

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: <u>The Captain Manuel Rivera Jr</u>	DBN: <u>10x279</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 12

of certified ESL/Bilingual teachers: 12

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 Title III Program will begin from Dec 3- March 26 to provide the students with multiple opportunities for growth in both languages, English and Spanish. The purpose of providing support in both languages is to make students proficient in English so they are able to transition. The program will be tailored to meet the needs of students who require additional assistance in language development, reading skills as well as meeting their grade-level academic standards. We use NYSESLAT data analysis in listening, speaking, reading and writing, NYS ELA assessments as well IReady Diagnostic assessments to determine the skills and strategies needed for learning a particular modality of the Language Arts/NYSESLAT.

Currently we have 312 of ELLs enrolled in our school. Based on our data, students currently invited to our Title III afterschool programs are students that have been classified as Long Term ELLs and SIFE. Our goal is to serve 75% of our ELLs. We will be serving 200 students who will be taught by certified Bilingual Teachers; 8 teachers during the afterschool program and 4 teachers on Saturdays.

Approximately 120 will be served during the week and the remaining 80 students will be served on Saturdays.

Our Title III program will be in session from 2:30 PM to 4:30 PM Wednesday and Thursday, and 9:00-12:00 on Saturdays. Our Saturday program will commence on Dec 6 and continue through March 28th. During afterschool and on Saturdays, direct instruction will be provided in literacy and math. The math block will focus on developing students skills in mathematics based on CCLS. Teachers will use resources from Common Core Library to supplement and scaffold instructions for students in the program. The literacy block will focus on reading of fiction and non-fiction text as well as engage students in on-demand and reflective writing. Moreover, the program will focus on developing phonics using phonics-based program from Scholastic System 44 as well as LEXIA, a researched based program to improve comprehension. ELLs enrolled in the Title III program will be provided with a scaffolded curriculum to meet their language needs in the areas of speaking, reading, writing and listening. ELLs will be identified for learning needs per their years of service and will be provided a tailored curriculum to meet such needs. ELLs who are within years 0 and 2 will be provided intervention services in the form of recognizing letter-sound relationships in an effort to improve their word recognition and reading fluency. Teachers will use materials from Language Power as well as Guided Reading to increase their reading skills and comprehension. Our goal is that through Guided Reading, Shared Reading and Read Aloud students will be introduced to new academic vocabulary as well as develop oral language. ELLs in years 3 and beyond will be providing direct instruction in comprehension strategies to help monitor their reading and improve reading comprehension. Writing will also be addressed and students will be provided with scaffolded intervention strategies such as formulaic writing stems, sentence starters and progressing to using graphic organizers with minimal assistance to improve their writing.

Additionally to address the needs of SIFE students, we are working through the following steps: to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. For this school year 2014-2015 we intend to use Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with

Part B: Direct Instruction Supplemental Program Information

them when they enter New York City schools, specifically to provide educators with a diagnostic that would support the SIFE identification process. The results of the LENS will offer educators detailed descriptions of a student's skills and abilities in reading, vocabulary, and math. The Spanish LENS will also test phonics, single word reading, and sentence reading. This tool will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

Our SIFE students will be taught using scaffolding techniques to integrate oral and written language into content area instruction, such techniques include using instructional tools such as graphic organizers, visuals and short videos to help students to make sense of content. Project Based Learning, researched based program such as Lexia and Achieve 3000 will be used to support in Language Acquisition.

Wherever possible these students will be paired up with a "buddy" in the classroom who has the same home language to serve as a friend. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

The teachers will provide 30 minutes of instruction using Estrellita methodologies and strive to enhance their base in the home language. Shortly after their Estrellita intervention, students will continue to develop their skills by using different approaches of reading such as guided reading, independent reading, read aloud, shared reading in the native language. As part of the ESL component, teachers will use English Explorers to develop language and concept in the English language. Additionally we have purchased materials from Curriculum Associates (Teacher Created Materials) to support both Native language and English Instruction. Instruction will take place in whole group as well as in centers.

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: Beginning December 1st, on Tuesday from 2:55 PM- 3:35 PM, and running weekly through March, teachers of ELLs working in Title III program will be part of Professional Learning where they will receive PD around using Lexia the research based program as well Language Power program, that specifically targets students at their level. Additionally, based on our learning from last year (RTI for ELLs) professional development around "Looking at Student Work", planning sessions will be provided to make instructional decisions. As indicated earlier SIFE LENS will be used to assess their academic gaps and training will be provided to teachers to utilize multiple strategies including use of Lexia and Achieve 3000 (researched based programs) along with ESL strategies will be implemented. Administrator, literacy coach and ELL coordinator will be involved in providing training to teachers of ELLs. We will utilize video and SIFE resources provided by NYCDOE (SIFE: Meeting the Challenge) along with, Native Language Continuum and English Language Continuum to train and develop teachers. We will continue to read and analyze and use the book, Making Assessment Matter: Using Test Results to Differentiate Reading Instruction by PhD Nonie K. Lesaux PhD to better our understanding of providing support for children's social and emotional health. We will continue to train and use before, during and after reading strategies that were taught to us by Margarita Calderon and Associates using the Exc-ELL platform and its methodologies. Before reading strategies such as developing schema through relevant activities that student can connect with to better their understanding of subsequent literature, previewing vocabulary in meaningful and sustainable ways and through the catering of oral transmission

Part C: Professional Development

to elicit ideas and thoughts during previewing of texts, will be addressed. In addition, during and after reading strategies that allow for the development of the four modalities of reading, writing, listening and speaking will be presented during the weekly meetings.

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: We plan to offer Saturday Family program that caters to the learning of English and celebration of cultures. We will invite parents of our current SIFE, LTE and ELLs students to support their Language Acquisition. The program will be offered every Saturday morning beginning Dec 6- Feb 28 from 9:00 a.m. to 12:00 p.m. We will hold two classes for parents taught by two teachers of ELLs. Based on our past parent participation we anticipate 60-75 parents to attend our classes. Parents will rotate between two classes; one a traditional classroom experience taught by a teacher using chalkboard and reproducible materials while the other in language in technology laboratory that uses Lexia. Every parent will have his/her own account and our team of pedagogues to gauge their language growth and monitor their progress. As part of Parent Engagement, we are planning to hold monthly workshops beginning December on Tuesdays as part of Parent Engagement to inform parents and support their understanding of the resources offered by the school to help with the English acquisition. Workshops will be provided by our coaches to parents in Common Core Learning Standards in ELA and Math, strategies to support their children with reading unfamiliar words, blending, and segmenting as well as social and emotional skills. Parents will be notified and a parent outreach will be done through letters and flyers. These will be translated in appropriate languages and translation will be provided by appropriate school personnel and/or interpretation services.

Part E: Budget

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

Allocation Amount: \$0

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	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$0

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



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: THE CAPTAIN MANUEL RIVERA JR. SCHOOL

DBN (i.e. 01M001): 10X279

Principal: JEAN DALTON-ENCKE

Principal Email: JDALTON2@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jean Dalton-Encke	*Principal or Designee	
Bonnie Kirkwood	*UFT Chapter Leader or Designee	
Heidi Colon	*PA/PTA President or Designated Co-President	
Melissa Kendall	DC 37 Representative, if applicable	
Virginia Diaz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Helena Yordan	CBO Representative, if applicable	
Bibiana Alba	Member/ Teacher	
Joeann Buist	Member/ Teacher	
Griselda DeLeon	Member/ Parent	
Helen Lopez	Member/ Parent	

Yessenia Mena	Member/ Parent	
Danielle Lanza	Member/ Teacher	
Ashanty Mejia	Member/ Parent	
Tana Velez	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, teachers in grades K-8 will implement Teacher's College Writing Program thus resulting in a 25% increase of students performing at grade level standards in writing as measured by Teacher's College Learning Progression Rubric and 279's data trackers

Comprehensive Needs Assessment

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

- Data from State ELA indicates that students underperform on short response and constructed response questions.
- Our state data indicates that in Grades 3-8 10% of students performed at levels 3 & 4 an increase in 2 percentage points from the previous year.
- Performance series indicates that more students are reading at or above grade level as compared to the NYS ELA exam
- Last year's MOSL indicates a strong weakness in the area of writing in ELA and across the content areas

