



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

DBN: (i.e. 01M001):

07X369

School Name:

YOUNG LEADERS ELEMENTARY SCHOOL

Principal:

JALEELAH COOKE

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: Young Leaders Elementary School School Number (DBN): 07X369
School Level: Elementary Grades Served: Pre K- 5th Grade
School Address: 468 East 140th Street Bronx, NY 10454
Phone Number: (718) 292-7391 Fax: (718) 292-8535
School Contact Person: Jaleelah Cooke Email Address: jcooke@schools.nyc.gov
Principal: Jaleelah Cooke
UFT Chapter Leader: Patrick Nau
Parents' Association President: Marienella Echevarria
SLT Chairperson: Johanna Muniz
Student Representative(s): _____

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtland Ave Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: (718) 741-6500 Fax: _____

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 203 Network Leader: Gabriel Feldberg

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jaleelah Cooke	*Principal or Designee	
Patrick Nau	*UFT Chapter Leader or Designee	
Marienella Echevarria	*PA/PTA President or Designated Co-President	
Beatriz Matos	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	
David Bit-Shamay	Member/ Teacher	
Blair Million	Member/ Teacher	
Beatrice Vento Lopez	Member/ Paraprofessional	
Joanna Muniz	Member/ Parent	
Arely Martinez	Member/ Parent	
Doris Rivera	Member/ Parent	
Yoandra Olivera	Member/ Parent	
	Member/	

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

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

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

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

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

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

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

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

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

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

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

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

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

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

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

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Below Benchmark Performance on TCRWP Running Record • No movement from Pre- Post assessments within Foundations • Scored within the "Needs Improvement" range on ELA State exam in 2013 • Below benchmark according to TCRWP On-demand writing assessments for the narrative, opinion and informational writing units • Below benchmark on ELA Fall Benchmark Assessment • Placement on the TOSWRF assessment • Reading Performance Assessments for Character and Informational reading units 	<ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) • Targeted Word Study Groupings • Double Dose of Foundations • Wilson Reading Just Words • Wilson Reading Intervention • Teacher’s College Reading Rescue • Targeted Interactive Writing • Imagine Learning • MyON • Guided Reading Groups • Strategy Reading Groups • Readers Theatre • I Ready 	<ul style="list-style-type: none"> • Small Group Instruction LLI is small group instruction (4:1) • Double Dose of Foundations is small group instruction (6:1) • One-to-one Reading Rescue Tutoring • Differentiated word study groups (12:1) • Targeted Interactive Writing (small groups) • Imagine Learning is an individual, computer based program • MyON is an individual, digital library where teachers can monitor students' reading volume • ELT is primarily conducted in groups of 12 	<ul style="list-style-type: none"> • During school , afterschool , and through Saturday Academy
Mathematics	Math Target Groups are determined using:	Dream Box Interactive Math	Small group/ One-to-One Instruction	During school, afterschool, and

	<ul style="list-style-type: none"> • 2014 NYS Math Exam Data (Proficiency levels below 2.99 scale score) • Promotion in Doubt (PID) Status • Below benchmark on Go Math Prerequisite Skills Assessment. 	<p>Program</p> <p>Exemplars NYS Ready</p> <p>Go Math Intensive Intervention Kits (Tier II and Tier III)</p> <p>Go Math Reteach Book</p>		through Saturday Academy.
Science	<ul style="list-style-type: none"> • 4th Grade students who scored within the "Needs Improvement" range on 3rd Grade ELA State exam in 2013 	<ul style="list-style-type: none"> • Teachers will use targeted reading strategies to engage deeply in non-fiction text • Content area content using UDL approaches 	Small Group Instruction	During school and afterschool
Social Studies	<ul style="list-style-type: none"> • Kindergarten English Language Learners identified as having beginner and intermediate English proficiency 	<ul style="list-style-type: none"> • Content area/ non-fiction text using UDL approaches 	Small Group Instruction	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Number/severity of SWIS forms • Wediko observations • Teacher noticings documented on the Intervention Team forms • Intervention Team meetings and Case Manager follow through 	<ul style="list-style-type: none"> • PBIS incentive programs • Wediko counseling • Conflict Resolution • Mentoring Groups • Socialization Skills • TCI- Therapeutic Crisis Intervention/ Life Space Interviews • Daily Community Circle Meeting • Breakfast Clubs • Daily Check-in/Check Outs with Tier 3 students • Individualized 	<ul style="list-style-type: none"> • Small Group and One-to-One 	<ul style="list-style-type: none"> • Before school, during school and afterschool

		behavior plans		
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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.

By June 2015, the strategy for structuring instructional time will be to include extended learning time on Saturdays and after school for students identified via ongoing assessments as at-risk and in-need of additional academic supports. Extended learning time will target skill development for these students and will be staffed by classroom teachers and afterschool partners.

Part 2 – ELT Program Description

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

After taking an initial look at last year’s Proficiency Levels on the NYS Exams for grades 4th and 5th the data team noticed that a significant percent of students fell between the 1.0-1.99 proficiency level range. Once we took a closer look at the data we noticed that a large part of that population fell within a few points of the next proficiency level. So the instructional team decided to choose the students who scored proficiency level of 1.8 or higher. In second and third grades we targeted the students who scored the highest on the prerequisite skills assessment administered in September. In addition the teachers of grades 2-5 reviewed the list and modified the student list based on attendance percentages, conference notes, student strengths and limitations and all other student related assessments and data gathered through the month of November.

In addition to analyzing the ELA state test score, there was a comprehensive look at the students in regards to their Running Record levels from June of 2014 in comparison to their ELA test scores. Those students that had a great discrepancy between these test scores were reassessed at the start of the year on numerous reading passages into order to determine the student's most accurate reading level. Those students who reversed greatly in reading levels were invited to be a part of the ELT programming.

