



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

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

**07X359**

**School Name:**

**CONCOURSE VILLAGE ELEMENTARY SCHOOL**

**Principal:**

**MRS. ALEXA SORDEN**

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

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Concourse Village Elementary School School Number (DBN): 07X359  
School Level: Elementary Grades Served: PreK-3  
School Address: 750 Concourse Village West Bronx, NY 10451  
Phone Number: 718-402-7503 Fax: 718-402-7509  
School Contact Person: Alexa Sorden Email Address: asorden@schools.nyc.gov  
Principal: Mrs. Alexa Sorden  
UFT Chapter Leader: Ms. Beatriz Perez  
Parents' Association President: Ms. Lisa Rivera  
SLT Chairperson: Ms. Niurka Castro  
Student Representative(s): Not Applicable

**District Information**

District: 07 Superintendent: Ms. Yolanda Torres  
Superintendent's Office Address: 501 Courtland Avenue Bronx, NY 10451  
Superintendent's Email Address: Ytorres5@schools.nyc.gov  
Phone Number: 718-742-6500 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 606 Network Leader: Petrina Palazzo

## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alexa Sorden	*Principal or Designee	
Beatriz Perez	*UFT Chapter Leader or Designee	
Lisa Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Niurka Castro	Member/ Chairperson	
Mayra Negrón	Member/ Secretary	
Katrina Brice	Member/ Treasurer	
Celestine Clee	Member/ General Education Specialist	
Carmen Candelario	Member/ Parent Representative	
Tara Diaz	Member/ Parent Representative	
Nitza Gonzalez	Member/ Parent Representative	
Nicole Sellar	Member/ Parent Representative	
Mena	Member/ Parent Representative	
	Member/	
	Member/	

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

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

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

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

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

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



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

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

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

#### **The Six Elements of the Capacity Framework**

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

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

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

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

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

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

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

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

## Section 4: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas & Pinnell Reading Levels	F&P Leveled Literacy Intervention to engage in fluency and comprehension	Small Group	During School Day Before School Saturday School
<b>Mathematics</b>	Pre-test & Post Test Go Math Assessments	Go Math Support Materials to engage in drill skill activities	Small Group	During School Day Before School Saturday School
<b>Science</b>	Fountas & Pinnell Reading Levels and unit assessments	Leveled literacy Intervention based on non-fiction passages to engage in fluency and comprehension	Small Group	During school day, before school and Saturday school
<b>Social Studies</b>	Fountas & Pinnell Reading Levels and unit assessments	Leveled literacy Intervention based on non-fiction passages to engage in fluency and comprehension	Small Group	During school day, before school and Saturday school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Parent, Teacher, Guidance Counselor and AIS provider referral notices; school-level data	Instructional program	Small Group and/or one-to-one	During School Day

## Section 5: Expanded Learning Time (ELT) Program Description

### (Required for All Priority Schools)

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

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

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

#### **Part 1 – ELT Program Goal(s)**

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

At *Concourse Village Elementary School* extended learning time is offered to students to create a broad experience where they receive the interventions they need to be brought to grade level, if necessary, and also opportunities to engage in fun, intentional enrichment that builds skills and positive relationships with peers and adults.

#### **Our goals are to promote the following:**

- Program attendance that will lead to daily attendance.
- Math proficiency that will allow students to work independently on grade level work.
- Writing proficiency that transfers across all content areas. The focus in this area is organization and clarity.
- Increase in reading comprehension across all content areas with a focus on being able to go back to the text to make meaning.

#### **Part 2 – ELT Program Description**

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

- ELLs (1<sup>st</sup>-3<sup>rd</sup> grades)
- SWDs (1<sup>st</sup>-3<sup>rd</sup> grades)
- All 2<sup>nd</sup> and 3<sup>rd</sup> grade students

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

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

As a school in good standing we will:

- Use our data to create differentiated groups to provide targeted support.
- Track students' progress to make decisions about what is working and what next steps are needed to improve instruction.
- Provide ELT educators with targeted PD to ensure they are adhering to the expectations.

**Part 2c.** Is the ELT program voluntary or compulsory?

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

The ELT program is voluntary and we are implementing the following strategies to encourage participation are as follows:

- POWER Dollars**-we will distribute five POWER dollars for each day they attend the program.
- Certificates**-we will distribute recognition certificates for all students who participate.
- End of Program Celebration**-we will host a celebration for all students at the end of the program.
- Parent Communication**- we will contact parents to remind them of the program to ensure participation.

**Part 3 – ELT Program Implementation and Oversight**

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

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

As the school's instructional leader, I will oversee the program along with my Instructional Coach. We will contact observations together to provide feedback. Our focus will be on ensuring students are recovering support that meets their educational needs since our goal is to program remediation and enrichment.

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

In order to properly implement our ELT program we need the following:

- 6-8 educators
- Instructional Resources for 150-200 students (test prep booklets, REWARDS Program, and general supplies)
- Saturday Academy schedule-9:00-12:15
- Early Morning Academy (Tuesday-Thursday) 7:45-8:45

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

- The Early Morning Academy will begin on January 13<sup>th</sup> and concludes April 1<sup>st</sup>.
- Saturday Academy will reconvene January 24<sup>th</sup> and conclude March 28<sup>th</sup>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

- Specify a timeframe for mid-point progress monitoring activities.

We will conduct a midpoint benchmark assessment the week of February 23<sup>rd</sup> where we will assess students' progress for BOTH the Early Morning Academy and Saturday Academy.

**Part 5b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

This question is not applicable.

## Section 6: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

As a new school in its second year of existence our main goal is to attain and retain high quality educators with a vested interest in our scholars' overall success. Our core values are the engine that continues to push our school forward therefore all educators must be fully invested in our values and truly live them. Therefore, our process for recruiting teacher is as follows:

- Teachers have to respond to an essay question focused on our core values; based on the quality of their responses they are invited to conduct a demo lesson.
- If the demo lesson proves to be effective or highly effective the educator is then invited for an interview.
- In-house educators who ask a series of 10 questions focus on academic and personal development conduct the interview.

