

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

**School Name:** 396  
**DBN (i.e. 01M001):** 10X396  
**Principal:** NICOLE A. TINÉ  
**Principal Email:** NTINE@SCHOOLS.NYC.GOV  
**Superintendent:** MELODIE MASHEL  
**Network Leader:** MARIA QUAIL

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Nicole A. Tiné	*Principal or Designee	
Jonathan Pellerin	*UFT Chapter Leader or Designee	
Madelyn Echevarria	*PA/PTA President or Designated Co-President	
Norma Rosa	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	
Marilyn Laurie	Member/ Parent	
Beatrice Echevarria	Member/ Parent	
Amy Hochstein	Member/ Parent	
Juana Martinez	Member/ Parent	
Evelyn Rivera	Member/ Parent	
Margaret Heubel	Member/ Teacher	
Judith Concepcion	Member/ Teacher/Chair	
Zita Urban	Member/ Para	
Lisette Alberto	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, 80% of our students in grades one through five will demonstrate gains in reading achievement by reaching grade level standards or one year's growth as measured by independent reading levels via Teachers College reading assessments.

### **Comprehensive Needs Assessment**

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

1. In reviewing our NYS ELA data in conjunction with our in-school TCRWP assessment data, we noticed the following trends. While students have made significant gains in their reading levels across the year, each year (in particular since we became a TCRWP school), this level of performance does not carry over from year to year. That is, baseline assessments for many of our students indicate a lower level of performance in reading than they achieved in their endline assessments from the previous year. This data indicates a need for focus on Tier I instruction to strengthen transfer of skills over time, which will lead to continued improvement in meeting and exceeding standards on state exams.

### **Instructional Strategies/Activities**

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

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

1. School wide Inquiry to focus on student data analysis
2. Application of Danielson Framework
3. Formal & informal observation feedback
4. IPC meetings and End-year meetings with teachers
5. Dedicated grade meetings to look at student work, student data, and planning based on assessments.
6. AIS literacy teachers to provide differentiated push-in support for struggling students in both early childhood and upper-elementary grades
7. ESL teachers to co-teach to provide better aligned instruction
8. Saturday Academy for students in grades 3-5 January 2015 - April 2015
9. Professional development cycles focused on literacy throughout the Monday PD schedule

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

1. All Teachers & Administrators
2. All Teachers & Administrators
3. All Teachers & Administrators
4. All Teachers & Administrators
5. Grade Leaders, Classroom Teachers, out-of-classroom teachers & Administrators as scheduling allows
6. AIS Teachers
7. ESL Teachers
8. Selected Teachers & Administrators
9. All Teachers & Administrators

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

1. Teachers College Independent Reading Assessments conducted 4 times throughout the school year
2. Teacher report of mid-year and end-year rating results
3. Teacher report of mid-year and end-year rating results
4. Teacher report of mid-year and end-year rating results
5. Grade meeting sign-in sheets & minutes
6. AIS literacy teachers schedules & TC reading assessment data of AIS students
7. ESL students TC reading assessment data & NYSESLAT scores
8. NYS ELA & Math score results