Starting in the new year, 40 of our Kindergarten and First grade students will be identified through their Running Records, Sight Word assessments and letter/ sound assessments to be a part of the NYC Read Alliance/ United Way program. This program provides these 40 students with one-on-one tutoring four days a week from a trained reading tutor under the guidance of a certified teacher.

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.

The plan to integrate academics, enrichment and skill development through hands on experiences that makes learning relevant and engaging by frequently introducing students to learning activities that will entail that students use manipulatives, drawings, ingredients and other strategies to explain their thinking and rationale for making certain decisions and taking certain steps. This approach will bring learning to life. For example using the actual coins to decompose dollar amounts in different ways.

We plan to offer a range of activities to capture students' interest and strengthen their engagement in learning to also improve attendance by offering enrichment activities that will embrace and encourage students individual strengths and talents. Activities will range from technology club, basketball, drama club, Readers Theater, STEM and a newspaper club. These activities will not just increase the students' engagement, but they will provide enrichment opportunities for our students to become more well-rounded learners with a greater appreciation of the arts.

The plan to offer a range of activities that enhance student engagement is to expose students to a variety of different types of mathematical problems from a combination of small group intervention an 20-40 minutes sessions on a computer based program called Dream Box. This program is designed to assess students current mathematical levels and expose them to a variety of interactive mathematical experiences at their independent level by exposing them to different mathematical from multiple perspectives. The program also has an ongoing coin count to track student progress. MyOn is another computer based program that will offer an online selection and library of books that students are able to read wherever they are. Students will now a huge selection of interactive and high interest book at their independent level at the tip of their fingers.

Small group instruction will be designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment and socialization. On a daily basis, students will be given opportunities to collaborate and discuss particular concepts brought up during instruction. Students will be encouraged to defend and challenge each other's rationale. These discussions will be facilitated and guided by the teacher to ensure that students are disagreeing respectfully and listening actively.

All teachers who work for the extended learning time program will be fulltime NYC Department of Education Teachers. These teachers will be given weekly opportunities to common plan as well as professional development to further enhance professional practices.

There is also communication between the students' classroom teachers and the ELT teachers. These adults communicate about homework completion, social and emotional noticings and the academic concepts that need to be reinforced within the ELT.

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.
In order to reach our goal of at least 50% attendance of students we are offering the following:

An interactive bulletin board was created to track and highlight the attendance rates of each grade that attends Saturday Academy. This bulletin board is also aligned with short response questions that will allow students an

opportunity to receive PBIS dollars to use for positive enrichment opportunities. These opportunities range from extra time in the gym to additional time on the laptops playing educational games, and etc. A pizza party incentives have also been put in place for the class that has the greatest attendance average for each month. Computer based programs and technology will also be offered during our extended learning time to make the instructional content engaging, differentiated and fun for all students. At the conclusion of the Saturday program the students with the greatest will be invited to attend the secret culminating event.

Students will also receive incentives, for example- Aspira Bucks, to encourage their participation and attendance within the program. These "Aspira Bucks" will be collected and redeemed for prizes to celebrate the students' hard work. The student's classroom teachers are kept informed of the student's after school attendance so they are able to communicate its importance with their students' parents.

Part 3 – ELT Program Implementation and Oversight

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

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

The principal will oversee the ELT program. The literacy coach has been assigned to support with the implementation and development of the afterschool program. The literacy coach will continue to work in partnership with the Aspira afterschool program to oversee and assess the afterschool program. The math coach has been assigned to support with the implementation and development of the Saturday Academy. The math coach will work in conjunction with the principal to oversee and assess the Saturday Academy Program.

NYC Read Alliance, a partner with United Way will be a part of the students ELT experience. Read Alliance's mission statement reads: Read Alliance works to improve the educational trajectory of at-risk kindergarten and first grade students through one-to-one tutoring in foundational reading skills. Through this partnership we are able to offer 40 of at-risk kindergarten/ first grade students one-to-one reading tutors. The tutors will provide individualized reading intervention further students' decoding ability.

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

Currently the resources needed to implement the ELT program have been the Imagine Learning, Dreambox and MyOn Software. Additionally, science materials from the FOSS kits have been used with for the STEM class. The Readers Theater curriculum is also being utilized during the ELT. Teachers have been hired through the Aspira program for the afterschool programming and a teacher is being hired to oversee the Read Alliance work coming in January.

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

The Saturday Academy will begin November 22 and run through March 28th. Students will have breakfast from 8:00-8:30 and lunch from 12-12:30pm. Instruction is from 9:00-12:00pm. Students will receive 90 minutes of ELA support and 90 minutes of Math support. 45 minutes of the math support will be in the computer lab using the Dreambox math program with small group and one to one support from the math coach. Teachers are given two 30 minute periods to plan each Saturday and they also have one of their peer teachers push in one period a Saturday in order to do some collaborative team teaching.

The afterschool program began October 16th and will run through the end of June. In the math program each group will get an one hour small group intervention session. These sessions will range from small group instruction, group work, hands on activity tasks, math games, group and partner discussions, one on one support and or computer activity sessions on Dream box.

Part 4 – Budget and Resource Alignment

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

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

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

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.

In February, TCRWP running record data, TCRWP on-demand writing assessments, and/or Go Math mid-year assessment data will be used and analyzed to determine schools progress towards ELT goal.

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

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

Section 6: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

School works with partner organizations to identify exemplary candidates:
 -Teacher's College Reading Writing Project at Columbia University
 -School administration identifies and encourages prospective lead teachers to further their development through leadership programs offered by Bank Street College of Education
 -Administration supports recommendations for teachers to pursue their graduate studies through Hunter College, especially the Bilingual and ESL teaching programs
 School works through the NYC Department of Education to identify exemplary candidates:
 -New teacher finder program
 -Open hire (system for teachers seeking new positions)
 -Recommendations from colleague principals, Network schools, and current faculty

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).