If the educator scored a 16 or above on her interview then he/she is presented with an offer.

Educators are then asked to sign commitment letters that outline our school-wide expectations with the goal of showing transparency.

Concourse Village Elementary School educators receive an extensive amount of professional development with a three tiered focus:

- Academic and personal development via our PBIS model
- Content specific to include the common core and instructional shifts
- Assessment Collection and Analysis

All educators participate in 30-40 hours of PD during the summer in preparation for the upcoming school year. Our main focus is coherence through a clear understanding of our systems and structures. Throughout the school year, educators participate in lunch and learn with our consultants and they receive on site support from our Instructional Coach.

Educators are consistently asked to reflect and think of ways to strengthen their practice to therefore have a greater impact on student achievement. As a result, our teachers are invested in their own professional growth because they consistently put students' needs first.

**2b. High Quality and Ongoing Professional Development**

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

At Concourse Village Elementary School we are fully driven by the Common Core Learning Standards and design our tasks according to the demands of the grade. As a staff we engage in PD every Monday focused on our curriculum alongside the Danielson Framework.

Consultants from Creative School, Frank Cunningham, Exemplars, and Thinking Maps deliver our professional development. All of the professional development is designed to meet the needs and expectations of our school. The impact is then observed in the classroom, and teachers receive feedback directly linked to the implementation of the learning in which students are engaged.

Paraprofessionals are engaged in weekly intervention sessions with our Intervention Specialist using Leveled Literacy Intervention as their main source of information. Paraprofessionals are required to plan for the week ahead as well as use the data gathered to make decisions about students' learning. Paraprofessionals periodically plan with educators to address the learning intentions, which are created from the common core.

As the instructional leader it is my obligation to remain abreast of all information therefore I read often, watch endless webinars, attend PD with our superintendent and CFN 606 network.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

Our pre-kindergarten program is also aligned to the CCLS and we work smart about the practices we want students to apply. Our pre-kindergarten scholars are fully integrated into our school community since they are required to travel to their specialty classes. PreK students also apply practices such as turn and share, think time, show me the textual evidence, and explain your thinking. Beginning in March students curriculum begins to resemble the information students will encounter in Kindergarten with a focus on exposing students to the concepts and skills.

Prekindergarten parents participate in monthly workshops geared toward understanding their child's academic and social emotional development. We have purchased a program called KinderMusic, which we use to promote parental involvement and we use the tools as a method of bridging the home-school connection.

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our curriculum is designed with baseline and end line assessments along with checks for understanding to help educators form their understanding of students' learning. Educators work together as a grade to design assessments that capture the essence of what has been explicitly taught.

##### **We utilize the following assessment measures:**

- Fountas and Pinnel Running Records
- CCLS aligned writing tasks
- Content specific tasks to measure students' understanding of science and social studies concepts
- Go math pre and post test and mid-point check-ins
- CCLS aligned reading tasks with a focus on using the texts to support a response

Educators also engage in daily conference sessions this is a method of formative assessment we employ to assess students' ability to apply the skills and/or strategies taught.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

##### **<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Concourse Village Elementary 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Concourse Village Elementary School** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>Concourse Vlg Elementary Sch</u>	DBN: <u>07X359</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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
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 type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 0

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:

Saturday Academy for ELLs

1. Rationale

There are 18 ELLs in our second grade. Of those second grade ELLs we have 2 LTEs and 7 ELL in their third year of service. When reviewing our NYSESLAT scores we found that all 13 out of 18 of our second grade ELLs achieved proficient scores in the listening subtest of the NYSESLAT. However, only four of our second grade ELLs achieved proficient scores in the speaking subtest. Therefore our school has designed a Saturday Academy program for 2nd grade ELLs that will focus on Questioning and Discussion techniques that build upon our ELL's auditory strengths to build their oral language skills. Additionally, only 7 out of 18 second grade ELLs demonstrated proficiency in both reading and writing. Therefore our program will be designed around questions and discussions centered on literacy activities.

In our third grade there are 12 ELLs. Three of those ELLs are in their third year of service, eight are in their second year of service and one has completed a year of service. All of these ELLs achieved proficiency in listening on last spring's NYSESLAT. As well, 8 out of 12 of these ELLs achieved proficiency in writing. The continuing struggle for our 3rd grade ELLs is speaking, as demonstrated by the fact that only one of our current 3rd grade ELLs achieved proficiency in that subtest. Therefore the focus for our 3rd grade ELLs participating in the Saturday Academy will be the development of their oral language

## **Part B: Direct Instruction Supplemental Program Information**

skills. As with the second grade, instruction for 3rd grade will be built upon their linguistic strengths (literacy and auditory skills) in order to develop their ability to speak English at an academically proficient level.

### 2. Subgroups and Grade Levels of Students to be Served

We have invited 18 second grade ELLs and 12 third grade ELLs to participate in the Saturday Academy. Of the second grade ELLs 6 are Intermediate Level and 12 are Advanced Level ELLs. Of the 12 third grade ELLs 1 is Intermediate Level and 11 are Advanced Level ELLs. The ELLs will be divided into three groups of ten. Each group will participate in three hour-long sessions. Each session will be lead by a certified TESOL educator, Mayra Negrón.

### 3. Schedule and Duration

The first session of the Saturday Academy will take place over five Saturdays from Saturday, October 25 2014 until Saturday, November 22, 2014. The second five-week Saturday session will begin Saturday January 24, 2015 until Saturday March 28, 2015. The third five-week Saturday session will take place from Saturday April 18 until Saturday May 16, 2015. Students will be in session from 8:45am-12:45 pm.

### 4. Language of Instruction

English will be the language of instruction for the Saturday Academy. Native language supports will be used when deemed appropriate by educators.

## Part B: Direct Instruction Supplemental Program Information

### 5. Number and Types of Certified Teachers

There are three TESOL certified teachers instructing ELLs in the Saturday Academy: Mayra Negrón, Katy Caceres and Cynthia Diaz.