9. Professional development plan, sign-in & agendas
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>September 2014 – June 2015</li> <li>January 2015 - April 2015</li> <li>September 2014 – June 2015</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>School-wide inquiry cycles during Monday professional development</li> <li>Alternate scheduling to allow for weekly PD sessions and grade meetings</li> <li>Administrative scheduling and written feedback</li> <li>Administrative scheduling</li> <li>Alternate scheduling to allow for weekly PD sessions and grade meetings</li> <li>AIS literacy teachers scheduled across grade bands (K-1, 2-3, 4-5)</li> <li>ESL teachers scheduled across grade bands (K-1, 2-3, 4-5) Saturday Academy for students in grades 3-5 January 2015 - April 2015</li> <li>I-Ready test preparation texts and online applications, purchase of appropriate guided reading and independent reading books for all grades and levels. Purchase of additional laptop computers, I-pads, research based online literacy applications and software including RAZZ kids, Starfall, Tumble Books and Imagine Learnin</li> <li>Professional development plan to include several cycles of PD focused on literacy improvements</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
<ol style="list-style-type: none"> <li>Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; ASD Nest Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)</li> <li>Parent letter regarding Danielson Framework and new teacher evaluation system</li> <li>Parent letter regarding Danielson Framework and new teacher evaluation system</li> <li>Parent letter regarding Danielson Framework and new teacher evaluation system</li> <li>Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; ASD Nest Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic). Parent student achievement celebrations including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Spooky Storytellers, Multicultural, Spring Concert) that highlight academic achievement and student progress. One Book/One School Initiative- school-wide DEAR time and cross-grade book clubs, home connections with parent read-alouds. Parent Handbook, Parent Compact, and Parent Involvement Policy</li> <li>Parent intervention meetings including: IEP and behavioral meetings to discuss student needs and challenges towards meeting grade level expectations</li> <li>Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)</li> <li>Invitations sent to all students grades 3-5 to participate in Saturday Academy, emphasis on AIS, ESL and SETSS students</li> <li>eChalk Website, including: online calendar; parent resources that offer links and resources to support parents with understanding grade level expectations and provide support resources to students in need. ASD program brochure that establish routines, protocols, policies and school-wide expectations.</li> </ol>											

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

### Annual Goal #2

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

Our NYS testing data on ELA and Math exams indicates a trend in the performance of ELLs. In previous years of testing (e.g. 2012 and 2013), performance of our ELL students was higher on NYS Math exams than on NYS ELA exams. Our 2014 NYS testing data shows that the majority of ELL students decreased on the Math exam, while performance did not similarly decrease on the ELA exam. This suggests that our ELLs would benefit from an increased focus in Math instruction as it pertains to language learning.

### Comprehensive Needs Assessment

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

Our 2014 Math data and progress report indicates that are student performance has decreased from the previous year.  
Average ELL student proficiency in math 2014: 1.80, Average student proficiency in math 2013: 2.30

### Instructional Strategies/Activities

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

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

1. School wide Inquiry to focus on student data analysis and best practices in mathematics
2. Focus on from Danielson Framework including formal & informal observation feedback.
3. Teacher goal setting based on CEP goals- IPC and end year conversations to monitor progress
4. Dedicated grade meetings to look at student work, student data, and planning based on assessments.
5. Math Pre-assessments created and used on each grade to analyze student growth
6. Math Lab-site in 5<sup>th</sup> grade to demonstrate best practices, with focus on Universal Design for Learning to support entry points for all learners
7. AIS math and RTI teachers to provide differentiated push-in support for struggling students in both early childhood and upper-elementary grades
8. Saturday Academy for students in grades 3-5
9. Professional development focused on ELL strategies to assist teacher across all subject areas including mathematics
10. ESL teacher support during math periods

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

1. All Teachers & Administrators
2. All Teachers & Administrators
3. All Teachers & Administrators
4. Grade Leaders, Classroom Teachers, out-of-classroom teachers & Administrators as scheduling allows
5. Curriculum Committee, Classroom Teachers
6. Network Instructional Specialist in Mathematics & 5<sup>th</sup> Grade Teachers
7. AIS Teachers
8. Selected Teachers & Administrators
9. All Teachers & Administrators
10. ESL Teachers

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

1. Go Math Unit Assessments, Baseline, mid-line, end-line data, Performance assessment data
2. Teacher report of mid-year and end-year rating results
3. Goal setting information, Teacher report of mid-year and end-year rating results
4. Grade meeting sign-in sheets & minutes
5. Pre-assessment and unit assessment data

6. Go Math Unit Assessments, Baseline, mid-line, end-line data, Performance assessment data
7. AIS literacy teachers schedules & TC reading assessment data of AIS students
8. NYS Math score results
9. Professional development plan, sign-in & agendas
10. ESL Teacher schedules

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015
6. January 2015 – June 2015
7. September 2014 – June 2015
8. January 2015 - April 2015
9. September 2014-June 2015
10. September 2014-June 2015