-Development of collaborative culture and enhanced skills through abundant common planning experiences, collaborative analysis of student work and other data, and professional development throughout the year
 -Opportunities to develop skills by attending Teachers College 1-day conferences, longer institutes, visiting other classrooms within school, visiting other schools
 -Encouragement and opportunities to participate on school committees

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.).

In our pre-school classes we use monthly newsletters and periodic progress reporting to keep our parents informed about grade level expectations and students' progress. We maintain a calendar of workshop topics designed to supporting our parents in better preparing their children for kindergarten. We hold open houses for our families who are transitioning into kindergarten. Our open house is an opportunity for parents to meet our kindergarten teachers and receive next steps in preparation for September. Additionally, we ensure that our pre-k students experience a smooth transition into kindergarten by offering our TCRWP staff development to our pre-k teachers to ensure literacy alignment throughout our early childhood program.

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.

Teachers work collaboratively on grade level teacher teams to review and design assessments. The teachers also their 90 minute common planning time to design and use rubric in effort to norm grade level expectations. Based on assessment results, teachers use the inquiry process to explore instructional next steps to address trend noted throughout the grade.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	267,305	X	11-13
Title I School Improvement 1003(a)	Federal	449,992	X	11-13
Title I Priority and Focus School Improvement Funds	Federal	64,702	X	11-13

Title II, Part A	Federal	101,265	X	
Title III, Part A	Federal	14,912	X	11-13
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	1,687,928	X	11-13

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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) Young Leaders Elementary School

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. **Young Leaders Elementary School/PS 369**, 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. **Young Leaders Elementary School/PS 369** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Young Leaders Elementary School

Young Leaders Elementary School/ PS 369, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Young Leaders Elementary</u>	DBN: <u>07X369</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>121</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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: Our school serves a large population of ELL students and, as such, would benefit greatly from additional time allocated to explicit ESL instruction to reinforce and further develop strategies and content that are being covered during regular class time. To support these goals, we will lead ESL coursework via a blended learning model for grades 1-5 during Saturday Academy. We will also provide a "Mommy and Me" Kindergarten Tuesday afterschool, where parents will work alongside their children to develop their english acquisition and literacy skills.

Our Saturday Academy sessions will begin on November 15th and continue each Saturday (with the exception of those dates which coincide with official school holidays) until the beginning of NYSESLAT testing in the spring of 2015, for a total of 19 instructional days. Saturday Academy will take place from 8:30 am to 12:30 pm. Teachers will have 8:30-9:00 to use as collaborate work time and will take 12:00-12:30 to reflect upon the day's instruction and assess progress toward objectives to guide the following week's planning.

Students will be in session from 9:00 am to 12:00 pm, and they will rotate between interactive multimedia language reinforcement stations, test preparation, and an integrated arts component consisting of drama instruction and performance that actively incorporates each of the four language domains. 30 minutes will be allocated to the usage of Imagine Learning software, an ESL-specific vocabulary and literacy development tool, 1 hour and 30 minutes will be spent in targeted NYSESLAT preparation instruction, and 1 hour will be used for our theater program.

The groups will be dividied by grade level but will be heterogeneous in terms of language proficiency to facilitate student-led learning and allow for collaboration that is supplementary and developmental between students with respect to their strengths in each domain. Our lower elementary ESL teacher, will lead groups of Kindergarteners, 1st graders, and 2nd graders; our upper elementary ESL teacher, will be responsible for 3rd-5th graders.

Instruction will take place largely in English, with Spanish supplementary materials (created by our ESL teachers with support from our bilingual team) utilized as scaffolds when necessary. We will be using the "Getting Ready for the NYSESLAT" ESL curriculum published by Attanasio & Company. We believe this is an ideal set of materials for our needs because of its informed design and relevance; it was developed and field tested in New York State and includes the Phase 1 updates along with Common Core Standard alignment. As mentioned previously, we will be using the Imagine Learning software as a means of integrating technology into our program. This software was selected because of its vocabulary reinforcement and literacy intervention capabilities; it is thoughtfully designed with research-based, rigorous pedagogical underpinnings. Students will have opportunities to continue their practice with this software during the school week, as well.

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: In order to facilitate the continued development of our transitional bilingual education program, we will use Title III funds to support the creation of dual language materials for use in our classrooms and in our Saturday Academy program.

This will be a collaborative endeavor led by our ESL and bilingual teachers. We will meet biweekly for one hour to evaluate the needs of students receiving services in both bilingual classrooms and in our standalone ESL program, and will use assessment data and anecdotal observation to inform the pedagogical direction of our resource compilation and development. In particular, we will focus on methods to connect Spanish and English language and literacy development, content-based grammar and convention instruction, and support structures to supplement and enrich our existing math curriculum for our ELL students.

The results of these meetings, both informational and material, will be shared biweekly (coincident with the ESL/bilingual team's meetings) with the general education teachers who are also responsible for ELL instruction during professional development sessions either as Lunch and Learn opportunities or as part of school-wide Marvelous Monday extended sessions. We will also provide our teachers with professional development opportunities out of school by using Title 3 funds to secure subs, so teachers can attend trainings. Also, due to our high special education population, will also train two educational assistants. The PD's are entitled: "Instructional Strategies for ELLs with Special Needs" provides a practical overview of high yield instructional practices, differentiation of instruction, scaffolding strategies, ESL methodology to improve academic achievement all through the lens of Universal Design for Learning. Also, "Building Academic Literacy for Bilingual Students with Disabilities" offers a variety of research-based principles and strategies in explicit, direct instruction that are appropriate for building the academic literacy skills needed for ELLs with Disabilities that contribute to success in reading and writing. They will identify the challenges ELLs with disabilities present by looking at student work, setting goals and capitalizing on the connection between Oral Language and the development of literacy in a variety of genres. Also, "Paraprofessionals: Partners in Access for ELLs with Special Needs" develops foundational understanding of the cultural, linguistic and academic needs of English Language Learners (ELLs) with disabilities. They will explore the process and patterns of second language acquisition, the influence of culture and the academic needs of bilingual students with IEPs. Para's will be provided with strategies, resources and tools they can share with their cooperating teachers and use with students to support access to curriculum and instruction." The teachers and educational assistants participating in these trainings will turn key to our staff during Monday afternoon in house professional development.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: We will develop and execute a "Mommy and Me" parent ESL program on Tuesdays. This will begin on November 18 and continue until January 6 (6 sessions total, with the exception of holidays). Each session will last 1 hour, and parents will be provided with take-home study materials to supplement their time in the classroom and help them support their students' work in school.