Instructional Strategies/Activities

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

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

- Purchase of Teacher's College Curriculum for all students in Grades K-8
- Professional development from TC coaches for all literacy teachers to support implementation
- School administration will organize planning time and utilize consultants to look at student work and plan instructional next steps
- Monday professional Development time has been devoted to planning and learning the Teacher's College curriculum
- Use of Teacher's College writing rubrics to provide a continuum of learning for students
- Use of writing trackers to develop writing groups to best meet the needs of all learners in the classrooms
- Organize and facilitate Teacher's College Lab Sites on all grades so that best practices can be shared
- Development of TC pacing guide to ensure all learning objectives are being taught and that there is consistency across classrooms
- Increased Professional Development and support for content area teachers to embed writing into their current units of study
- Weekly lesson planning clinics to support teachers in curriculum implementation
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B. Key personnel and other resources used to implement each strategy/activity

1. Administrators and Literacy Coach along with TC coaches and other consultants provide professional development to teachers and staff.
2. Professional Development time on Mondays and Tuesdays have been structured and a PD calendar has been created by administration in conjunction with the coaches to provide training on the use of writing rubrics to identify gaps in student writing and develop next steps
3. Administration, coaches along with teacher leaders conduct monthly learning walks to assess rigorous practices.
4. School-wide learning walks to assess rigor in the classrooms
5. Teacher led professional development to share best practices and build capacity within our school
6. Reading Apprenticeship Coach will train teachers in embedding literacy across content areas
7. School based coaches will work with teachers in weekly lesson planning clinics to support instructional coherence

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

1. The administration will create a school wide assessment calendar to monitor student progress.
2. Classroom observations are conducted by administration and coaches do observe the implementation and impact of professional development provided by TC and coaches.

3. Periodic review of lesson plans will determine the effectiveness of lesson planning clinics.
4. TC Running Record will be utilized 3 times a year to assess student progress.
5. Use of conference logs to formulate groups and develop next instructional steps for students
6. Monthly data meeting will look at student work and develop next steps.

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

- September – Initial meeting with Teacher’s College Coaches to design plan for implementation
- September-October – Baseline writing pieces given and analyzed
- September-June – Periodic Coach visits to work with teachers on implementation
- September – June – Teacher’s College workshops for teacher professional development
- September-June – On-going lesson and unit development, looking at student work, inquiry and assessment tracking
- September-June – Monthly update of professional development tracker and professional development opportunities

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

Per-session
 Title I funds
 Title III funds
 Conceptual Consolidation.

Strategies to Increase Parental Involvement

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

- Use of Tuesday after school time to educate parents on grade level standards and expectations
- Monthly family forums to make parents aware of school-wide initiatives and progress towards reaching those goals
- Grade level newsletters to make parents aware of what students are learning and how they can help them at home
- Workshops for parents on the curriculum and how to best help their children at home
- Use of EnGrade – an on-line grading system that allows parents to track student progress and email teachers with questions or concerns

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015 instructional steps for student mastery of common core grade level standards will be identified and student progress will be monitored through the use of ELA and Math data trackers which will result in an 8% increase in proficiency in the NYS Math and ELA exam

Comprehensive Needs Assessment

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

- The data from assessments are not always used to formulate next instructional steps for students
- Teacher created assessments are not all common core aligned and therefore do not adequately prepare our students for state assessments
- Instructional groupings are not clearly aligned and/or flexible given tasks and/or student needs. Instruction, activities and tasks are similar and/or singular in type and/or solution limiting participation and student engagement.
- Lesson plans did not reflect student data – groupings etc.
- School did not have a consistent universal screener that was in place to identify students in need of interventions
- Progress monitoring was not occurring on a regular and consistent basis

Instructional Strategies/Activities

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

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

- CCLS assessments for math and ELA will be developed and aligned to the units of study
- The development and review of these units will result in lesson objectives and Learning Tasks that are rigorous and will provide opportunities for students to problem solve in multiple ways. The lesson objectives will then be used to develop CCLS aligned assessments.
- ELA and Math assessment trackers will be used to assess mastery, formulate groups and inform instructional goals for both teachers and students
- At grade level meetings, review of student work and artifacts will be used to develop next instructional steps.
- All teachers will be trained in Intervention programs as part of our school-wide RTI so that intervention becomes embedded into daily classroom instruction. These programs will assist students that exhibit intensive need for fundamental skill sets.
- Conduct universal screening for all students in Grades K-8 in literacy to identify students in need of intervention
- Train teachers and schedule time to provide RTI for all students who require it during the school day.
- Establishment of lab sites to share best practices and showcase how data is used in instruction

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

1. Grade level teams will collaborate in developing CCLS aligned assessments in math and literacy to monitor student mastery.
2. School administration will organize planning time, utilize consultants and supports from network and coaches to revise and modify current units of studies that are aligned to CCLS to incorporate NYS Instructional Shifts.
3. A full-time literacy and math coach to model and support teachers in moving along the professional continuum and to help them make sense of their data and plan accordingly
4. TC coach and consultants will demonstrate lessons, and model strategies for teachers in K-8
5. The administration will create a school wide assessment calendar to monitor student progress.

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

1. One Monday a month will be devoted to review the data tracker and set instructional next steps. These meetings will be held by the administrators to support data analysis.
2. Weekly lesson planning clinics will be held to support teachers in designing lessons that incorporate use of data to inform next instructional steps
3. Assessment data will be utilized to formulate flexible instructional groups in classrooms and after school.
4. Data from interventions will be reviewed to analyze the impact of RTI interventions during Child Study Meetings.
5. Using the I-Ready Progress Monitoring, all students with disabilities will be assessed five times a year to determine their progress towards meeting their goals and identify areas of continued weakness

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

1. September 2014- June 2015 – Monthly data Meetings to develop consistent systems for gathering assessment data and using that data to inform instruction.
2. September 2014- June 2015 - Monthly PD opportunities for teachers to look at their data and plan accordingly as per Advance
3. September 2014- June 2015 – Work with school based coaches and TC consultant to create regular assessments and track student progress towards mastery of the content
4. September 2014- June 2015 – Professional Development for teachers around the school-based interventions designed to provide additional support to struggling students

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

Per Session for after school and enrichment programs
 Title III
 Software Programs –Mind Math, Help Math, I-Ready, Lexia

Strategies to Increase Parental Involvement

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

- Use of Tuesday after school time to educate parents on grade level standards and expectations
- Monthly family forums to make parents aware of school-wide initiatives and progress towards reaching those goals
- Grade level newsletters to make parents aware of what students are learning and how they can help them at home
- Workshops for parents on the curriculum and how to best help their children at home
- Use of EnGrade – an on-line grading system that allows parents to track student progress and email teachers with questions or concerns.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June of 2015, administration and staff will share in an on-going cycle of observation, feedback, and professional development resulting in a 20% increase in the number of teachers rated Effective in Domain3 – Instruction in Advance, thus resulting in an increase of student engagement and discussion as observed in classroom observations

Comprehensive Needs Assessment

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

- Based on ADVANCE tracker, 34% of teachers are developing in the areas of engagement and questioning and discussion
- School leaders conduct observations individually and feedback given does not always have professional opportunities aligned to it.
- Time allocation is inconsistent and time-on-task is varied across the grades, teachers are not maximizing their time to support student achievement.
- Most classrooms are teacher centered with limited student engagement
- Lesson plans do not always anticipate and plan for student responses

Instructional Strategies/Activities

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

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

- By June 2015, 100% of K-8 teachers will be observed a minimum of four times. They will receive focused and actionable feedback, in a timely fashion, based on Danielson Rubric to improve classroom instruction and foster student achievement.
- Utilize the Danielson Framework as a common rubric for teacher feedback and professional growth to ultimately impact student achievement
- Strengths and weaknesses, trends and patterns will be noticed to launch professional development opportunities for the staff.
- Provide opportunities for teacher led professional development to share expertise and build capacity
- Creation of a Professional Development Committee comprised of classroom teachers to support teachers and administrators in moving along the professional continuum.
- Utilize the teacher tracker on ADVANCE to move teachers along a learning continuum towards highly effective.
- Use of Word Generation to build academic vocabulary and foster discussion in classrooms
- In house teacher mentors provide foundational support to all teachers who are new to our building in all areas of Danielson

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

1. A full-time literacy and math coach to model and support teachers in moving along the professional continuum
2. On-going collaboration with the Advance coach to support administrators in giving specific and actionable feedback to teachers to strengthen their practice.
3. Provide on-going professional development and training to all staff on the Competencies 3b and 3C. Low inference data derived from classroom observations will be used to provide differentiated professional development based on teacher needs.
4. Administration in conjunction with the PD committee will analyze the data from Advance to create a menu of Professional Development sessions. Coaches and teacher leaders in our school will provide these sessions.