### 6. Types of Materials

Ms. Negrón modifies the Leveled Literacy Intervention Program (at no cost to Title III) for use during the Saturday Academy. Ms. Caceres and Ms. Nuñez utilize REWARDS (at no cost to Title III) . REWARDS supports our core curriculum and offers flexible implementation options. REWARDS increases fluency rates, deepens comprehension of informational and content-area texts, and increase precision in sentence writing.

All three ELL educators also have, at no cost to Title III, smartboards, iPads and teacher designed materials in their instruction of ELLs.

## 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:

ESOL Book Study

### 1. Rationale

We have 67 identified ELLs at Concourse Village Elementary School. All classroom and specialist teachers work with ELL students. In order to offer effective, responsive and continual support for all educators,

## **Part C: Professional Development**

our resident ESOL Coordinator and Specialist, Mayra Negrón, will lead a months long book study of

Making Sense: Small Group Comprehension Strategies with English Language Learners by Juli Kendall.

Ms. Negrón will supplement the readings and discussions with information pertinent to our specific ELL population in order to maximize that applicability and immediate relevance to our educators and the students they have before them.

### 2. Teachers to Receive Training

All 23 members of our teaching staff will be invited to participate in this book study.

### 3. Schedule and Duration

Book study meetings will begin on Tuesday, December 2, 2014. Meetings will be held every Tuesday

3:20-4:10 from. The meeting dates are as follows:

January 6<sup>th</sup>

January 13<sup>th</sup>

January 20<sup>th</sup>

January 27<sup>th</sup>

February 3<sup>rd</sup>

### 4. Topics to be Covered

During the book study the following topics will be covered:

1. Academic Language for ELLs

2. Text Complexity for ELLs

3. Oral Language Development for ELLs

4. Scaffolding for ELLs

5. Vocabulary Instruction for ELLs

## Part C: Professional Development

### 5. Name of Provider

Mayra Negrón, our ESOL Specialist and Coordinator, will lead the book study.

## 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:

### Part D: Parental Engagement Activities

#### ELL Parent Information Sessions

##### 1. Rationale

Many of the parents and guardians of our students have expressed to the Parent Coordinator Roberto Cameron, our ESOL Specialist/Coordinator Mayra Negrón, and our Principal Alexa Sorden, concerns regarding how to best support their child academically. Additionally, parents will need information and training concerning our school's implementation of Thinking Maps across our curriculum.

Information sessions for ELL parents on these topics will be provided at no charge to Title III.

##### 2. Schedule and Duration

Session 1: March 3, 2014 3:20-4:10pm

Session 2: March 10, 2014 3:20-4:10pm

Session 3: March 17, 2014 3:20-4:10pm

Session 4: March 24, 2014 3:20-4:10pm

**Part D: Parental Engagement Activities**

3. Topic to be Covered

Topics to be covered will include:

1. Introduction to Thinking Maps
2. Supporting Literacy Development at Home
3. Supporting Math Learning at Home
4. Thinking Maps Revisited

4. Name of Provider

ELL Coordinator Ms. M. Negrón and Parent Coordinator Mr. Cameron

5. How Parents will be Notified of these Activities

Ms. Negrón and Mr. Cameron, our parent coordinator, will create informational flyers for students to take home to parents (Double-sided in Spanish and English). Flyers will also be available at all times in the Main Office and in the ESOL Coordinator’s room as well as at all school-wide events. Mr. Cameron will place follow up call to all parents who express an interest in attending the information sessions either in writing or in person.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	
Purchased services	<u>0</u>	_____

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
<b>TOTAL</b>	_____	_____

**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 <b>7</b>	Borough <b>Bronx</b>	School Number <b>359</b>
School Name <b>Concourse Village Elementary School</b>		

### 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 <b>Alexa Sorden</b>	Assistant Principal <b>N/A</b>
Coach <b>Niurka Castro</b>	Coach <b>type here</b>
ESL Teacher <b>Mayra Negrón</b>	Guidance Counselor <b>Deyanira Malagon</b>
Teacher/Subject Area <b>Beatriz Perez</b>	Parent <b>Lisa Rivera</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Roberto Cameron</b>
Related Service Provider <b>Katrina Brice</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>5</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>235</b>	Total number of ELLs	<b>58</b>	ELLs as share of total student population (%)	<b>24.68%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	1											1
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0											0
<b>Freestanding ESL</b>														
Push-In	1	1	0											2
self-contained	0	0	1											1
<b>Total</b>	1	1	2	0	0	0	0	0	0	0	0	0	0	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	19	0								19
Dual Language	0	0	0							0
ESL	39	0								39

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	0	0	19											19
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>19</b>									

\*EP=English proficient student

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

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

**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	7	11	23											41
Chinese														0
Russian														0
Bengali	2	1												3
Urdu														0
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	7	3	2											12
<b>TOTAL</b>	<b>17</b>	<b>16</b>	<b>25</b>	<b>0</b>	<b>58</b>									

## 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)	8	3	4											15
Intermediate(I)		11	12											23
Advanced (A)	6	4	10											20
Total	14	18	26	0	0	0	0	0	0	0	0	0	0	58

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tools that are used to assess the early literacy skills of our ELLs students include Running Records and CCSS aligned, school administration-designed assessments in reading and writing. This data enables our ELL instructors to focus specifically on skills that individual students need. As per the Running Records assessment, 70% of our ELLs are reading below grade level. The insight