The curriculum progression will be built around a utility-based framework. We will target language basics that will be immediately useful in real world situations and those that will facilitate greater involvement in and support of children's academic progress. Some of the weekly topics include "Our Family at Home and in School," "Measuring Our World," "Health and Wellness," and "Talking About School."

Parents will be notified of this program via posters placed around the school, teacher information at dismissal, and letters sent home (in English and in Spanish) with the students. We will also collaborate with our parent coordinator to reach out to parents personally and gauge interest in the sessions.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 07	Borough Bronx	School Number 369
School Name Young Leaders Elementary		

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 Jaleelah Cooke	Assistant Principal Anwar Zindani
Coach type here	Coach type here
ESL Teacher Amanda Hosgood/ Rakibat Abiola	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Aiowa Aponte
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	310	Total number of ELLs	137	ELLs as share of total student population (%)	44.19%
------------------------------------------------------	------------	----------------------	------------	-----------------------------------------------	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	2	2	1	3	2	3								13
SELECT ONE														0
Total	3	3	2	3	2	3	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	46
SIFE	0	ELLs receiving service 4-6 years	33	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	50	0	10	0	0	0	0	0	0	50
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	0	23	33	0	13	0	0	0	87

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	104	0	33	0	13	0	0	0	137	
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	17	19	15											51
SELECT ONE														0
SELECT ONE														0
TOTAL	17	19	15	0	51									

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	10	8	16	23	18								80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1	1									5
TOTAL	6	12	8	17	25	18	0	86						

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)	15	7	0	2	4	8								36
Intermediate(I)		14	15	10	18	9								66
Advanced (A)	7	8	8	5	4	3								35
Total	22	29	23	17	26	20	0	137						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	23	2			25
5	13	2			15
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	11		12		2				25
5	11		3			1			15
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	1		7		6				14
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - To assess the literacy skills of our ELLs at P.S. 369, we use a variety of formal and informal assessments. The formal assessments we use include ECLAS and TCRWP. Teachers also use running records in both English and Spanish to evaluate students' reading levels. Estrellita Benchmark Assessments are used to assess Spanish letters, sounds and phonics.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most of our students are beginner ELLs when they are administered the LAB-R. There were a few advanced ELLs. Most of the advanced ELLs chose ESL as their program. Very few students scored proficient on the LAB-R. For the NYSESLAT, all students who repeated kindergarten scored beginner. In grades one through five, the majority of our students are intermediate ELLs. In the lower grades, we have more advanced level ELLs than in the upper grades. Two second graders scored proficient and one third grader scored proficient on the NYSESLAT.
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](#))
Patterns that reveal where students struggle the most in terms of NYSESLAT modalities will take focus in differentiated lesson planning and instruction. For example, if ELLs tend to struggle with reading and writing, then they will be taught reading and writing strategies explicitly within the contents of their units of study. The ESL teacher will also make efforts to provide push-in ESL service during instruction of the language acquisition modalities that need to be targeted. The AMAO tool has not been released this year, as the RNMR report is not yet available. As soon as this data is made available, we will meet to discuss how we will use the information to inform instruction.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. For the bilingual program, the majority of our ELLs are intermediate, followed by advanced, and fewest percentage of ELLs scored beginner. In ESL, the majority of ELLs are intermediate according to the NYSESLAT. In first grade, we have more beginners and in fifth grade we have a high percentage of beginners. Second, third, and fourth grades had more advanced ELLs than beginner ELLs. In addition, second and third grade had proficient ELLs. There was one fifth grader who chose to take the state exams in Spanish. He outperformed all of his peers and scored a level 3.
- b. School leadership has put together a data team. This team meets regularly to go over the results of the periodic assessments and determine how much progress is made by the ELLs.
- c. The data team has noticed that former ELLs tend to outperform their English dominant peers. ELLs are given the option to take the periodic assessments in their native language. Only ELLs who have a solid foundation in literacy skills in their native language benefit from this modification.
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 is used to guide instruction for ELLs based on the following assessments: NYSESLAT, LAB-R, State Math and ELA test scores, content area benchmark assessments, and reading inventories. The data is carefully analyzed, and then used to form instructional groups based on students' levels. There are three tiers of instructional support. For Tier I, mini-lessons are differentiated to support language development for ELLs. When we find that ELLs are still struggling, they are pulled for small group instruction which is a Tier II intervention. If the Tier II intervention is unsuccessful, we meet as a team to talk about ways to support the student with Tier III interventions. We have an Intervention Team that meets weekly. The members of the team include the ESL teachers, Bilingual SETTS teacher, Speech Therapist, Occupational Therapist, Bilingual School Counselor, Bilingual School Psychologist, and the Bilingual Social Worker.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered in instructional decisions, the ESL teacher will analyze assessment documents as well as observe the student in his or her classes to find out what the child needs more support in in terms of second language acquisition. The ESL teacher will then use this information to tailor activities within content lessons to support the child's second language development needs. For example, if the child makes an error of only using present tense verbs when speaking or writing about historical people and events from the past in relation to the content area of social studies, the ESL teacher will focus on explicitly teaching the student how to form past tense verbs and when to use them.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. The success of our school's programs for ELLs is evaluated based in students' NYSESLAT scores, periodic assessments, formal and

informal assessments conducted by the ESL and classroom teachers, and the communication between the ESL teacher and the classroom teachers to discuss the progress of ELLs in their classroom. We use TC Assessment Pro to track students' reading and writing progress. We use this data to evaluate the success of our ELLs. TC Assessment Pro creates charts with the data and tracks students' progress according to levels 1,2, 3, and 4. We are also beginning to implement Datacaton; we will use this program to track our ELLs' progress in math.