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

1. Monthly professional development calendar, along with inter-visitation/lab site schedules will be available to ensure all teachers' needs are met.
2. Observations will be set every Monday during administrative meeting and reviewed every Friday at the administrative meetings. All observations will be tracked on an observation-tracking sheet.
3. Data will be analyzed after each round of observation to review the impact of professional development provided to teachers.

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

- September – October – Conduct Initial Planning Conferences with all staff to set goals
- September- November – Have first round of observations completed and assess patterns and trends observed
- November- January – Have second round of observations completed and assess patterns and trends observed
- January – March - Have third round of observations completed and assess patterns and trends observed
- September- June – Use of Monday and Tuesday time to engage teachers in professional development around Danielson
- September-June – Monthly update of professional development tracker and opportunities for teachers based on Advance data

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

Advance
 Advance and Network Support
 Network Professional Development Workshops
 Conceptual Consolidation

Strategies to Increase Parental Involvement

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

- September 2014 – June 2015 – Monthly Open Family forum with agenda items such as Common Core Based Curriculum units, expectation and impact on student work.
- September 2014 – June 2015 - Bimonthly Tea & Talk sessions with parents to offer social and emotional support to families
- September 2014 – June 2015 - Various school leadership team meetings will host speakers and experts on the CCLS and the process of curriculum redevelopment.
- September 2014 – June 2015 -Parent/ teacher open forum to strengthen home/school connection

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Foundations (K-2) 382 students	small group instruction	During the day/After School
	Wilson Reading System (3-8) – 50 students	small group instruction	During the day/After School
	Just Words – (4-8) 65 students	small group instruction	During the day/After School
	Guided Reading (K-5) 532 students	small group instruction	During the day
	Great Leaps (3-8) 40 students	One-to-One	During the day
	Lexia (1-8) 312 students	small group instruction/one-to-one	During the day/after school
	System 44 (1-8) 312 students	small group instruction/one-to-one	During the day
Mathematics	I-Ready (2-8) 750 students	One-to-One/Tutoring	During the day/After School
	Help Math (3-8) 575 students	One-to-One	During the day/After School
	MIND Math 325 students	One-to-One	During the day/After School
	I-Ready (2-8)	One-to One	During the day/After school

Science	Repeated Instruction	One-to-One Small group	During the day/After school
Social Studies	Repeated Instruction	One-to-One Small group	During the day/After school
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Students receive at-risk interventions through the Overcoming Obstacles curriculum delivered by our MS At-Risk counselor and Attendance Teacher. The School Psychologist meets regularly with five at-risk students for tutoring and support.	Whole class, small group, one-to-one One-to-one, small group	During the day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Building capacity by empowering teacher leaders to act as mentors to support and instruct new teachers. • Creating grade level leaders to facilitate common planning periods and act as lab sites when necessary. • Hiring of a full time math and literacy coach to support teachers with content and pedagogical skills • Creating a hiring committee comprised of teachers, AP's and principal to recruit and retain highly qualified teachers • Partnering with a Teacher's College literacy consultant to recruit and retain HQ teachers. • Creating lead teacher positions to support literacy and math instruction for all students • The designation of a highly qualified bilingual coordinator and instructional coach • The purchase of web-based reading improvement programs i.e., System 44, Rosetta Stone, and Achieve 3000 have given literacy classroom teachers more options for creating focused learning centers in the classroom and in technology labs on grades 1 to 8. • The retention of a guided reading push-in teacher for grades K-5 to support teacher development in the practice of guided reading and contributes to the retention of high performing teachers on these grades. • The purchase of web-based Help Math program for use by most math teachers is a retention strategy because it facilitates effective and easy differentiation of math instruction. • Participation in MSQI and ESQI that provides professional development to all grade teachers in an effort to have all students performing at or above grade level. • Participation in Teacher's College Professional Development workshops to enhance teacher content and pedagogy.

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).
<ul style="list-style-type: none"> • Teachers College Reading and Writing Consultants provide regular professional development to teachers through planning sessions and lab sites. Teachers attend professional development at Teachers college and then turnkey to their colleagues. • MSQI Coach provides professional development to teachers through workshops, modeling, coaching and planning sessions • Reading Apprenticeship Coach provides professional development to teachers through workshops, modeling, coaching and planning sessions • School-based Literacy and Math Coach provide on-going training on best practices, grounded in Danielson, through modeling, coaching, workshops and lab sites • Paraprofessional Study Group led by Reading specialists to ensure that our paraprofessionals are receiving training in literacy interventions to best support students' needs • The scheduling of 5 additional half days for common core training • Weekly common planning periods on all grades for planning and sharing best practices • Inter-visitations among teachers to share best practices

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

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

All Federal, State, and Local funds are utilized to address the needs of students in temporary housing, as well as all the other subgroups in the school building, including but not limited to ELLs and SPED. Instructional supplies, parent workshops and after school programs are purchased to ensure all students needs are being met.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

- Members of various constituents are represented in our school-wide MOSL committee
- Grade leaders facilitate grade level meetings to discuss and analyze assessment data
- Coaches, consultants and Administration meet weekly with teachers to look at student work, analyze assessment data and inform instructional next steps
- School Leadership Team meets monthly to monitor student progress and discuss curricula and assessment decisions

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

PS/MS 279's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of

the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent 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, Andrea Decena, to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, nutrition, 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., open family forums, 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;
- host Padres Comprometidos twice a year to provide parents the necessary information and training to help ensure that their child(ren) are college ready
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Open family Forums;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers through Learning Leaders
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- hosting open houses every Tuesday afternoon to discuss student's academic and behavioral progress
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 10X279

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$972,109.71	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$130,479.00	X	See action plan
Title III, Part A	Federal	\$36,256.00	X	See action plan
Title III, Immigrant	Federal	\$1,464.00	X	See action plan
Tax Levy (FSF)	Local	\$5,600,258.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of

achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 279
School Name The Captain Manuel Rivera Jr.		

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 Jean Dalton	Assistant Principal Shehnaz Hashim
Coach Rosa Lofgren	Coach
ESL Teacher Eileen Horan	Guidance Counselor Judith Galarza
Teacher/Subject Area Elba Perez/ Bilingual	Parent Heidi Colon
Teacher/Subject Area Delba Puello/BCB	Parent Coordinator Andrea Decena
Related Service Provider Daisy Villalobos	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	10	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1051	Total number of ELLs	302	ELLs as share of total student population (%)	28.73%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	302	Newcomers (ELLs receiving service 0-3 years)	237	ELL Students with Disabilities	47
SIFE	47	ELLs receiving service 4-6 years	54	Long-Term (completed 6+ years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	237	40	27	54	7	17	11	0	3	302
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	237	40	27	54	7	17	11	0	3	302
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	21	20	9	24	27	21	20	17	21					180
SELECT ONE														0
SELECT ONE														0
TOTAL	21	20	9	24	27	21	20	17	21	0	0	0	0	180

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	12	15	6	15	11	18	9	5					99
Chinese														0
Russian														0
Bengali		1	1		1		1		2					6
Urdu														0
Arabic			1				1							2
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1	2		2	1	3					11
TOTAL	9	14	17	7	18	11	22	11	11	0	0	0	0	120

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	9	2	8	7	6	15	7	5					72
Intermediate(I)	8	8	8	8	21	6	6	2	5					72
Advanced (A)	9	18	16	16	18	19	22	19	21					158
Total	30	35	26	32	46	31	43	28	31	0	0	0	0	302

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	33	7	0	0	40
4	23	5	0	0	28
5	29	3	0	0	32
6	16	5	0	0	21
7	24	4	0	0	28
8	15	3	0	0	18
NYSAA Bilingual (SWD)	1	0	0	0	1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	14	2	8	0	1	0	1	40
4	8	18	1	2	0	1	0	0	30
5	17	16	1	1	0	0	0	0	35
6	8	17	3	0	0	0	0	0	28
7	11	19	0	2	0	0	0	0	32
8	6	3	9	1	2	0	0	0	21
NYSAA Bilingual (SWD)	1	0	0	0	0	0	0	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	4	9	2	11	0	0	0	31
8	2	4	10	0	2	0	0	0	18