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

1. SBO to allow all staff to participate in school-wide inquiry during extended day on Thursdays
2. Administrative scheduling and written feedback
3. Administrative scheduling
4. Alternate scheduling to allow for weekly PD sessions and grade meetings. Purchase of all Go Math materials and appropriate supplemental materials for all grades and levels. Purchase of additional laptop computers, I-pads, research based online Math applications and software including IXL
5. Saturday and summer curriculum planning sessions
6. Alternate scheduling to allow for weekly PD sessions and grade meetings
7. AIS literacy teachers scheduled across grade bands (K-1, 2-3, 4-5)
8. I-Ready test preparation texts and online applications, purchase of appropriate guided reading and independent reading books for all grades and levels. Purchase of additional laptop computers, I-pads, research based online literacy applications and software including RAZZ kids, Learning A-Z, LLI- Literacy Lessons & Interventions, Starfall, Tumble Books and Imagine Learning
9. Professional development plan to include several cycles of PD focused on ELL strategies
10. Administrative support in scheduling, school-wide master schedule

***Strategies to Increase Parental Involvement***

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

1. Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; ASD Nest Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)
2. Parent letter regarding Danielson Framework and new teacher evaluation system
3. Parent letter regarding Danielson Framework and new teacher evaluation system
4. Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; ASD Nest Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic). Parent student achievement celebrations including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Spooky Storytellers, Multicultural, Spring Concert) that highlight academic achievement and student progress. One Book/One School Initiative- school-wide DEAR time and cross-grade book clubs, home connections with parent read-alouds. Parent Handbook, Parent Compact, and Parent Involvement Policy
5. Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic) . Parent Handbook, Parent Compact, and Parent Involvement

6. Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; Extended Parent-Teacher conferences for students not making program; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic) . Parent Handbook, Parent Compact, and Parent Involvement
7. Parent intervention meetings including: IEP and behavioral meetings to discuss student needs and challenges towards meeting grade level expectations
8. Invitations sent to all students grades 3-5 to participate in Saturday Academy, emphasis on AIS, ESL and SETSS students
9. eChalk Website, including: online calendar; parent resources that offer links and resources to support parents with understanding grade level expectations and provide support resources to students in need. ASD program brochure that establish routines, protocols, policies and school-wide expectations.
10. Parent teacher conferences

***Budget and Resource Alignment***

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

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

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, all new and untenured teachers will make improvements in Domain 3 of the Danielson Framework as measured by observation data to drive student achievement.

#### **Comprehensive Needs Assessment**

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

- Our 2014 NYS progress report indicates that are students' progress on the NYS ELA lags behind our peer group. There has been a wide gap between independent reading levels and ELA data in the past prompting a change to becoming a Teachers College school for balanced literacy where the assessments and curriculum units are more closely aligned to the testing data and professional development offered to teachers. Additional data has been collected via our Learning Environment Survey and inquiry team work.

#### **Instructional Strategies/Activities**

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

##### **• Strategies/activities that encompass the needs of identified subgroups**

1. 2012-2013 participation in the Teacher Effectiveness Pilot Program
2. Creating a Professional Development Committee of teachers and administrators to monitor the planning and implementation throughout the year
3. Administrative attendance at professional development sessions to develop an understanding and facility with all program components
4. Working with our Talent Coach to norm practices using the observation rubric
5. Conducting PD for targeted staff around the program components and deepening their understanding of instructional expectations using the rubric (minimum of 3 hours per month, including integration into TCRWP lab sites and school-wide Inquiry work)
6. Conducting both formal and informal observations with feedback to the teachers after each round, a total of 4-6 observations for each teacher
7. Using my weekly email to the staff to give updates and provide regular communication and to highlight staff displaying effective practices as seen during formal and informal observations.
8. Create a "best practices" photo album linked to our website to highlight effective and highly effective practices as seen during formal and informal observations
9. Entering observation data using the ADVANCE portal
10. Analyzing ADVANCE data to note patterns and trends that will inform future PD and staff needs
11. Revising our teachers' goal setting process to use the observation rubric as a framework for goals to better align the work
12. TC staff developers will fold the Danielson Framework into their lab-site work with teachers
13. Ongoing mentoring for all new teachers
14. Teacher peer observation and feedback sessions