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](#).)
 1. When parents register their child at PS 369 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey in the parent's native language with the support of one of the two ESL teachers. The interview is also conducted at the time of registration. When the Home Language Survey and the interview indicate that the student could be an ELL, the parent is informed that the LAB-R test will be administered to assess the English proficiency of the student. The interview is conducted by the bilingual ESL teacher in both English and in the language indicated by the Home Language Survey. Within ten days of admittance, the ESL teachers administer the LAB-R to the identified students. If the student does not score proficient and their native language is Spanish, the ESL teacher with a bilingual extension will administer the Spanish LAB. Students who have been identified as ELLs through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications to assess their English proficiency. In addition, students who were identified as ELLs in previous years and have not yet attained proficiency are also tested again at this time. If we do not have the sufficient number of students with the same home language or two contiguous grades and the parent wants either a bilingual or dual language program, we send the information to ELLProgramTransfers@schools.nyc.gov.
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.
 2. After a student has tested eligible for ESL services, the parent is invited to come to an orientation. Flyers, brochures, and an invitation to the orientation is sent home in the native language one week in advance, with two dates and times. The day before the first orientation, the parents are invited in person or via phone. The parent orientation is held in Spanish and is lead by the bilingual ESL teacher with support from the bilingual Assistant Principal. The meeting starts out with introductions and parents are informed of the purpose of the meeting and the process that was taken to identify their child as an ELL. Next, the parents watch the NYC DOE Parent Orientatin video that describes the three programs offered by the city for ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). We show the video in the native languages of the parents at the meeting. Next, there is a question and answer session to clarify any questions or concerns parents may have. If the parent speaks a language other than Spanish, we provide a translator that speaks the language who will be able to answer any questions that the parents may have. After the question and answer session, parents complete the Parent Survey and Program Selection form. Assistance is provided to illiterate parents. After the meeting, the ESL teacher contacts any parents who were unable to attend to schedule an alternate time that works best for them. If the parent is unable to come the alternate appointment, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.
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 [\[see tool kit\]](#).)
 3. Entitlement Letters are distributed in the child's native language and within the first 10 days of enrollment. The ESL teachers make copies of these letters and keep them in the ESL Compliance Binder. At the Parent Orientation, Parent Survey and Program

Selection forms are distributed, filled out and collected. The questions on the Parent Survey are read aloud in the native language to parents so that parents who struggle to read are able to accurately fill in their answers. If parents need more time to make their decision, they can take the Program Selection forms home and return them to the ESL teacher the next day. If the form is not returned, the ESL teacher will call the parent and schedule a time for the parent to come in. If the ESL teacher is unable to reach the parent by phone, she will try to find the parent in person at dismissal. Follow-up calls are made to the home by the ESL teachers and translators as needed to ensure 100% compliance. If after several attempts to contact the parents, we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program.

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.

4. Based on the results of the LAB-R assessment, the ESL teachers will determine which students will receive services. At the Parent Orientation, the parents will be asked to fill out a Parent Choice Survey and Form. This session will be conducted in the native language of the parents. If the parent chooses a transitional bilingual education program, their child will be placed in a bilingual setting. If the parent chooses a freestanding ESL program, their child will be placed in a monolingual classroom with push-in and/or pull-out ESL services. ELLs will begin receiving services within 9 days after being identified as an ELL. If the parent chooses a program that we do not offer, we will seek out alternate placements in other schools. We also let the parents know that they have the option to make a choice that our school doesn't have. In this situation they will transfer to another school. Parents can also refuse a transfer and we will let them know that if we have 15 students in two consecutive grades with that same choice, we will open a class in our school. If we do not have the sufficient number of students of the same home language, same grade level, or two contiguous grades, and the parent adamantly wants either a bilingual or dual language program, we send the information to ELLProgramTransfer@schools.nyc.gov.

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.

All ELLs are administered all sections of the NYSESLAT each year. The ESL teachers create a schedule to let classroom teachers know what dates and times the ELLs will be administered each modality of the NYSESLAT. The schedules take into account testing modifications for students with IEPs. There are also make-up dates built into the schedule in case students are absent. We begin with the speaking portion of the exam. The speaking is administered and scored by the ESL teacher who has not been servicing the students in a one-on-one setting. The listening, reading and writing portions of the exam are administered in small group settings by the ESL and bilingual teachers. The NYSESLAT is scored by a team of teachers. This team includes two ESL teachers and one bilingual teacher. Teachers do not score more than 50% of any exam. Teachers also do not score any part of the exams of students they service.

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. 
After reviewing the Parent Survey and Program Selection forms from the past few years, the trend has consistently been that parents prefer Transitional Bilingual Education. In the 2013/2014 school year, there were a total of 24 new ELLs identified. 67% of parents chose TBE, 33% of parents chose ESL, and 0% of parents chose Dual Language. Four of the students who chose ESL have a home language other than Spanish. Therefore, the only program available in the city for these students is ESL. When you take this into account, 80% of Spanish dominant parents chose TBE. In the 2012/2013 school year there were 34 new ELLs identified. 82% of parents chose TBE, 0% chose Dual Language, and 18% of parents chose ESL. In the 2011/2012 school year, out of 22 parents total, 82% chose TBE, 14% chose ESL and 4% chose Dual Language. Currently P.S. 369 offers TBE in grades K to 2 and ESL in grades K through 5.