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	29	33	27	20				
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.
P.S./M.S 279 uses the Fountas & Pinnell assessments, the running records as well as the optional components of the program to assess the early literacy skills of our ELLs. The optional components being used in kindergarten and first grade aim to assess early literacy skills typically mastered prior to reading. The data from our English Language Learner's Fountas & Pinnell indicated that 80% of our

students are proficient in decoding skills and in fluency however they score low on comprehension skills. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELLs are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, when a student is shown a picture of a hat, cat or a dog and asked to identify or "say" the initial sound of the word, a student with limited English vocabulary who does not know the word in English struggles to respond and fails to produce the first sound of the word. We have also noticed that many of our ELLs in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction is tailored to include intensive instruction in this area using, Great Leaps and Foundations- Researched Based program. The daily routines of ESL instruction includes practice in the areas of weaknesses as identified in the early literacy skills assessments. Across the grades, identified areas of weakness are during small group instruction as well during X-period on which is approximately 45 minutes, extended day time built in during the day. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments. Additionally, in 6th grade, students reading levels are first assessed by DRP as our 6th grade students and teachers are working with Middle School Quality Initiative work this year. Analysis of the DRP scores further determine the need for these students to be assessed using "Running Records". The data from these assessments are utilized to form small group instruction. To further support our English Language Learners in sixth grade, we have created an intervention period at the end of the day. Students are grouped based on their needs and small group instruction is provided.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Examining the results in the four modalities- listening, speaking, reading and writing- of the NYSESLAT we noticed that even though students move to a higher levels in all grades, they remain more proficient in listening and speaking in all grades with the exception of the newcomers that generally are beginners and intermediate. In reading and writing modality most of the grades fall in the advanced level with exception of the kindergarten, first grade and newcomers students that stay in the beginning level. Examining the result of the LAB-R we can notice that there is a higher percent of Kindergarten students who pass the test. From 1st grade to 8th grade only students that come from other states within the United States pass the LAB-R. The kindergarteners that are new to the country tend to score at a beginner or intermediate level. Across the proficiency levels in kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S/MS 279 tend to increase about one proficiency level from the LAB-R at the beginning of their Kindergarten year to the NYSESLAT during the spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the LAB-R to the NYSESLAT. In first grade, the ESL teachers work diligently to pinpoint the skills that the ESL students struggled with on the previous year's NYSESLAT. As a result 11 of our first grade students scored at proficiency level in 2013 NYSESLAT. We also noticed that some of our students who had achieved an advanced level score in upper elementary grades fell back to an intermediate level or continued to score at either Intermediate or advance level. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students with researched based materials such as " Just Words", " Wilson" and Readygen. In addition, these students are receiving other AIS services and interventions by experienced ESL and Bilingual teachers as well as participating in all core curriculum activities. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In order to address the areas of Reading and Writing in these grades, every attempt is made to allow ESL teachers to push-in to these classrooms during literacy periods. ESL teachers pushing into a classroom during literacy periods are able to scaffold reading and writing assignments to make them more accessible for struggling readers and writers. ESL teachers can also work on strategies during these literacy periods, such as: word attack skills, comprehension skills, grammar skills, and writing mechanics.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Due to the change in score reporting for the 2013 NYSESLAT, this data cannot be analyzed at this point. PS/MS 279 is waiting for more guidance on how to look at the data in this format.
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?

4 a. One hundred forty five (145) students were assessed with the NY State Math test. One hundred fifty one (151) students from grades 3 to 8 are at level 1; fifty four (54) students took the test in English and eighty seven in Spanish (87). Thirty (30) students from grades 3 to 8 are at level 2; sixteen (16) students took the test in English and fourteen in Spanish (14). Four (4) students from grades 3 to 8 are at level 3; two students took the test in English and two (2) in Spanish. One student is at level 4 which took the test in Spanish. The patter shows an equivalent in the score of both languages.

In eight and four grades, forty nine (49) students were assessed with the NYS Science. Fifteen students are at level 1; seven students took the test in English and eight in Spanish. Twenty students are at level 2; nineteen (19) students took the test in English and two (2) in Spanish. Three (3) students are at level four; two students took the test in English and two in Spanish. There are not students at level 4. The patter shows a comparable amount in the score of both languages. In both, math and science test, language is fair and equal to students. The implication for instruction is to keep with the practice of developing learning strategies and concepts in both languages.

4b. Teachers at PS/MS 279 use results from these assessments to further differentiate and revise their instruction. Data from these assessments is further utilized in understanding the strength and weakness of each students so that teachers (classroom and ESL teachers) can target their interventions.

4c. Periodic assessment gives comprehensive information about how well students are developing their reading, writing and listening skills. It gives idea about items and skills analysis linked to NYS ESL and ELA standards. It gives points of reference to appropriate instructional resources that could be used for targeted instruction.

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](#).)

The staff at PS/MS 279 looks at the assessment data for our ELLs in order to plan instruction for our ELLs within the RTI framework. The staff looks at data from sources such as the NYSESLAT, the LAB-R and Spanish LAB, Fountas & Pinnell, State Assessments and Performance Tests to form groupings. To provide Tier II interventions we have instituted an "ELL Academy" in the morning. Teachers use Research Based materials such as Lexia, Achieve 3000 and ESL strategies to address the needs of individual students. Additional supports are provided through Title III funds on Tuesday and Wednesday after schools. These sessions are 90 minutes each. During these periods ELL students may be grouped by grade and areas of need to ensure that instruction is meeting them at their level and working to get them to a performance level consistent with grade expectations. One example of such a grouping is in grade six students identified as in need of "Wilson Reading Program" receive their service from trained members of our community and those students who score above the Wilson cutoff marks who may still need interventions receive intervention "Just Words" to improve reading and comprehension skills. With the recent distribution of the RTI Guide for Teachers of ELLs, our teachers of ELLs are working to integrate the suggested strategies into their practice.

6. How do you make sure that a child's second language development is considered in instructional decisions?
When an ELL is first admitted to the school and administered the Spanish LAB, we are able to see if the student is displaying literacy skills in Spanish. The presence or absence of these skills helps us to determine the best way to move forward in meeting all of the students' academic needs. For example, if the student is struggling to display early literacy skills in their native language, we can infer that more intense instruction is needed in foundational literacy skills. In addition, since our staff is trained on effective strategies for second language learning, teachers frequently use strategies such as: cognates, visuals, songs, chants and concrete representations in their instruction. Teachers also work to find videos and other online resources to reach their second language learners.
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?

PS/MS 279 currently does not have a dual language program.

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

We evaluate the success of the program according to how the students develop in the language acquisition, along with how they performance in the overall areas, by students getting higher scores in the Periodic Assessment, improving their NYSESLAT levels moving to a higher level. The school assesses the success of our programs for ELL's through many different modalities. First, the school staff examines assessment data from sources such as: Fountas & Pinnell, periodic and yearly city and state assessments, conferencing and informal observations to assess student achievement at benchmark periods in the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELL's have not made progress on the middle of the year assessments, the ESL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current ESL program to make any changes necessary for the ELL students. The instructional time allocated for Native Language and ELA is detrimental in evaluating the success of our program. Our current program is as follows:

Literacy

For all grades (k-8th) students at a beginning level will have 60% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of native language instruction - 45 minutes daily, and two periods of ESL, daily.

For all grades (k-8th) students at an intermediate level will have 50% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of native language instruction- 45 minutes daily, two periods of ESL, daily.

For all grades (k-8th) students at an advanced level will have 45 minutes of the literacy instructional time in the native language and mandated required time of native language instruction with mandated instruction time for ESL.

Content Areas

Math

For grades (k-2nd) all language level students, the first trimester will have 60% (3 days per week) of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th) all language level students, the first trimester will have 40% of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

Science/Social Studies

For grades (k-2nd) all language level students, the first trimester will have 60% of the instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th) all language level students, the first trimester will have 40% of the Science/Social Studies instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

The instructional time allocated for both languages in the ESL Program is as follow:

Literacy

For all grades (k-8th) students at a beginning and intermediate level will receive instruction with the use of ESL methodology. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, individually, until they get to the mandated required time of ESL instruction two periods of ESL, daily.

