workshop model. The teacher makes a connection, models and then students have an opportunity to practice, then share again and practice independently. Additionally, all classrooms use interactive word walls to support language development as well as individual word walls for each student.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We do not use native language evaluations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL teacher as well as the classroom teachers use formal and informal ongoing assessments to ensure that ELLs are appropriately evaluated in all four modalities throughout the year. We use Running records, Confering notes, multi-step word problems and a Baseline Assessment. Additionally, one of our school foci is student led discussions where teachers can assess speaking and listening skills.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Teachers are required to include differentiation in their lesson plans. Our instructional plan for our SIFE students which also happen to be in US schools less than three years, includes AIS, after-school and extended day programs tailored to their individual academic needs. These programs are in English with native language support by native language speaking teachers. We also move students to other grades for content area support when needed. For ELLs receiving services for 4-6 or years or more we provide extra personel to support small group instruction.

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?

We have purchased the Houghton Mifflin Social Studies textbooks which include primary source documents which provide more authentic artifacts and increases the comprehensible input for students. All service providers will receive PD training in leveled literacy intervention which supports students 2-3 years behind in literacy. Research has shown this Fountas and Pinell program of Levelled Literacy Intervention to be highly effective.

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

Ells with IEPs are given the same access to all programs offered in the school including, Supplemental Educational Services. Students participate in the Eastside House and Betances Community Center after-school programs. They also participate in our Extended Day programs. There are Smartboards and LCD televisions that support all types of learners. We have small group instruction within our school structure. Our Instructional Lead T who is certified in Special Education has small group instruction as well as our Math and Literacy coaches. each

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

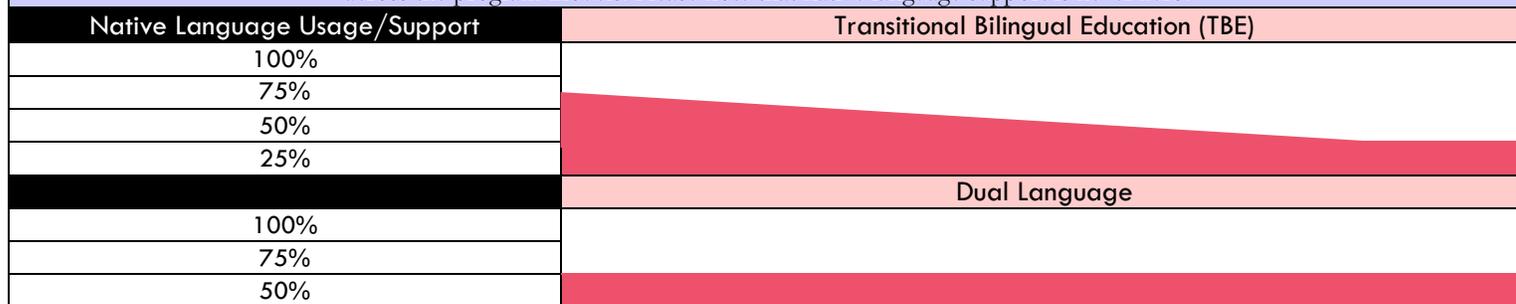
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELLs receive push-in support in the content areas in small groups from our math and literacy coaches. Students receive native language support through the use of word-to-word dictionaries, itranslate and content material in the native language. Science is taught through a hands-on approach using visuals and TPR. Newcomers are paired with students who can support them in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program strives to meet the needs of our ELLs in both content and language development. Content is supported with new Social Studies books across the grades which provide visuals and glossaries for scaffolding content and language development. The out of classroom teachers are required to align their lessons with the NYS Social Studies and Science Curriculum.
11. What new programs or improvements will be considered for the upcoming school year?
Improvements for the upcoming school year are: increased use of Foundations and Metamorphosis programs, and Heineman Levelled Literacy Intervention. We will be incorporating JDL which is project-based learning using technology. We will be starting BELL Sports and Arts in School Foundations program in January.
12. What programs/services for ELLs will be discontinued and why?
We do not plan to discontinue any programs at this time.
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 given the same access to all programs offered in the school including Supplemental Educational Services. Students participate in the Betances Community Center after-school programs. We have an after-school program for Math and after-school small group instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Smartboards, laptops ipads, visual supports for all vocabulary, SS textbooks,
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We currently do not have TBE or Dual Language. Our ESL instruction provides native language support through use of dictionaries, itranslate, translation and materials in native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Foundations for K-3. Houghton Mifflin for Social Studies across the grades.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
The majority of our students enroll on the first day of school. We do not have any programs Robotics, Arts and Crafts from PBIS, game night movie night, Sea teatro bilingualtheater.:
18. What language electives are offered to ELLs?
None
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The calendar of PD dates includes:
 - Monthly PD for all common branch teachers by ESL specialists from Teacher's College.
 - An after-school PD for teachers, support personnel and administrators given by the ESL teacher. This is an ESL book study which will run 10 Wednesdays, starting January 29th.
 - Common Branch teachers, support personnel and the ESL teachers participate in monthly PDs at Teachers College.
 - The ESL teacher participates in monthly ELL PDs given by the ELL compliance specialist for the region.
 - PD for K-3 teachers includes training in Foundations
 - Support staff, common branch teachers and the ESL teachers participate in training for Leveled Literacy Intervention, a new program which is being implemented this year. This training was in December for 4 days and will be followed up in the Spring.
 2. The TCRWP, Foundations and Leveled Literacy Intervention programs, for which we are providing PDs, are all aligned with CCSS. The Foundations program is strong in its support of "Conventions of Standard English". The Leveled Literacy Intervention is strong in its support of "Vocabulary Acquisition and Use".
 3. The Parent Coordinator, the Principal, the 2 Assistant Principals and guidance counselors work closely with students and classroom teachers to assist ELLs as they transition to Middle School. As a step toward Middle School and personal responsibility, our Fifth Grade has been departmentalized into ELA, Math and Social Studies. The students change classes. There are 2 adults in every room for additional support.
 4. The ESL specialists from the TCRWP provide training for the classroom teachers at our school every month, more than covering the Jose P. requirement. Additionally, teachers and support staff may participate in more ESL training at TC and/or our after-school ESL book study.