gained from this data is that ELLs require intensive and targeted instruction in basic literacy skills. In response to that need our school's instructional plan includes targeted, small group interventions provided by literacy, special education and TESOL specialists with the goal of bringing all ELLs' reading skills up to grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels reveals that the typical ELL student at our school scores one to two years below grade level on initial ELA assessments, which is consistent with the lower proficiency scores they received on the Reading and Writing modalities of the NYSESLAT (Based on the data we have noticed that students are not reaching proficiency in reading and writing; however, they have very strong oral language skills). When examining data patterns of the students inherited from P.S. 385 (the school we are replacing), we discovered that for the majority of ELL students their proficiency levels remained the same between their initial LAB-R score and their Spring NYSESLAT score. We are a Pre-K to Second Grade school; therefore the majority of our ELLs have received only 1-2 years of ELL services.
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](#))  
Unfortunately, the NYSED has not provided NYSESLAT modality information from the test's Spring 2013 administration. Therefore we are unable to use that information as a basis for instructional decisions or inform our Annual Measurement Achievement Objectives.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. As previously stated, the patterns across proficiencies and grades reveals demonstrates that the majority of our ELL students are below grade level in English language literacy skills. Our ELLs in Kindergarten and First Grade participate in our push-in ESL program, meaning that they receive native language support when necessary, but are not tested in their native language. On an as needed basis ELLs in grade K and 1 are allowed to complete assignments in their native language, but the language of instruction is English. Therefore they are not officially tested in any other language. For our second grade ELLs in the TBE program, content area assignments are completed in their native language. Once instruction in English begins in the content areas we will be able to assess how students fare in tests taken in English as compared to tests taken in their native language.

b. Instead of using ELL Periodic Assessments to test our ELLs, P.S. 385 uses the results our content area performance tasks, Running Records, and content area examines to assess and inform ELL instruction.

c. From our battery of assessments our school is learning that ELLs progress well when instruction is scaffolded (comprehensible instruction through the use of manipulatives, visuals, technology, TPR, language supports and native language) and differentiated (modified instruction and assignments) using ELL best practices.
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](#).)  
Data guides instruction for all of our students, including our ELLs, within the RtI framework. Our Tier 1 consists of strong core instruction for all of our students guided by data derived from a variety of formative, interim and summative assessments. Based on the data gathered from those assessments, rigorous and evidence-based curriculum aligned with the CCSS (as well as best practices for English language development for ELLs), is designed and implemented by the administration and the grade teams. If designed appropriately, this instruction serves a minimum of 80% of our students as demonstrated by the results of formative, interim and summative assessments. If not, Tier 1 is redesigned and retaught. If 80% or better of our students are served by the Tier 1 instruction then the remaining 20% of students, including any ELLs, are provided with Tier 2 interventions. This 'double dose' of instruction provides extra attention, activities and experiences (including additional TESOL supports for ELLs) targeted to specific small groups of students in addition to core instruction. Tier 2 serves about 5-10% of students. If not, as in Tier 1, the intervention must be redesigned and retaught. Once more, data is gathered during Tier 2 through an assortment of formative, interim and summative assessments to guide instruction and to gauge its success. Those students who demonstrate the need for stronger interventions are then moved into Tier 3 interventions. Intensive intervention at this level is characterized by intensive and individual instruction (small group or 1:1) and serves about 1-5% of students. Students at Tier 3 may require data gathered through a formal evaluation conducted by the School Based Support Team, which may or may not lead to the creation of an Individual Educational Plan for the student based on the findings of the evaluators.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development is considered in instructional decisions through that child's instruction. Upon receiving an ELL student in their class, teachers are provided with data on that students' second language development based on the results of that students' NYSESLAT and/or LAB-R scores, as well as observations made by the ELL specialist during her initial interview with the student. That data is used by the student's teacher to plan and implement instruction in light of that students' second language development

needs. Best practices in TESOL are used throughout our instruction of ELLs in order to ensure their academic success.

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

Not Applicable

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

Success in our ELL program is evaluated by students' results on formal and informal assessments conducted continually throughout the school year. These assessments include NYSESLAT results, state wide standardized exams (once we expand into the testing grades), and teacher created periodic assessments of vocabulary, listening, speaking, reading, writing and content area subjects. The results of these assessments are used to judge whether we have met AYP for ELLs.

## Part IV: ELL Identification Process

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

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

At registration the parents/guardians of all entering students are required to fill out a Home Language Identification Survey (HLIS). Mayra Negrón, our ELL specialist and coordinator (NYS Certification in TESOL), informally interviews parents/guardians and assists them in completing the HLIS; providing translation services in Spanish when required (and receiving assistance from other adult bilingual relative or friend in the event of a parent/guardian that speaks neither English nor Spanish). Based upon the answers provided on the HLIS Ms. Negrón deems the student's eligibility for LAB-R testing. Those who qualify to be LAB-R tested are administered the test by Ms. Negrón within 10 days of their registration. Those students who qualify for ELL services and have a home language of Spanish are also administered the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The parents/guardians of those students whose LAB-R score indicates their eligibility for language services receive program entitlement letters. Upon receiving the program entitlement letter, Ms. Negrón makes an appointment with said parents/guardians within ten days of the child's enrollment in order to conduct an individual parent orientation session. During this session the parent/guardian is provided with informative brochures in their native language (when available from the NYCDOE), is shown the official NYCDOE orientation video in their native language (when available), and receives further clarification and information from Ms. Negrón regarding the three program choices available to their child within the NYCDOE. After a question and answer period regarding the three program options, parents/guardians are asked to fill out the Parent Survey and Program Selection form indicating their first program choice for their child. In those grades in which TBE/DL is currently unavailable (due to lack of parent requests for the TBE program for their child), parents/guardians who choose the TBE/DL program for their child are informed that a TBE class will be formed if the following two conditions arise: 1. the school enrolls 15 students who speak their same native language across two consecutive grades and 2. those 15 families choose TBE/DL as their program of choice. In the event that the TBE program comes available, the ELL coordinator and the Parent Coordinator will contact (by phone, mail and take-home letter) families as soon as possible to begin the formation of the TBE class. In the meantime, families can opt to receive information about nearby schools that already offer the TBE/DL program for the grade their child is in, or they can enroll their child in our school's ESL program.
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 [\[see tool kit\]](#).)