For all grades (k-8th) students at an advanced level will receive instruction with the use of ESL methodology and one period of ELA. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, individually, until they get to the mandated required time of ESL instruction, two periods of ESL, daily.

Content Areas

For all grades (K-8th) students at a beginning, intermediate and advanced level will receive instruction in English through ESL methodologies. If the students have shown development in the second language, time allocated for ESL methodology will decrease, individually according to the students' language development.

Finally, the Data Inquiry team at PS/MS 279 is beginning to use the "New Language Arts Progression" rubric to look at student work to identify strength and weaknesses and individual student needs.

Part IV: ELL Identification Process

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

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

At PS/MS 279, we follow the guidelines for program placement procedure as delineated under CR Part 154. The steps under these guidelines include screening, initial assessment, parent orientation, program placement and annual assessment. Our ESL certified / Bilingual teachers meet with parents or guardian of new applicants complete the Home Language Survey, which is provided in the language parent best understand. In addition to working with families in completing the HLIS, the teachers conduct an oral interview with the parent and student both in English and student's native language if necessary.

If the HLS determines that a language other than English is spoken in the child's home, the child is administered a Language Assessment Battery- Revised (LAB-R). Spanish students that score below proficiency on the LAB-R are administered a Spanish LAB to determine language command. Students' placement in an appropriate program is primarily guided by the parent/guardian surveys and program selection. These surveys are completed following the parents' attendance at orientation for newly enrolled English Language Learners. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Pedagogues responsible for conducting the initial screening, administering the HLIS, and the LAB-R are the following:

Pedagogues	Qualifications	Languages Spoken
Delba Puello	Bilingual Teacher	Spanish/ English
Elba Perez	Bilingual Teacher	Spanish/ English
Eileen Horan	ESL Teacher	English

Additionally, our bilingual staff, parent coordinator is available to translate and inform families of our current program choices whenever necessary. Throughout each school year, there is ongoing and consistent communication between the pupil accounting secretary and Assistant Principal overseeing Bilingual Education and key ESL staff to maintain an updated list of ELL students within the school. This is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all times.

If parents do not select the program students will be placed in bilingual as per CR Part 154

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.

LAB-R test is provided within the first ten days of school, and without delay parents are informed of the LAB-R result with the notification of entitlement letter, which provides specific information about ELL programs. At the same time, parents are invited to participate in an orientation session where description of the program models and placement program option are presented. In the parent orientation meeting we use the material supplied by the Office of ELLs, translated material, video and brochures such as "Guide for Parents of English Language Learners" serves as a resource for the families to refer to at home. For parents or guardians that do not attend the Parent Orientation, Parent Coordinator or ESL teachers schedule one-on-one meeting or phone conversations. Pedagogues in charge of this action are cited below.

Pedagogues	Qualifications	Languages Spoken
Shehnaz Hashim	Assistant Principal	English
Delba Puello	Bilingual Teacher	Spanish/ English
Elba Perez	Bilingual Teacher	Spanish/ English
Andrea Decena	Parent coordinator	Spanish/English

If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results.

All workshops are conducted in both English and Spanish, translation is provided by our Parent Coordinator or the Bilingual / ESL teachers. These staff members stay for the duration of the orientation meeting to ensure that any questions the parents may have regarding their options will be answered. The ESL teachers and administration works with the parent coordinator to follow up with parents who did not attend the orientation via telephone, written notices and in person meetings, to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ESL services, the ESL teacher or the parent coordinator schedules meetings for the parents of newly admitted ELLs to view the video and to receive the information given at the Parent Orientation.

If parents do not select the program students will be placed in bilingual as per CR Part 154

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 [\[see tool kit\]](#).)

At the beginning of the year at the ELL Parent Orientation meeting, a video from NYC Department of Education is shown to inform parents of the three program choices available to newly admitted students. Once the video has been viewed the Entitlement Letters and Parent Survey and Program Selection forms are distributed both in English and Native Language. For those parents who are not in attendance at the orientation, the bilingual / ESL teachers work with the Parent Coordinator to follow up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms as well as to receive the Entitlement Letter. Additionally, parents are notified of the students' NYSESLAT / LAB-R results. If students score below proficiency level a continued entitlement letter is sent to parents/guardians. If students score at or above proficiency level a non entitlement letter is sent to parents/guardians. Copies of all entitlement and non-entitlement letters are kept in the school's file.

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. Students who score below proficiency level in the LAB-R are entitled for Bilingual or ESL instructional programs. Students who score at or above proficiency level on the LAB-R are not entitled for bilingual or ESL programs. Parents participate in an orientation to learn about the different programs offered in 279. After attending the orientation, parents have the opportunity to make decision about the program they consider better for their child. All conversations between families and school staff are in the family's native language if that language is Spanish. If a family speaks a language other than Spanish at home and does not have a friend or family member who is able to translate, the school will contact the Office of Translation Services to request a translator for the meeting.

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 school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's existing list of ELLs to make sure all entitled/eligible ELL students will be tested. The testing coordinator and ESL /bilingual teachers review the IEP's of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. We continuously check New York City's Assessment memo's site for test information, direction and guidelines. Once the testing windows are determined the testing coordinator and the ESL staff members along with administration will schedule specific dates each section of the NYSESLAT will be administered. Following considerations will be given when creating a schedule:

- a. How many students need to be tested in each grade and class?
- b. Location and personnel?
- c. Testing accommodations?

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. 

Reviewing the program selection forms for the past year, we found out that two hundred twenty nine (229) parents selected a bilingual program, followed by one hundred twenty three (123) parents who selected an ESL program. To pursue with the parents demand, we are providing both programs. Currently, we offer Transitional Bilingual Program from K through 8 grades, one class for each grade, and push-in and pull-out ESL services for students that parents have selected a mono-lingual setting. We currently do not have the required number of students to constitute an ESL class.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. PS/MS 279 is a kindergarten to eighth grade school that houses one kindergarten, one first grade, one second grade, one third grade, one fourth grade, one fifth grade and one sixth grade transitional bilingual (Spanish) class, a freestanding departmentalized seventh grade and eighth grade, and a push-in and pull-out ESL program. In our pull out model, which generally have students that are at the beginning and intermediate level. We assure that the mandated number of instructional units is provided according to the proficiency level. The ELL's in these classes receive their mandated minutes from our ESL & bilingual teachers. Our ESL teachers include short and long term goals and plan lessons to support the instructional needs of the beginners, intermediate and advanced students. We ensure that ESL units of instruction are aligned to the mandated units required by CR Part 154 Regulation. Self contained classes are blocks of mixed proficiency levels. Push-in/ Pull out models are grouped by levels. For students classified as Beginners or Intermediates as per the LAB-R and NYSESLAT.

b. What are the program models?

In kindergarten, all general education ELLs are seen in their classroom in a push-in model. Ms. Mendez works with the kindergarten teachers to ensure that all kindergarten ELLs are receiving their ESL minutes in this model. In our first grade through eighth grade classes our ESL and bilingual teachers push-in and pull-out to provide ELL students with their ESL minutes. Students are grouped by their proficiency levels to receive their minutes in a targeted pull out group. In seventh and eighth grade, students receive their mandated number of minutes by pushing in and pulling out students based on their proficiency. In our Special Education Self -Contained 7th and 8th grade bridge class services are provided by pulling out and pushing in to provide targeted instruction.

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)?

The students receive the required amount of NL, ESL and ELA everyday. All bilingual classes receive Spanish instruction, English as a second language and/or English Language Arts according to the language level.

Level / All Programs	Beginners	Intermediate	Advance
ESL	360 minutes per week	360 minutes per week	180 minutes per week
ELA	-	-	180 minutes per week
TBE/ESL	360 minutes per week	360 minutes per week	180 minutes per week
Native Language Art	45 minutes daily	45 minutes daily	45 minutes daily

Service providers collaborate with classroom teachers ensuring that students receive their appropriate number of minutes of ESL. A weekly schedule is maintained by the service providers ensuring all students are receiving their proper mandates. When a period of service is missed or cancelled, a make-up session is scheduled to ensure all ESL students are receiving their mandated

minutes. Each ESL teacher is held responsible for tracking the students on her schedule and ensuring all mandated minutes are given according to each student's proficiency level. If a teacher feels she is unable to meet with all of the ELLs she is responsible for servicing the schedules are re-evaluated to ensure all students are receiving their mandated minutes. When scheduling conflicts arise such as field trip etc the ESL teachers work with the administration as well as the classroom teacher to rearrange schedules for the day to ensure that the ELL students receive as many of their mandated minutes as possible that day.