##### **• Key personnel and other resources used to implement each strategy/activity**

1. All teachers & administrators
2. TEP Team & administrators
3. Administrators
4. Administrators
5. All teachers & administrators
6. All teachers & administrators
7. All teachers & administrators
8. All teachers & administrators
9. Administrators
10. Administrators & Grade Leaders
11. All teachers & administrators

12. All teachers & administrators, TC staff developers
13. All new teachers and mentors
14. All teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. End-year ARIS data analysis
2. Sign-in sheets and agendas from TEP Team meetings
3. Sign-in sheets and agendas from PD sessions
4. Scheduled days with Talent Coach conducting at least two co-observations per visit
5. PD sign-in sheets, agendas and teacher feedback surveys
6. Teacher report of mid-year and end-year rating results
7. Teacher report of mid-year and end-year rating results
8. Teacher report of mid-year and end-year rating results
9. Teacher report of mid-year and end-year rating results
10. Teacher report of mid-year and end-year rating results
11. Teacher report of mid-year and end-year rating results
12. PD sign-in sheets, agendas and teacher feedback surveys
13. MTS system updates, mentoring logs
14. Peer observation reports

• **Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015
6. September 2014 – June 2015
7. September 2014 – June 2015
8. September 2014 – June 2015
9. September 2014 – June 2015
10. September 2014 – June 2015
11. September 2014 – June 2015
12. September 2014 – June 2015
13. September 2014 – June 2015
14. September 2014 – June 2015

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

1. Administrative scheduling
2. Administrative scheduling
3. Administrative scheduling
4. Administrative scheduling
5. Alternate scheduling to allow for weekly PD sessions and grade meetings
6. Administrative scheduling
7. Administrative email created and sent weekly to all staff
8. E-chalk website expanded to include best practices site for teachers
9. Administrative scheduling
10. Weekly grade leaders & administrators meeting scheduled Mondays afterschool
11. Administrative scheduling
12. Alternate scheduling to allow for weekly PD sessions and grade meetings, debriefing sessions with administrators help sets future focus
13. Administrative scheduling, per-session hours for mentors, mentee workshops, NTC mentors- year 1-3

14. Monday professional development cycle, peer scheduling

**Strategies to Increase Parental Involvement**

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

1. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
2. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
3. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
4. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
5. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
6. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
7. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
8. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
9. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
10. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
11. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
12. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
13. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system
14. Discussion with SLT & PA members regarding the new teacher rating system, Letter to parents describing the new teacher rating system

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
○ <b>Strategies/activities that encompass the needs of identified subgroups</b>
○ <b>Key personnel and other resources used to implement each strategy/activity</b>
○ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
○ <b>Timeline for implementation and completion including start and end dates</b>
○ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

6.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<ol style="list-style-type: none"> <li>1. During instructional time students benefit from push-in and pull-out support taking place during the literacy block. AIS providers work with small groups of children during Reader's and Writer's Workshop. Many students also receive one to one intervention from AIS providers and Reading Recovery Teachers.</li> <li>2. AIS students also receive support during Saturday Academy from January-April.</li> <li>3. Comprehensive reading programs used for intervention (Foundations, Wilson, and Literacy Lesson Interventions) are designed to develop students understanding and knowledge of concepts of print using the alphabetic principle and other basic conventions of the English reading and writing system. Furthermore these programs help our students develop proficiency in reading with a capacity to comprehend text across a range of types and disciplines.</li> <li>4. Reader's Workshop: Through Guided Reading lessons, instruction is delivered in groups of 4-6 students during the school day using mentor text such as The Continuum</li> </ol>	<ul style="list-style-type: none"> <li>• Tier One- whole group support</li> <li>• Tier Two- small group support</li> <li>• Tier Three- intensive small group support</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• Saturday</li> </ul>