As per the procedure outlined in our response to question 2, Parent Survey and Program Selection Forms are collected from all ELL families within 10 days of a child's admittance into our school. Throughout the fall the ELL teachers reach out (letters, telephone calls,

individual meetings) to the parents/guardians of students without a completed Parent Survey and Program Selection form. Until contact is made second grade ELLs are placed in our school's TBE Program, and Kindergarten and First Grade ELLs are placed in our ESL program (currently our school does not have sufficient requests from parents in order to open a TBE program on those grades as per CR Part 154). The original copy of a student's Parent Survey and Program Selection Form is placed in the student's cumulative file, and a copy is maintained in the office of the ELL coordinator. Original Entitlement letters are also maintained in the the student's cumulative file, and a coy is maintained in the office of the ELL coordinator.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Students are placed in programs in accordance with their parent/guardian's expressed choice on the Parent Survey and Program Selection form filled out during the parent orientation conferences. Our school maintains all copies of the Parent Survey and Program Selection Form to document parent choice. Placement and Continued Entitlement letters (in the families' native language) are sent by the ELL coordinator to all students tested with the LAB-R. The originals of these forms are placed in student's cumulative records, and copies are maintained in the office of the ELL coordinator. Parents/guardians may enroll their child in our school's ESL program, which consists of our certified ESL teacher, Ms. Negron, pushing-in to designated ESL classes on each grade level and providing ESL services in class with native language supports when beneficial/necessary. Additionally, at the Second Grade level parents/guardians of Spanish-speaking students can elect to have their child participate in the TBE program for that grade (To date, an insufficient amount of families in grade K-1 have chosen TBE or DL as required to create a class or classes on those grades). Parents receive welcome letters in English and Spanish created by Ms. Negron informing them of their child's program placement, schedule and Ms. Negron's contact information (email/telephone). Additionally, the ELL coordinator updates the ELPC screen in ATS within 20 days of the student's registration.
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.  
Before the spring administration of the NYSESLAT our ESL teacher Ms. Negrón prints the RLER from ATS in order to confirm which students are eligible to be tested with the NYSESLAT in order to assess the progression of their English language skills over the past school year. Ms. Negrón then proceeds to create a NYSESLAT testing schedule that includes all NYSESLAT eligible students and all four components of the NYSESLAT. During the testing period make-ups are scheduled and administered as needed to ensure that all eligible students complete all four NYSESLAT components. During the individual speaking portion of the NYSESLAT, as well as during the grading of the constructed writing responses of the writing section of the NYSESLAT, a team of pedagogues who do not work directly with the ELLs are trained by our ELL coordinator to administer those portions of the test in accordance with the rules and regulations set forth by NYSED.
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.   
As this is the first year of our existence, we do not have access to the prior Parent Survey and Selection Forms filled out by our inherited students. In studying our current Parent Survey and Selection Forms and Continued Entitlement letters, parents have chosen Dual Language, Transitional Bilingual Classes and ESL program. Of the 23 inherited ELLs in the Second grade, all of our families chose the keep their child in the same program they participated in last year. The families of our 2 new admit ELLs chose to place th children in the school's TBE program. In grades Kindergarten (17 ELLs) and First (16 ELLs) , however, an insufficient number of parents signed up for either TBE (6 total in grades K/1) or DL (5 total in grades K/1) in order for the school to open a TBE or DL program on those grades. Twenty-two of our Kindergarten and First grade families chose ESL as their first choice for their child. Therefore our ELLs in grades Kindergarten and First were placed in out ESL program. Therefore, as per CR Part 154, the programs that we offer are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. At PS 359 we have an ESL program consisting of a combination of push-in and pull-out services in grades Kindergarten and First Grade. The ELLs are grouped into two classes on each grade. The ESL teacher, Ms. Negrón, collaborates with the classroom teachers to differentiate and scaffold instruction for the ELLs in the classroom. Ms. Negrón pushes into the ELL classrooms daily to support the ELLs in their classroom learning by scaffolding the instruction with the use of ELL methodologies such as using manipulatives, visuals and realia, total physical response, creating and utilizing graphic organizers; instructing students in the use of flashcards; picture dictionaries and glossaries; use of the native language and native language materials when appropriate, and modified language or extended explanations when necessary. Pull-out services are also given by Ms. Negrón to support the specific ELL needs of basic vocabulary development and English phonics.

At the second grade level, we have both a TBE class and a self-contained ESL class. The self-contained ESL class is an all day program lead by a TESOL certified teacher. All instruction is delivered using ESL methodologies and best practices. In the Spanish language TBE class, students receive ESL/ELA instruction during the literacy block (with native language supports when necessary), and content area instruction in Spanish. As the school year progresses, the percentage of English language instruction will increase from 40% to 75% from September to June.

1b. Students are grouped heterogeneously by grade.

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)?
  2. ELLs are concentrated heterogeneously in one or two classes per grade. This is done to ensure that all ELL students receive their mandated amount of instructional minutes of ELA and ESL as per CR Part 154.

2a. In Kindergarten and First Grade ELLs receive push-in services consisting of small guided reading or writing groups lead by a push-in ESL teacher as well as individual instruction with the ESL teacher. Push-in services are also provided during certain content area periods (mathematics and FUNdations). In addition small group pull-out services are provided to students in grades K-2 who demonstrate specific needs, such as in vocabulary, phonics, reading or writing. During push-in services students receive one-to-one or small group instructional support in reading and phonics (following the Reading/Writing Workshop and/or FUNdations). Program minutes for ESL are 360 minutes for Beginner and Intermediate students, and 180 for Advanced students. In Second grade students receive services either within our TBE class or our self-contained ESL class. The activities planned for these students focus on the four modalities of reading, writing, speaking and listening. Many different materials are used as well as a variety of activities to strengthen their skills in English. In addition, an emphasis is placed on comprehension and test taking strategies in preparation for standardized testing for the coming school year. Program minutes for ESL are 360 minutes for Beginner and Intermediate students, 180 for Advanced students. Program minutes for TBE are 360 minutes for Beginner and Intermediate

students, 180 for Advanced students, and 45 minutes of NLA for all ELLs in our TBE class.