To assure that the child's second language development is considered in instructional decisions, mandated number of instructional time is provided according to the proficiency level of each group. Teachers will include short longterm lesson planning to develop and support instructional needs of beginners, intermediate and advance students.

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.

In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counter-parts. Across the grades in literacy, this is implemented through the Ready Gen curriculum and in math through the Go Math! program. All grades utilize these programs to work toward proficiency in the Common Core Learning Standards (CCLS). All instruction is aligned with the Common Core Learning Standards in order to assist students in meeting grade level benchmarks, as well as to continue on the path to college and career readiness.

During the instructional day, the ESL teachers serving students in the push-in program collaborate with classroom teachers to identify areas of need among our ELLs. ESL teachers then use ESL best practices to scaffold instruction for our ELLs, including: use of visuals, TPR activities, songs and chants, graphic organizers and re-teaching strategies. In addition to these strategies, our ESL teachers also use Guided Reading, Wilson, Just Words, Lexia and Achieve 3000 to work with our ELLs. ESL teachers provide additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction taking place in the classroom.

In addition to receiving the same instruction in Mathematics, Science and Social Studies instruction as their counter part, ELL's at PS/MS 279 benefit from other interventions. Students are part of early morning ELL academy as well as they are grouped by proficiency in after school program using Title III funding.

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

At PS/MS 279 we strive to ensure that ELLs are appropriately evaluated in their native language. We identify the native language through analysis of the Home Language Survey and subsequently provide native language scaffolding support through intervention in the form of letter/sound recognition in English and their native language, as well as encourage students to use their native language as support to determine word composition and meaning. Upon arrival to class, all ELLs are instructed to write a baseline of their chosen topic, typically a narrative detailing an event in the native language to determine proficiency in their native language. In the case that we do not have a pedagogue who is a speaker of the student's native language we instruct the ELL to write his/her baseline and then contract a translator to perform such service. Since the majority of our ELLs are native Spanish speakers, there are many opportunities for them to show what they know. For example, our students who are ELLs can choose to take the New York State Mathematics and Science tests in Spanish. Also, our school is implementing the use of the New York City Performance Tests, which are available in Spanish for our Spanish dominant ELLs.

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

In addition to the NYSESLAT, our ELLs are evaluated in the four modalities in different ways throughout the year. In kindergarten through eighth grade, students are assessed in reading using the Fountas & Pinnell running records system, Performance Series and other assessments. This assessment is done at the beginning, middle and end of the year. This assessment also provides an evaluation of speaking as students respond to comprehension questions orally and engage in a conversation about the book with the teacher. The Fountas & Pinnell assessment also includes a fluency score that tells the teacher how the student's fluency is improving throughout the year. In writing, students are expected to complete a writing task as part of the Ready Gen curriculum twice each module. Teachers use NYC Common Core Aligned writing rubrics to evaluate these writing pieces, and the data from these tasks will be used to evaluate student progress in writing across genres. Additionally, our ESL are beginning to use the NYSESLAT rubrics to analyze student work and develop action plan to target areas of need. Teachers will be regularly assessing these strategies by developing assessments that are aligned to the lesson objective to monitor progress. The read aloud times are an excellent opportunity to assess listening skill acquisition. Our teachers assess these skills through re-tells, summaries and other literary tasks.

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).

a. Describe your instructional plan for SIFE

We currently have 47 SIFE student across the grade levels. In order to address this student's needs, we are working through the following steps: assess the student(s) to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. As with all students at our school, differentiated instruction will be implemented to ensure the SIFE student's needs are met. Given that PS/MS 279 has 47 SIFE students, these students will be a part of the ELL Academy during which, in addition to literacy skills, socialization skills and appropriate school behavior will be introduced if necessary. Students in this academy will use Project Based Learning, researched based program such as Lexia and Achieve 3000 to support in Language Acquisition. Where ever possible these students will be paried up with a "buddy" in the classroom who has the same home language to serve as a friend.

b. Describe your plan for ELLs in US schools less than three years. Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Newcomers at PS/MS 279 receive the mandated number of minutes per their proficiency level. Instruction during these push-in or pull-out periods is based on student needs as per data from various assessments given throughout the school year. These ELLs are closely monitored in their classrooms by their classroom teachers as well as well as their ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and confer with students to assess their needs. Once the students' needs are identified, the ESL teacher creates and intervention plan. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. It is our plan that the students that are not making any progress will become part of Response to Intervention (RTI) groups in the areas that the data shows they are lacking. They will then receive targeted instruction during X- Perioda (extended day period). Since students are now required to test after one year, classroom data and simulation data is analyzed to determine next steps. We are creating an articulation time between classroom teachers and ESL teachers to collaboratively analyze student work.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Depending on their proficiency level, and their individual needs, ELLs receiving services four to six years will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Again, areas of student need in ESL are targeted during ESL Push-in and Pull- out sessions. These students will also be invited to attend Title III academy and/or ELL academy.

d. Describe your plan for Long-Term ELLs.

For the 2013-2014 school year, we have 11 long-term ELLs. Depending on their proficiency level, and their individual needs, long term ELLs will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress will be constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. These students will also be invited to attend Title III academy and /or ELL academy

e. Describe your plan for former ELLs:

A list of former ELLs is kept along with the current ELL list to ensure that our ESL teachers are checking in on these students and working with them when they need intervention. Former ELLs at PS/MS 279 receive all testing accommodations that they are

entitled to on all assessments. These accommodations include: extended time, separate location and bilingual glossaries.

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

At PS/MS 279, ELLs students identified as having special needs, the current IEP is reviewed by ESL teachers and related service provider to review these students data to identify areas of strength and weakness to be addressed during ESL instruction. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and appropriate academic interventions will be provided. Our ESL teachers will continue to employ strategies such as visual representations, concrete materials, reciprocal teaching to enhance student learning. We will integrate language development across the curriculum. Vocabulary will be taught during any and all lessons. Teachers will identify vocabulary words and categorize them in tiers. This strategy is critical for the teacher to determine the words and supports needed to teach in priority. Students will be use any technology program (Lexia, System 44, Achive 3000) used in the school that best fits the needs of a particular student.

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?

The population that has special needs will receive additional instructional time in the subject or skill of major need; their needs will be continually addressed by closely reviewing the students' Individualized Educational Plans (IEP). We make every attempt to adapt and modify curriculum to meet the needs of our ELL-SWD's. Classroom teachers, ESL teachers and Related Service Providers ensure there is an understanding of lesson objectives through formal and informal assessment and by analyzing student work. Teachers will continue to supplement and scaffold lessons using visual and kinesthetic activities . A reading intervention program (Wilson) will be integrated in the literacy program along with Readygen. Moreover ELL-SWD's reading below level at a beginning reading level will be offered intervention via the System 44 program from Scholastic that focuses on developing students phonetic awareness of the forty-four sounds in the English alphabet. Such an intervention will be used as a scaffold to build decoding and sight word recognition and subsequently reading fluency in an effort to later develop reading comprehension. Student programming is modified to account for such tiered intervention that involves push-in or pull-out service.