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?

Café Con Libros with the principal bilingual monthly informal PD to program explanations. Family Friday interactive, conferences create artefacts, monthly newsletter,

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 277

School DBN: 07X277

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lila Jorge	Principal		1/7/14
Adele Cammarata	Assistant Principal		1/7/14
J. Vega	Parent Coordinator		1/7/14
Nancy Shnider	ESL Teacher		1/7/14
Noemi Lizardi	Parent		1/7/14

J. Villacis	Teacher/Subject Area		1/7/14
	Teacher/Subject Area		
	Coach		
	Coach		
C. Almodovar	Guidance Counselor		1/7/14
	Network Leader		
Caihua Huang	Other <u>ELL Achievement Cch</u>		1/7/14
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X277 School Name: PS 277

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

To assess our schools written translation and oral interpretation needs we study The Home Language Identification Survey (HLIS) of all new registrants to determine which new admits speak another language. Additionally, we use the data from the Language Aggregate Report (RHLA). The major findings of this report currently show that of 436 students 144 have a home language of Spanish, 6 Arabic, 7 Ndebele, 6 Sonike, and 1 student each for 5 other languages.

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.

The major findings of the HLIS and the RHLA show that of 436 students 144 have a home language of Spanish. 24 students show up for 8 languages other than English. Based on these findings all written information is sent home in English and Spanish. Written Spanish translations are provided by School Aides and teachers who are bilingual. Written communication regarding ESL and Bilingual support are sent home in the 8 "other" languages upon request as per the HLIS. These translated communications are from the DOE website. The home language identification survey (HLIS) has a section which asks what language the parents would like information sent home in. This aids greatly in determining who may need written or oral translations as well as what languages are needed.

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.

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents will be translated into the requested language by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Service. Parent letters can be translated into any language that is needed. Oral interpretation is always provided for our Spanish speaking parents by School Aides and teachers who are bilingual. Important and time-sensitive information and letters are translated well in advance of scheduled parent meetings, and conferences to ensure that materials are available in the parents' native languages when needed.

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 by the school staff, volunteers as well as the NYCDOE phone translation system. Language interpreters will be available to interpret for parents during activities including conferences with parents, assemblies, Curriculum Night, IEP meetings, etc. Depending on the language that is needed, we usually have an in-house translator available. If in the future we find that we do not have a translator available, we will contact the DOE Translation Services number. In September a Welcome Letter is sent home to all parents welcoming them and inviting them to Curriculum Night. This letter lets them know that translators will be available. This letter as well as verbal announcements also state that if translations in languages other than Spanish are needed we can make accommodations through the DOE Office of Translations.

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>.

Notification of parents' rights regarding translation and interpretation services is available in the main office. The parent coordinator has each of the necessary pamphlets with the information that is required of Section VII of Chancellor's Regulations A-663. Parents may also be made aware of these rights during our Parent Orientation, meetings with school staff, IEP meetings, etc. We understand and fully comply with the Chancellor's regulation that states that minor students may not provide translation services. We provide in-house training for our staff regarding language access.