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. Entitled ELLs receive a combination of push-in (co-teaching) and small group pull-out services according to their needs. The ESL teachers always collaborate with the classroom teachers to differentiate instruction and materials so they are age and grade appropriate. Entitled ELLs have the opportunity to participate in a transitional bilingual program in kindergarten, first, and second grade.
 - 1b. Students in ESL are grouped heterogeneously by grade level. The ESL teachers have flexible groupings so that students that progress at different rates can continue making progress.

Paste response to questions here:

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. The languages of instruction in the TBE model are English and Spanish in accordance with NY State Guidelines' mandated number of instructional minutes as determined by the results of either the NYSESLAT or the LAB-R. The language of instruction of the Freestanding ESL model is English with native language support. Students in the Freestanding ESL program model receive rigorous language arts and grade level content area instruction. The students' first language and culture is accessed in instruction of cultural events such as Day of the Dead, Latino Heritage Month, Independence Days, and children are encouraged to share experiences from their home culture. In both programs, students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week and students at the Advanced Level receive 180 minutes of ESL instruction per week. There is a bilingual meeting one period each week during which the TBE teachers, the ESL teacher, the bilingual SETSS teacher and the principal discuss ideas to improve instruction for the ELLs. Advanced ESL students receive 180 minutes per week of ELA. Students in TBE receive 180 minutes per week of Native Language Arts.
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.

3. A variety of instructional approaches and methods are used to develop academic language and higher level thinking skills and meet the demands of the Common Core Learning Standards. Scaffolded instruction with age and grade appropriate materials

includes modeling, bridging, oral interviews, contextualization which includes field trips, schema building through semantic mapping, time lines, and a wide variety of graphic organizers. Metacognitive skills are developed through read-alouds. Scaffolds for Listening and Speaking Skills are delivered through modeling, the use of visual texts, picture libraries, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs, DVD programs, chants, songs on tape and CDs, and hands-on activities. Read-Alouds with Accountable Talk, note-taking as a comprehension strategy, giving classroom presentations and unit celebrations also build and support Listening and Speaking skills.

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

4. Upon initial enrollment, an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete a LAB-R, the Spanish speaking ELLs are given a Spanish LAB by the NY State certified ESL teacher with a Bilingual Extension. ELLs are evaluated in their native language by the bilingual SETSS teacher and bilingual ESL teacher using Heinemann Spanish running records and the Estrellita phonics assessment. Assessing students' native literacy skills gives teachers a deeper understanding of how to best meet the students' needs. Those students that are not Spanish speakers are asked to write a short essay in their native language. They are also asked to read a paragraph from a book in their native language.

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

To ensure that ELLs are appropriately evaluated in all four English language acquisition modalities-listening, speaking, reading, and writing, the ESL teachers use a series of formal and informal assessments to guide their evaluation of each of the ELLs they service. The ESL teachers then meet with the classroom teachers to use the data collected in order to collaborate on strategies to support ELL needs and inform their instruction.

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).

At-Risk ELLs receive Extended Day instruction in English using guided reading. All are included in after-school math and literacy programs which are in English. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines. Students who scored Proficient on the NYSESLAT receive instruction from the ESL teacher and time-and-a-half during tests. Newcomers benefit from small group instruction with native language support.

a. We have two SIFE students in fifth grade. Our plan for the SIFE students is to include them in Extended Day and in all school programs and activities. They receive ESL and ELA instruction according to the NY State guidelines with age and grade appropriate materials. They also receive native language support from their classroom teacher and the bilingual ESL teacher when needed. The classroom teachers and ESL teacher collaborate to modify the curriculum to meet the needs of these students. SIFE students also receive differentiated assessments to track their individual progress. Support in math is given in the native language and students are assessed in the native language in math.

b. Our newcomers are placed according to parent choice in either a Freestanding ESL program or TBE program. These students will receive ESL, NLA, and EIA instruction according to the NY State guidelines with age and grade appropriate materials. In addition, these students are invited to attend the Extended Day instruction which is taught in English using guided reading to help push students forward in reading levels. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist.

c. Students who have been receiving services for 4-6 years receive Extended Day instruction. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, and bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way and Foundations Wilson Language Basics. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, Interviews, Contextualization which includes field trips, Schema building through semantic mapping, time lines, and a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books

and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. A varied arts program offers participation in visual arts, vocal and instrumental music, including keyboards, and participation in creating and presenting live, on-stage drama and musical performances. Tracker monitors student progress and is used to inform instruction throughout the year. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.

d. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines.

e. Former ELLs continue to receive testing modifications and when the ESL teacher pushes in to service her ESL students, she also checks in with formal ELLs to make sure they grasp the contents of the lesson and provides support as needed.

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?

7. The ESL and classroom teachers of ELL-SWDs use instructional strategies and grade level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regards to academic and language goals for each student and services that these students are mandated to receive. These services include SETTS, Speech, OT, PT and ESL.

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?

8. The ESL and classroom teachers communicate with the other service providers to strategize plans and scheduling that are carefully aligned to meet the diverse needs of each student, so they have equal access to their education and are able to receive the opportunity to to meet their IEP goals and attain English proficiency.