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

Content area instruction is scaffolded in order to make content comprehensible and to enrich language development. Methods used by the ESL teacher in order to scaffold instruction include but are not limited to creating graphic organizers, visuals, word banks, manipulatives, flashcards, glossaries/dictionaries, sheltered English and differentiated materials and assignments. Instruction is provided in English with native language supports when necessary. In mathematics we use the GoMath program, which includes extensive manipulative and visuals to support learning, as well as specifically designed ELL instructional materials used by the ESL teacher to support ELLs. For science, our classes use the Interactive Science Program NYC edition, which also incorporate manipulatives, visuals and technology to support learning used by the ESL teacher to support ELLs. For social studies our ESL teacher uses My World in alignment with the Common Core Standards, and collects and create support materials such as realia, manipulative, visuals, technology and graphic organizers to make content comprehensible to enrich language development. Additionally, across all content areas we use a modified form of the Frayer Model to develop student's academic vocabulary. The ESL teacher also uses her own created realia, graphic organizers, manipulatives and visuals to help ELLs across all content areas. The TBE classes the same math, social studies and science programs as the monolingual class, with the addition of also having the Spanish language versions of the student textbooks, workbooks and resources.

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

ELLs are assessed appropriately in their native language using a variety of methods, including but not limited to oral language assessment in the native language with a pedagog and translator if necessary, and literacy assessment using native language books and materials (those currently available as well as those found during our continual research and outreach).

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

ELLs are appropriately and frequently evaluated in all four modalities of English acquisition throughout the year through an assortment of formative, interim and summative assessments that gather data on students' ability to listen, speak, read and writing in English across all content areas. Speaking and Listening skills are evaluated as part of our school wide focus on questioning and discussion in the classroom. Reading and writing skills are assessed during CCSS aligned performance task assessments. These assessments occur informally on a daily basis, and formally on a one to two week basis.

6. How do you differentiate instruction for ELL subgroups?

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

6a. In the event of SIFE students (once again, as we are a new Pre-Kindergarten –Second Grade school, we have not had any SIFE students to date), a conference between school officials and teachers would be called in order to develop an instructional support plan for the student that will address his/her individual needs.

6b. Newcomers receive ESL push-in services with a certified ESL teacher as well as receiving pull-out vocabulary development and pronunciation instruction with our certified ESL teacher Ms. Negrón if deemed necessary and beneficial to the student. For Second Grade newcomers that speak Spanish, those students have the additional option of joining our TBE class. Newcomers also receive native language support via bilingual alphabet charts and dictionaries, and access to books in their native language and/or reflective of their native culture. Ms. Negrón also works with classroom teachers to help differentiate and scaffold classroom instruction for ELLs.

6c/d. In the case of ELLs in their 4th-6th year of service as well as long term ELLs (again, to date we have not had such students), many of those ELLs citywide usually have their greatest needs in the areas of developing their reading and writing skills in English. These students would receive additional ELA, ESL and test prep services from a certified ESL teacher in a small group setting. These sessions take place during and afterschool as needed. For literacy instruction we utilize the Workshop Model. During Readers and Writers Workshop whole group, small group and individual interventions are used to provide instruction as well as assess and address the needs of the individual student, including our ELLs that need further support with reading and writing in order to achieve proficiency. During Readers Workshop, vocabulary is focused upon as well as comprehension of text and understanding of idiomatic expressions. During non-fiction reading content area vocabulary in social studies, science and mathematics is developed through the use of content theme books, pictorial study cards, content area picture dictionaries, and the creation of graphic organizers.

Read Alouds are emphasized as well as Shared Reading. As well, students are assessed and then leveled. Data is also collected

regarding the students' weaknesses and strengths in reading. As participants of this program our students learn to read increasingly more difficult words by segmenting words and finding the familiar words are letter combinations within the difficult word. The children are also taught to use context to figure out unfamiliar words or vocabulary. Students are stopped at the end of a page and asked to summarize what has happened up to that point in the story. The children also learn to retell and summarize story. As well, they are taught to read with fluency and phrasing. They also learn to analyze their reading by commenting on events or characters found in the reading selection.

Our students learn to make inferences by being encouraged to think about situations that they have experienced that are similar to what happened in the story in order to predict how a character might feel and/or respond. Our children also gain an understanding of a variety of literary features such as a shifting narrative voice. For example, children are asked, "Who is the narrator in this story?", or "Are there any parts in the book where the narrator changes?", or "Let's read this part and think about how this is helping me understand this story?" so as to bring this feature to their attention.

We also teach reading with fluency. The teacher models a segment out loud to make the reading sound smooth. Student follows. We use pictures, stories or personal experiences to help the students make predictions. For example, the teacher would say, "Notice how I make a prediction about what will happen." We have the students integrate sources of information. Students practice retelling and summarizing the story.

Students are also taught to make inferences and show evidence that tells why and how the student has gotten a particular idea from the story. They learn to use parts of words that they know to figure out parts they do not know. Our students are also taught to use context to figure out unfamiliar words or vocabulary. As well, they are taught to analyze the story. Additionally, the teacher shows students how to image a picture of the story in their minds as they are reading in order to increase their understanding of the text..

During Writers Workshop, writing is developed through fiction writing, as well as non-fiction writing in the form of memoir, and informative essay writing. Grammar is focused on with the study of simple versus complex sentence structure, use of correct verb tense and understanding of the possessive.

For writing, our instructional model is Writing Workshop Model. The teacher provides instruction in and modeling of writing skills during a 'mini lesson' . In each mini lesson a particular strategy is taught. For example, one mini lesson might be about adjectives that could be employed in a story. Another mini lesson might be about how to use transition words in a story. Another mini lesson would show how a student can connect multiple small moments to make a long story. Stories of each student are kept in folders and evaluated as to level and proficiency. An intensive map has been developed as to how to determine their strengths and weaknesses.