Courses Taught in Languages Other than English ⓘ

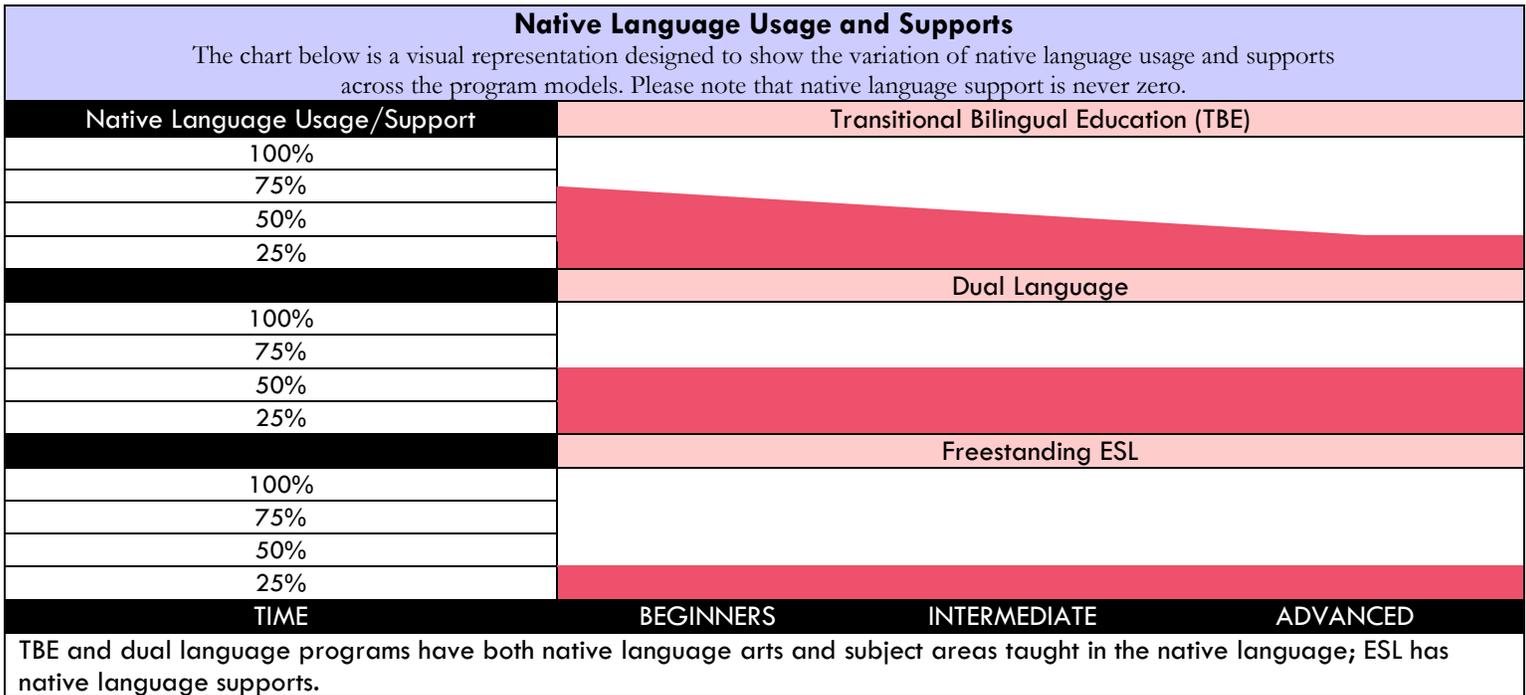
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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.

All ELLs are eligible for all of the Academic Intervention Services offered based on their academic needs. In ELA, we support our Common Course literacy curriculum with resources and activities that address the needs for our ELL students such as collaborative learning techniques, leveled books that accommodate the diverse reading levels, providing scaffolds, and using standards based technology programs. In reading strong emphasis are on strengthening reading comprehension skills and increasing vocabulary. Emphasis is also placed on developing critical thinking skills. In writing, students practice all aspects of writing including assessment writing. In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively. Through ESL Professional Development programs, our newly hired staff will learn to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically.

Currently we use the following researched based programs for ELA Academic Intervention Services: Foundations Gr. K-3) Wilson (Gr. 3-6) Just Words (Gr. 3-6) Lexia (Gr. K -8) Achieve 3000 (Gr. 3-8). The Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and ELL Academy. Our assessment data indicates that across the grades our ELL students struggle the most with literacy. As the result of this observation, our teachers are working with groups of students comprised mostly of ELLs in an effort to assist these students in successfully achieving their literacy goals.

In Math we use the following programs/strategies for Mathematics Intervention: Go Math! Intervention and re-teaching resources and data driven, teacher planned intervention lessons. We also provide an after-school spring Science Academy for 4th grade students to enhance their experiences and knowledge of the scientific method. For 2013-14, science teachers in Grades K-8 are planning to work with students to research and create Science fair projects to display.

During Social Studies the ESL teacher pushes in giving students access to the content by providing them with ESL strategies. For example during class the teacher provides students with a graphic organizer or chunks the text.

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

With parental consent, we will provide an additional year of ESL instruction that is student centered and create independent learners and thinkers. Transitional support such as small group instruction, additional ESL instruction if needed will be provided. Additionally support for former ELL students will also include test accommodation- extended time- when taking ELA test. Our NYSESLAT data indicates that 75% of our ELLs improved on the NYSESLAT by one level or achieved an intermediate level when taking the NYSESLAT. However our ELLs mostly scored a level 2 on the ELA assessment. As a school we are analyzing the data and looking at our instruction to ensure that we are meeting the needs of our ELLs.

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

As is the case in many New York City schools, PS/MS 279 is implementing Go Math/ CMP3 and Ready Gen/ Scholastic CodeX for the first time this year. We will continue using Estrellita, an accelerated beginning reading program that utilizes a proven, systematic, accelerated approach to teaching phonic and syllables. We will include Lexia a technology research based program that provides personalized learning for students of all ability.

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

With the implementation of the Go Mathin K-5 and CMP3 in grades 6-8 and Ready Gen in K-5 and Scholastic CodeX (6-8) curriculums, PS/MS 279 will be discontinuing the use of the Everyday Math and Impact Math programs and the workshop model for literacy instruction.

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

School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students.

Particularly for ELL students, we offer Title III after school/tutoring program in the subject and language of the students' needs. Additionally for 2013-2014 PS/MS 279 is offering an ELL academy three mornings a week. We have two extracurricular programs running after school: FUSE is a program that offers students a science-based curriculum to support instruction and improve academic achievement in science on grades 1 to 8. LEAP is an art program that offers theater, music, dance, painting, creative writing and other creative activities. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. There is a large percent of ELLs participation in these programs.

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

Students develop their reading, writing, listening, and speaking skills in English through a variety of ESL methodologies aimed at maximizing students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using meta-cognitive strategies, the use of bilingual glossaries and pictorial representations. Teachers have also differentiated instruction by grouping, as per LAB-R and Spring NYSESLAT results. They also use informal assessments, conferencing and teacher observations in other subject areas, such as Mathematics and Science, to differentiate instruction. Intervention materials are chosen based on student need, but some of the materials used are Just Words program, Wilson, Ready Gen intervention activities etc.

Additionally ELLs use many different types of technology programs such as Lexia, Achieve 3000. English Language Learners also use computers with various literacy and mathematics software programs to support them in these content areas. The school also has various other software packages to support our ELLs in their journey to obtaining English proficiency, such as Rosetta Stone software.

In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In math we use Go Math and CMP3 Math in both languages.

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

In our Transitional Bilingual Program we support the academic and linguistic development of the students in the native language until students achieve a level of English that will allow them to function in an English only class. Although an ESL program does not provide instruction in the students' native language, our ESL program is sensitive to the first language and culture of the students. Most of our ELLs are Spanish speaking and therefore many of our teachers are able to provide Native Language support as necessary. PS/MS 279 has a number of books in spanish as well as bilingual glossaries for students use.

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

We draw on the student's age to service and support ELL students with academic and non-academic activities. Since all teachers including ESL teachers review student data, they are aware of students' levels and academic performance. When grouping for ESL services, intervention, tutoring, creating library we group students by grades, consequently by age, using age appropriate activities and resources. Services provided by the school/school counselors address the personal and social necessities challenging each age. They present topics according to the age and needs- safety, discipline, health, drugs are amongst others.

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.

For newly enrolled ELL students, we provide ESL and bilingual services during summer school program. Teaching plans during summer program include trips to different places, museums, parks, botanical gardens, zoo, and other places depending on the unit of study.

Parents of students in all grades are invited to orientations to familiarize themselves with the school building, the school staff and the curriculum in their child(ren)'s grade. Parents are also informed of the school's procedures and policies at these orientations. Letters are posted outside of the school in late August informing parents of the beginning of the year procedures and important upcoming dates. Now that the school are permitted to begin LAB-R testing prior to the first day of school, parents of ELLs are engaged in conversations about the school and the ELL programs at our school when they bring their child into the school for testing.