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

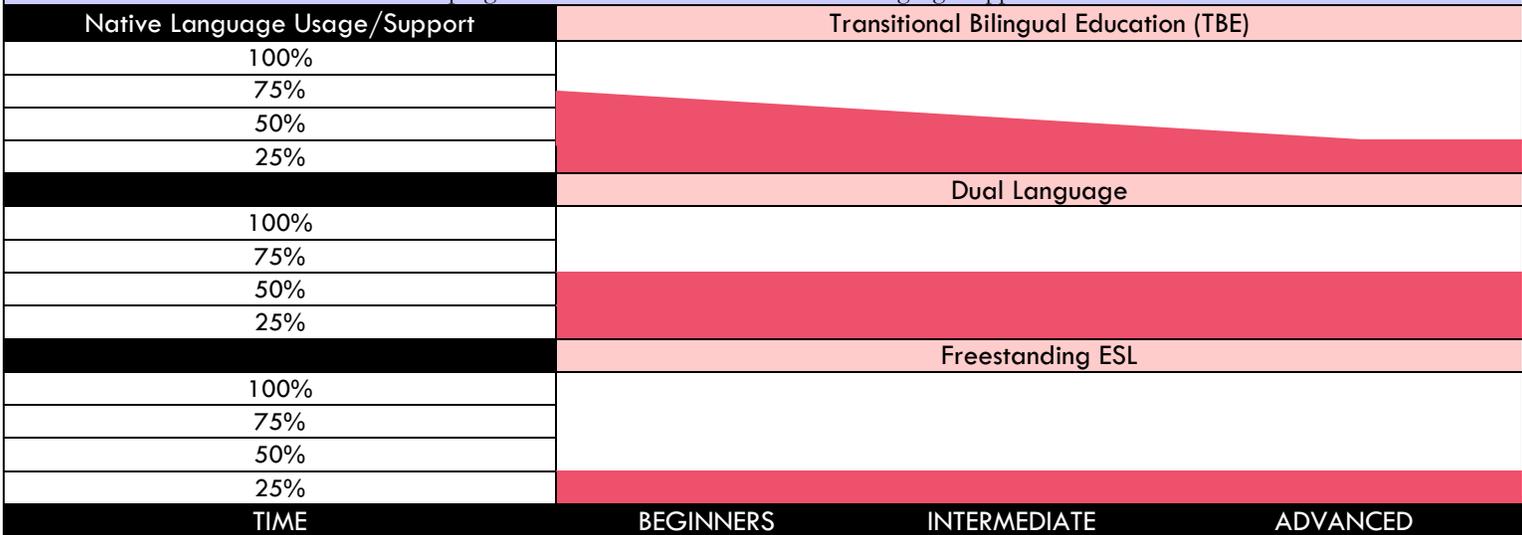
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
9. Targeted intervention programs for ELLs include Extended Day sessions; these sessions are divided into six week cycles and include groups of students based on reading and math levels. For the ELA groups we use targeted guided reading instruction, to teach students strategies to move to the next level. The math curriculum that we use, Go Math, has tier I, II, and III interventions to provide scaffolded instruction; in addition, Go Math includes ELL modifications for needed language support. Moreover, classroom teachers use differentiated small group instruction to intervene for ELLs in ELA, math and the content areas. The ESL and SETSS teacher provide support through small group instruction with a push-in as well as pull-out approach.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The ESL teachers provide push-in and pull-out ESL support. They collaborate with the classroom teachers to plan and prepare lessons and materials that are age, grade, and developmentally appropriate for the students they service. In addition, the ESL teachers provide language support scaffolds which are left in the classroom for students to use throughout the school day; these scaffolds include charts, posters, and handouts.
11. What new programs or improvements will be considered for the upcoming school year?
- We have made improvements to our Estrellita Spanish phonics program by offering training to out of classroom staff so they can support their students in both push-in and pull-out groups. We invested in Foundations, an English phonics program, to support the acquisition of English sounds. We assessed students and strategically grouped them into Foundation groups based on their needs. This year we have a bilingual SETSS teacher who provides mandated and at-risk students with academic support. We also funded an additional full time ESL teacher to meet the needs of our growing ELL population.
12. What programs/services for ELLs will be discontinued and why?
12. We do not have any programs or services that 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.
13. ELLs at P.S. 369 are afforded equal access to all school programs. ELLs participate in Extended Day and after school programs. The goal of the after school program is to support students with English language development.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way and Foundations Wilson Learning Basics. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, and Interviews; in addition, Contextualization is another method used which includes field trips, Schema building through semantic mapping, time lines, a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In the TBE program, ELLs are instructed by NY State Certified bilingual teachers. Students are heterogeneously grouped by grade level. The teacher differentiates instruction to make sure students are receiving the appropriate number of minutes in English depending on their NYSESLAT or LAB-R level (advanced, intermediate, or beginner). Teachers use an accelerated Spanish phonics program called Estrellita to teach initial sounds, syllables, words, and sentences. This program also has an assessment component. We do not have a Dual Language Program due to Parent Choice survey responses in the current and past school years. However, if we did have a Dual Language Program, we would hire additional New York State Certified bilingual teachers who would appropriately service students in their native language (Spanish) and English as mandated by New York State law. This would require one NYS certified bilingual teacher per grade level in order to service students as they move up each grade level. The ESL

teachers provide native language support through assessments that contain prompts in the students' native languages. Moreover, the ESL teachers provide lists of cognates for students to memorize and quickly acquire.

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

GO Math! is a math program which has been implemented in the school wide curriculum for the 2013/2014 school year. This program has ELL modifications for every lesson which include vocabulary enrichment for math concepts. Moreover, our school provides push-in ESL services that correspond to ELLs' ages and grade levels; while providing push-in ESL service, the ESL teachers support their students using methods and materials that provide comprehensible input for each of the ELLs serviced. For example, materials used to support ELLs include pictures, graphic organizers, and highlighted text. In addition, all lessons are grade level appropriate and CCLS aligned for each content class.

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.

Before the beginning of the school year, newly enrolled ELLs have access to tours of the school building and meetings with the parent coordinator. When new ELLs enroll throughout the year, they are greeted in their native language by the ESL teachers and welcomed into our school. They fill out paperwork in their native language and can ask questions to our bilingual secretary regarding the registration process. The ESL teacher brings the new ELL to their classroom to introduce them to their new teachers and classmates. The ESL teacher also helps the new ELL by gathering materials they may need and having them sit next to a friend that speaks their native language when possible.