FUNdations an intensive phonics and early literacy program. Phonemic awareness is heightened through recognition of initial, middle and final sounds. Particular emphasis is on th sounds, d/t, s/sh, b/d, v/b and m/n differences. Students are taught placement of tongue and teeth as well as formation of the mouth for each phoneme. For example, in the placement of the th sound we place the tongue between the lips and we aspirate or blow out as we say the sound as in the word, "think". Students then have dialogues where particular speech is practiced in a role playing format. In addition, the meaning of prefixes and suffixes are determined so that students have a key for new words. An example would be the suffix: ful. This means "alot of" so that if we have a word such as "playful" we can determine that it means 'a lot of play' without ever having seen the word before. Verb tense patterns are studied with an emphasis on differences between past tense and past participle formation. Taking the present perfect as an example, students learn to notice where and in what circumstance the present perfect is used in their readings. They keep a sentence glossary of this particular usage. There are "contrast exercises" for the students to see the differences in time between past tense and present perfect.

6e. For up to two years Former ELLs will receive transitional support services as deemed necessary after interpreting the data obtained through the assessment process described in question 5. These services will be provided by a specialist with TESOL training. For up to two years former ELLs will receive the following testing accomodations: time and a half, a separate testing location.

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?

In order to ensure that all ELL-SWDs receive all services mandated on their IEPs, all teachers of said students will be provided with a copy of that student's IEP, which they will follow. Services for ELL-SWDs will be provided either in house, or by the student's family through an outside facility. As with all ELLs, ELL-SWDs receive their mandated minutes of ESL instruction (and NLA instruction if in a TBE program) as per CR Part 154 (360 minutes for Beginner and Intermediate students, 180 minutes for Advanced students, 45 minutes of NLA for students enrolled in the TBE program). Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials in order to provide access to academic content and accelerate English language development for our students. Instruction is differentiated and scaffolded throughout the school day in order to meet the academic needs of our ELL-

SWDs. As well, all ELL resources within the school are made available to them, including but not limited to picture dictionaries, ELL websites accessed through classroom computers and smartboards, study aids (for example, teacher created flashcards and vocabulary models), visuals (photographs and drawings collected/taken by teachers) and manipulatives. As previously stated, these materials are regularly adapted by our teachers to the needs and levels of our ELL-SWD.

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?

In Kindergarten to Second grade ELL-SWD are afforded a diverse array of support services including but not limited to ESL, Speech and Language, SETSS and Counseling as both push-in and pull-out services on a case by case basis. Grade level CTT class are also available to all ELLs who require them.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

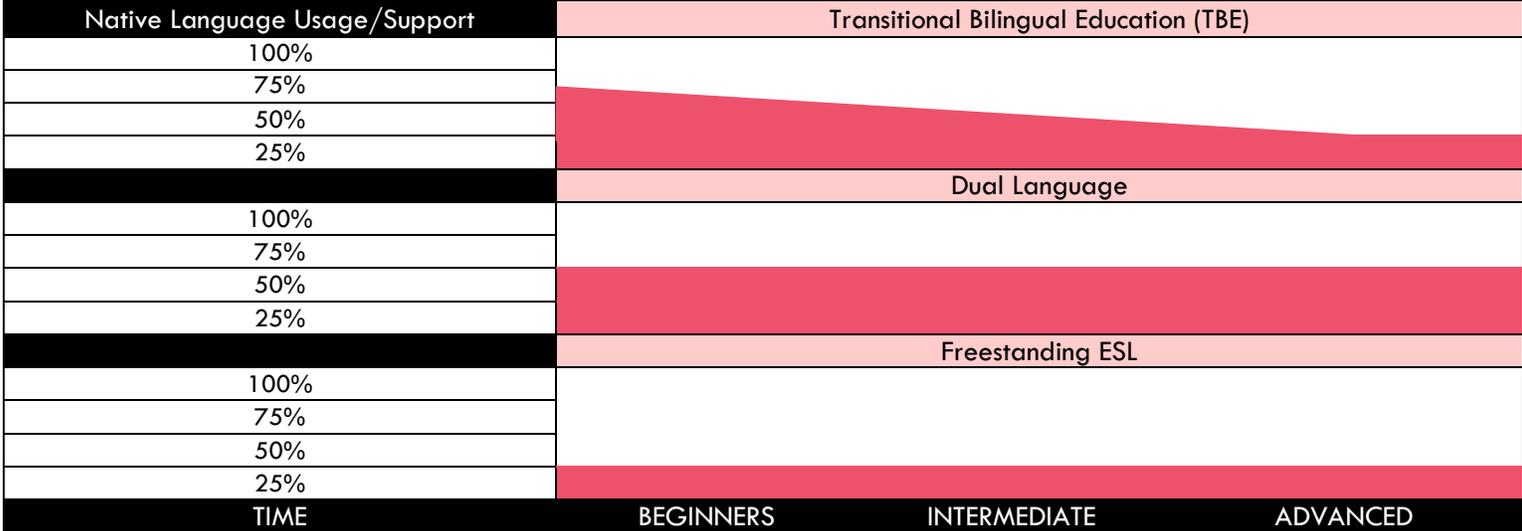
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Across all of the grades and ability levels ELL teachers are providing support services in English (and the native language when necessary) to students in the classroom during either reading or writing instruction, and at times during math and other content area instruction to provide English language support to ELLs. Teachers adapt classroom lessons by scaffolding instruction to make content comprehensible and supporting English language learning through the use of visuals, models and multicultural resources. In mathematics and science, both the ESL teacher and the out of classroom specialist teachers provide additional support materials and intervention strategies (such as additional manipulatives, visual guides, realia, graphic organizers, differentiated materials) to classroom teachers as needed/requested. Additionally in math, science and social studies teachers plan and strategize cooperatively within each grade and with out of classroom content teachers to create intervention plans to address unique student needs as they arise, including those of ELL of various subgroups.

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

Through the use of timely and relevant assessments and best practices our current program is effective in meeting the needs of our ELLs in both content and language development. Through formative, interim and summative assessments aligned with the CCSS and best practices for ELLs, we are able to plan for and respond to the needs of our ELLs students on a daily basis.

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

P.S. 359 is considering a summer academy that would take place before the beginning of the upcoming school year to which ELL students would be invited to attend.

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

No programs/services for ELLs will be discontinued.