18. What language electives are offered to ELLs?

PS/MS 279 currently does not offer any language electives.

19. For schools with dual language programs:

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

Currently PS/MS 279 does not have a Dual Language Program.

C. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all ELL personnel at the school.

Instructional personnel who service ELL students, include all common branch teachers, subject area teachers, paraprofessionals and special education teachers. Teachers will be provided with professional development throughout the school year pertaining to but not limited to ELL population. Professional development will occur during common planning time, grade level meetings, content meetings, lunch and learns, faculty conference and during professional development days such as Election Day. This year, PS/MS 279 has revised their calendar and scheduled 5 Half Professional Development days for teachers to meet and plan for students.

Additionally, we offer Professional Development on Mondays and Fridays after school for all staff. Professional development for instructional personnel who service ELL students is facilitated teacher leaders in our building, coaches and Members of our ESL staff receive weekly e-mails from the Office of English Language Learners highlighting professional development opportunities for educators of ELLs. These opportunities are shared with administration and typically administration will select teachers, ESL or non-ESL, to attend. Any ESL or non-ESL teacher who wishes to attend these professional development opportunities can do so upon approval from administration.

When a member of the staff attends a training that he or she feels would be beneficial to the whole staff, that teacher will turnkey the information to interested staff members. These turnkeys may take place during their common planning time or lunch and learn session. Professional development is also offered by the administration as well as in house ESL teachers on Election Day or during our Professional Development sessions, in-house, to explain the LAB-R and NYSESLAT tests, RTI for ELLs and other intervention programs and strategies. and how the scores can help to further expand teachers' understanding about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective

2. What PD is offered to teachers of ELLs in supporting ELLs as they engage in the CCLS?

All teachers are invited to attend our weekly Professional Development session on Monday and Friday afternoons. These sessions are facilitated by our literacy coach, math coach, ESL teachers and other staff members who have attended PD sessions and training session outside of our building. The Professional Development sessions focus on differentiating instruction for different learners including ELLs. With the roll out of new curriculum at PS/MS 279, we provide opportunities such as lunch and learn for teachers to meet and plan and share strategies that would support our ELL population in every class.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

PS/MS 279 is K-8 school, however we are Middle School Choice School and therefore in the beginning of the school year we enroll many students that are new to our building. Our ESL teachers, Guidance Counselors and Parent Coordinator works with the fifth and eighth grade students to ensure they are getting ready for transitioning to Middle School or High School.

4. Describe the minimum 7.5 hours of ELL training for all staff as per Jose P.?

PS/MS 279 continuously seeks opportunities for ESL targeted professional development for our teachers and staff. These opportunities have included workshops from the Network, RTI for ELLs Institute and the Office of English Language Learners. When a staff member attends one of these professional development sessions, he or she will turnkey relevant information to the rest of the staff common planning time, grade level meeting . The administration and ESL staff seek out Professional Development opportunities for our staff so that they become more confident in teaching the ELLs. Agendas of training that teachers attend are maintained in the School's Professional Development Binder. Additionally all in-house professional development logs and sign in sheets are maintained in the Professional Development Binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement takes place through the Parent Coordinator, The Parent-Teacher Association (it offers parents and teachers an opportunity to share ideas and work collaboratively). Monthly Open-Family forum. The School Leadership Teams (parents, teachers, and administration work together on School Leadership Teams to make important decisions about our schools). Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Also, Saturday classes are offered to parents of ELL students. Translation is provided at each meeting. Additionally parents of ELLs are given opportunities to attend all family activities and programs at our school. At the beginning of the year ELL Family Orientation is hosted to inform parents of the various program choices. In the fall parents have the opportunities to attend the Curriculum Night that is held at every grade level facilitated by teachers. This meeting provides parents with the opportunity to learn about the curriculum goals and supports for their children. All materials are presented in both English and Spanish. Translators are available for parents to ask questions.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with different Community Based Organizations which continue to provide different services to our parents. Example: workshops, family counseling services, parenting skills, improving communication, etc. The school has worked with agencies such as: Committee For Hispanic Children and Families offering workshops on Citizenship. AFC "Adolescent and Family Comprehensive Services INC offers workshops about Sex and Abstinence, Cornell University offers workshops about Nutrition and Healthy Habits, American Red Cross offers workshops about Living in New York City and Dominican Sisters offers workshops about Transmitted Disease. In addition to the workshops and presentations that other organizations have helped the school to present, our parent coordinator is always available to assist parents in locating any resource or organization they may need Translation is provided at each meeting.

3. How do you evaluate the needs of parents?

Our Parent Coordinator speaks with parents to assess what they need support with and works diligently to meet the needs of our parents. Parent concerns are also heard and addressed at Parent Teacher Conferences. Translator is available to all teachers and parents. In addition, we evaluate the needs of parents through School Leadership Team Surveys, data from School Environment Survey, Parent Teacher Association meetings etc. Translation services are provided by bilingual staff and using the Translation & Interpretation Unit.

4. How do your parental involvement activities address the needs of the parents?

Our staff is constantly listening to the parents concerns and having conversation about their needs. We address these needs through parent workshop, one to one meeting with counselors to address social/emotional needs of our students. We also located materials and resources in families' home language to allow parents to fully understand new curriculum expectations. All materials are translated in both English and Spanish and sent to the parents such as the Home Language Survey, the Emergency Cards, and all letters and brochures.

E. Additional Information

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

Part VI: LAP Assurances

School Name: The Captain Manuel Rivera Jr.

School DBN: 10x279

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean Dalton	Principal		12/6/13
Shehnaz Hashim	Assistant Principal		12/6/13
Andrea Decena	Parent Coordinator		12/6/13
Elba Perez	ESL Teacher		12/6/13
Heidi Colon	Parent		12/6/13
Delba Puello	Teacher/Subject Area		12/6/13
Eileen Horan	Teacher/Subject Area		12/6/13
Rosa Lofgren	Coach		12/6/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X279** School Name: **The Captain Manuel Rivera Jr.**

Cluster: **01** Network: **109**

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.

PS/MS 279's alternate language population consists of 72% Hispanic and 28% Asian or other. Data is also acquired through Home Language Survey and initial interviews. Based on the data, our language interpretation need is determined. Since majority of our student population is Hispanic, all written communication that is distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences. Should a family need a translator for a language other than English or Spanish, the school will contact the city's Translation and Interpretation Unit for telephone and/or on-site translation services.

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.

Majority of ELLs are Spanish speaking and therefore all letters and communication from school is in both languages: English and Spanish. For parents and students that speak language other than Spanish, materials from the city are downloaded in the parents' home language and distributed. We have determined from our experiences that at PS/MS 279 there are many Bengali families and thus there is a need of Bengali translation services. We have hired two paraprofessionals that speak Bengali and use them for many translation situations. Currently we have staff members for translation in Spanish, Bengali and French.

Currently, we have one family that identifies Arabic as their home language, one family that identifies French as their home language and six families that have identified Bengali as their home language. The parents in all of these families either speak English in addition to their home language, or have at least one member of the family that speaks English. This family member attends all meetings and conferences with the parent to translate, the individual also provides translation of all of the written materials sent home with the students on an as needed basis.

Some of the methods we use to communicate information to our school community is through newsletter, websites, bulletin boards, outdoor

signs and schools weekly and monthly calendars.

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.

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and as needed in Bengali. Special documents are translated as needed by individual family need by school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages (Spanish and English) was discussed. We have determined from our experiences at the principal's open family forum that we need to notify in writing our Bengali families well in advance if we are to have their meaningful participation in our school and community meetings. In addition, many of the documents that are distributed to parents such as the ELL Parent Choice Brochure and Student Report Cards are to download from the NYC website in their home language.

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 at IEP meetings, parent/teacher conferences and meetings, workshops, Parent Orientation are provided by our Parent Coordinator, parent volunteers (when appropriate) other school staff. A staff member fluent in Bengali is available and has provided translations at various meetings for our Bengali population. Oral translator in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request a translator for the event..

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>.

As a school, we continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications. All material is distributed in English and Spanish, and interpretations of that material created by the school is presented to families. For families that speak languages other than English and Spanish at home, currently we utilize every bilingual staff member that can speak and provide parent with translation is utilized. Upon approval, our school will request translation of our CEP into Bengali, Arabic and French by the translation and Interpretation Unit.