18. What language electives are offered to ELLs?

We do not currently offer any language electives to any students at our school.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The professional development plan for all ELL personnel at P.S. 369 is to attend monthly PDs led by Caihua Huang, the ELL achievement coach of the CFN 203 network. ELL teachers are also required to attend Teacher's College Reading and Writing Project Workshop PDs that are in line with their developmental needs as ELL educators.

2. Go Math, a Common Core Learning Standards (CCLS) aligned curriculum which includes ELL modifications and intervention support, is used school wide from grades K-5. All teachers including ESL and bilingual teachers are provided opportunities to attend professional development workshops in order to be trained on how to use the Go Math program throughout the grade levels. In addition, the bilingual team and ESL teacher meet weekly to do inquiry work and discuss strategies to support the ELLs. We periodically have a TC staff developer come into the school to work with the ESL and General Education teachers to differentiate the curriculum to meet the needs of ELLs as they engage in the CCLS.

3. Our bilingual guidance counselor, Stephanie Nunez, collaborates with the classroom teachers, ELLs and their families with the transition process from elementary school to middle school. She helps parents with the application process and gives advice on schools and programs based on the individual needs of each child, and sets up field trips for students to visit potential middle schools. Fifth grade teachers will send the 5th grade ELLs to middle school with a Literacy and Math "toolkit". It is a personalized folder that includes subject appropriate supports. Some examples include: personalized word walls, mini-strategy charts, and math procedure charts supported by pictures.

4. Teachers will spend 7.5 hours or more learning about how to support ELLs. These hours will take place during monthly Staff Meetings, on NYCDOE Professional Development days, and/or during Thursday Morning Professional Development (37.5 minutes). These PD days will be lead by the ELL Network Specialist, the ESL teacher, and/or an outhouse expert. Our ESL teacher will meet regularly and communicate with the classroom teachers on how to integrate instructional strategies to address the needs of the ELL population; specifically for our newcomers, long-term ELL's, and students who have reached proficiency. These meetings will take place during grade level common preparation periods. Topics for these meetings and sessions will include the development of academic language in the content areas, the role of fluency in comprehension, and activating prior knowledge to support the development of language in the content areas. In addition, our ESL teachers will work closely with the classroom teacher, SETSS teacher and AIS teacher to address the needs of our ELL/Special Education students. When we give a staff PD, the staff members sign a sign in sheet; the sign in sheet is kept in the ESL compliance binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parental involvement for ELLs includes participation in an ELL orientation; at this meeting, the ESL teachers provide information about language programs provided at the school as well as any program provided by the New York City Department of Education that we may not have at the school such as a Dual Language Program. Parents also complete Parent Choice Surveys at the orientation. The Parent Choice Surveys give them a direct say in the type of language program they want provided for their children. The bilingual ESL teacher and other bilingual staff help translate this information to Spanish speaking ELL parents. Parents of ELLs also take part in Back to School Night. At Back to School Night parents are greeted by the school administration and staff, and they are also provided important information pertaining to the school year. Bilingual school staff also serve as translators during Back to School night. In addition, parents of ELLs take part in Parent Teacher Conferences in order to obtain information about the academic progress of their children.
 2. P.S. 369 partners with a nutritional representative from the Institute for Family Health, Christina Sakowski, to organize a wellness policy at our school; through this partnership, we are organizing various methods to promote healthy lifestyles for our students and their community. One of the objectives of this partnership is to educate parents on nutrition and healthy living and for them to understand the correlation between a healthy lifestyle and academic success. In addition, we have a partnership with NYU link which works with Mexican parents of kindergartners. There are three components to their research. They interview parents to find out more about the home environment, they work with students to do an assessment, and they give the classroom teacher a questionnaire.
 3. To evaluate parent needs, the principal will be having a quarterly "Coffee with the Principal" meeting in which she will ask the parents questions about their needs. She will use this data to make instructional decisions. There will be bilingual translators available to support parents and help facilitate the meeting.
 4. Parental involvement activities are created based on the needs and concerns expressed during the "Coffee with the Principal" meeting.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Young Leaders Elementary

School DBN: 07X369

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaleelah Cooke	Principal		12/20/13
Anwar Zindani	Assistant Principal		12/20/13
Aiowa Aponte	Parent Coordinator		12/20/13
Amanda Hosgood/Rakibat Abiola	ESL Teacher		12/20/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **07x369** School Name: **PS 369 Young Leaders Elementary**

Cluster: **2** Network: **CFN 203**

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

Part A: Needs Assessment Findings

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

In order for PS 369 to establish and maintain a two way channel of communication between parents and staff members, we provide translation and interpretation services in languages other than English. These needs are identified using the Home Language Information Survey (HLIS). We provide written and oral communication in the language requested in Part III of the HLIS form. The ESL teachers have a list of all second languages spoken by staff members in the building.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our parents have a home language of Spanish so we provide all documents and information sent home in Spanish. New teachers in the school community are made aware of these findings during meeting with the ESL teachers.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parents are informed of the translation/ interpretation services through written notification, an enrollment packet, principal letters, flyers and through bilingual school staff at the parent orientation. Signs and flyers posted in the building are in English and Spanish. Our bilingual secretary translates documents that are sent home to parents in need of language assistance services. In order to ensure this translation is done in a timely manner, we do not send anything home until all documents have been translated.

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

The assistant principal, ESL teacher, main office staff, parent coordinator, many teachers, many educational assistants, and all school aides are fully bilingual and provide translation and oral interpretation when necessary and at formal meetings and assemblies.

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

PS 369 provides each parent who require language assistance and whose primary language is a covered language with a copy of the Bill of Parent Rights and Responsibilities. This document describes their rights regarding translation and interpretation services. Safety plan procedures are also provided to parents in their native language.