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

All ELLs fully participate in all school programs, including our Visual Arts and Music programs. ELLs participate fully in afterschool and extracurricular activities including supplemental afterschool instruction and Saturday Academy, both of which are academics-focused programs intended to support students in attaining grade level academic skills. .

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

Supplemental materials such as the smartboard, computer access, teacher-made materials and NYSELAT test preparation materials are provided to support student learning during all instruction, including content area instruction. For students in the ESL program, native language support is provided by having native language books, dictionaries, charts and flashcards available for teacher and student use. Required services, supports and resource correspond to ELLs' ages and grade levels.

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

Native language supports offered in our ESL program include bilingual picture dictionaries, bilingual picture books, bilingual flashcards and the use of the native language when deemed appropriate and consistent with best practices for ELLs. In our TBE class the native language is used during content area instruction, and all classroom textbooks are provided in both English and Spanish

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

All ELLs are placed in their age appropriate grade upon registration. Required services support and resources correspond to ELLs ages and grades as per their IEPs, which are adhered to at our school.

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.

All student families, including the families of ELLs, were invited to a family meeting at the school before the beginning of the school year. During those meeting families met the administration and staff of the school, explored the school ground, received school information in both English and their native language when possible and had the opportunity to ask any questions. Throughout the school year when new ELLs enroll they and their families are given an orientation by Ms. Negron, our ELL specialist and coordinator, and enrolled in our ESL or TBE program as per the parent's choice on the Parent's Survey and Program selection form.

18. What language electives are offered to ELLs?

As we are a new primary school, no formal language electives are offered at our school at this time.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

### C. Professional Development and Support for School Staff

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

1. All teachers, including common branch and ELL teachers, are informed about the Language Allocation Policy of the school. In addition, every teacher, including common branch and ELL teachers, receive copies of their students' NYSESLAT scores and are instructed on how to use this data to inform their planning.

2. Professional development sessions offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards include Oral Language Development In Support of CCSS Language Standards, Scaffolding Techniques for ELL Reader and Writers During CCSS Aligned Instruction, Developing Active Listening Skills for ELLs in the CCSS classroom.

3. ESL teachers work with teachers and staff at all grade levels to help students transition from grade to grade as well as from elementary to middle school. Our first class of graduates will be our Fifth grade class of 2016. In anticipation of that time, all staff (including teachers, the parent coordinator, school secretary) receive support from school leadership to assist them in their work of helping prepare students for the transition to middle school and beyond. College and career readiness through adherence to the Common Core Learning Standards is central to our school's mission. Students are regularly exposed to high level academic work through research based inquiries and presentations, and classroom groups are named after careers. Once we expand to Fifth Grade in 2016 our guidance counselor will receive professional development from the network on middle school options, the middle school application process, and how to best prepare our students for the transition.

4. All mandated training of ELL and non-ELL staff as it related to Jose P is provided by ELL Specialist and Coordinator, Ms. Mayra Negrón, on either an individual, small group or whole school basis. Records of these trainings are maintain in the office of the ELL coordinator. Our scheduled PD dates (90 minute sessions) are November 5, January 7, February 11, March 11, April 8, May 6, June 5.

## 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. At PS 359 we are in constant communication with the parents of our ELL's throughout the year. Initially when ELLs enter the program an orientation meeting is held in which the parents are informed of the different programs that are offered to their children. Furthermore, parents are kept abreast of all the activities occurring within our school and our community by providing them with information in their language. Check In Meetings are held approximately every six weeks in order to keep ELL parents abreast of their child's progress. Parent conferences are conducted in the Fall and the Spring of each school year. These meetings focus on program requirements, instructional standards, assessments and school expectations. Translators are provided at these meetings. As well, all parents of all language backgrounds are invited to become to participate in our Learning Leaders program in which they are trained to become classroom volunteers. Additionally, open PTA meetings are held regularly. Translation services are provided by bilingual school staff, bilingual parent volunteers, and when necessary through the NYCDOE Office of Translation and Interpretation Services.

2. Parents are contacted by our parent coordinator, who advises them of current events (such as NYCDOE parent workshops and CBO offerings) and provides aid to parents. Some partnerships that we currently have in place include Learning Leaders, Cool Culture and the Edwin Gould Foundation. Translation services are provided by bilingual school staff, bilingual parent volunteers, and when necessary through the NYCDOE Office of Translation and Interpretation Services

3. At the beginning of the school year teachers send our welcome letters and parent surveys to their parents in which parents are encouraged to share their needs, questions or concerns.

Additionally, Ms. Negrón sends out the official NYCDOE Parents' Preferred Language Form in order to assess the language needs of our families. As well, parents fill out the section for their preferred language of communication on the HLIS, copies of which are kept in the child's cumulative file and well as on file with Ms. Negrón, the ESL teacher. This information is also recorded onto ATS and found under the BIOS report. Language forms are collected by Ms. Negrón and the parent coordinator, Mr. Cameron. As well, Mr. Cameron petitions parents as volunteer translators for school events such as Check In Meetings and Parent Teacher conferences. Teachers contact the parent coordinator when they plan to have a parent conference that will require a translator, the parent coordinator connects then with a parent that can provide the translation.

4. The data collected from our surveys and Parents' Preferred Language Form is used to inform the mode of communication used in the conferences and communications with parents throughout the school year. Throughout the year our parent involvement activities include regular PTA meeting, Learning Leaders (our parent volunteer program), and parent participation during field trips, school celebrations and school assemblies. Bilingual staff and parents provide oral and written translation services in various languages as needed to ensure the full participation of all parents.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

<b>School Name: <u>Concourse Village Elementary S</u></b>			<b>School DBN: <u>07X359</u></b>
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Alexa Sorden	Principal		12/15/13
Not Applicable	Assistant Principal		
Roberto Cameron	Parent Coordinator		12/15/13
Mayra Negrón	ESL Teacher		12/15/13
Lisa Rivera	Parent		1/1/01

Beatriz Perez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Niurka Castro	Coach		1/1/01
	Coach		1/1/01
Deyanira Malagon	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01