	<p>of Literacy Learning by Fountas and Pinnell, Key Links Literacy, Kaplan, Foundations, Wilson, Sadley-Oxford, First Little Readers, Scholastic/Times for Kids Magazines and Harcourt programs, teacher made materials and formal and informal assessment. Multiple-choice and brief and extended response questions are used in a consistent lesson format, targeting instruction, practice, and reinforcement.</p> <p>5. Writer's Workshop: Through the development of writing styles and thematic units student are exposed to different text types and purposes to adequately master a range of skills and application. Through Guided writing lessons, instruction is delivered in groups of 4-6 students during the school day using The Writing Process, The Continuum of Literacy Learning by Fountas and Pinnell, Lucy Calkins Approach (Teachers College), Handwriting Without Tears, the six traits of writing, teacher made materials and formal and informal assessment.</p>		
<p><b>Mathematics</b></p>	<p>1. During instructional time students benefit from push-in and pull-out support taking place during the math block. AIS providers work in small groups of children during Math Workshop.</p> <p>2. Many students also receive one to one intervention from AIS providers. AIS students also receive support during Saturday Academy from January-April.</p> <p>3. Comprehensive math programs</p>	<ul style="list-style-type: none"> <li>• Tier One- whole group support</li> <li>• Tier Two- small group support</li> <li>• Tier Three- intensive small group support</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• Saturday</li> </ul>

	<p>used for Interventions (Engage NY, Go Math, and IxL) are designed to develop students understanding and knowledge of the mathematical process. Lessons are designed to engage students with a balanced combination of procedure and understanding.</p>		
<p><b>Science</b></p>	<p>6. Small group instruction is provided to support students with understanding science concepts, the scientific method, and test sophistication during the school day. In addition to the mandated periods of science, students visit our on-site science lab. Through the use of exploration, hands on experience and project based learning students are exposed to the use of vocabulary to strengthen higher order thinking. Scientific writing journals are used as a reflective tool of instruction.</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> <li>• Whole class</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• Saturday Academy</li> </ul>
<p><b>Social Studies</b></p>	<p>1. Small group instruction is provided to support students with understanding social studies content, develop enduring understandings, practice responding to document based questions during the school day.</p> <p>2. Through the use of thematic units of study social studies lessons are integrated with the literacy allowing for students to practice basic life skills. Through the use of exploration, hands on experience and project based learning students</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> <li>• Whole class</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• Saturday</li> </ul>

	<p>are exposed to the use of vocabulary to strengthen higher order thinking.</p> <p>3. A Social Studies specialty teacher will work with classes on each grade collaborating with classroom teachers to support content-based learning and literacy skills.</p>		
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>1. The guidance counselor provides individualized and small group counseling to students identified by teachers and administrators and as mandated by students' IEPs. Students are assisted in learning how to deal with personal issues such as, academic, social-emotional, family oriented, and health concerns. The guidance counselor helps students express their feelings and find positive solutions to issues and sort through situations. This is accomplished through the use of play therapy, educational materials, and counseling techniques.</p> <p>2. The school psychologists offer clinical services, agency referrals, educational evaluation referrals and social and personal services during the school day to at risk students. These services will identify emotional, social and neurological factors that affect students' performance and provide perspective measures that address their needs by suggesting additional support services. Bilingual intervention is provided for students</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• Saturday</li> </ul>

who are proficient in the English language.

3. The social worker provides counseling services to at risk-students who are identified by school staff, students' parent and observations. Services are provided during the school day, one period a week or more frequently if needed. Students are supported in learning how to deal with various personal and family issues that are affecting student's progress. Through the use of Solution Oriented Brief Counseling Program. students are given the opportunity to express feelings and improve social skills while working in small groups.
4. In addition to various services provided to at risk students, Morris Heights an on campus clinic provides students with medical services. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, allergies, open air ways for asthmatic patients, follow ups, vaccinations, and referrals. The clinic also offers a hygiene and body image awareness workshop for students.
5. Wediko Children's Services has partnered with the school this year to provide at-risk support for students regarding conflict resolution, anti-bullying, and general character education and emotional well-being.
6. Our IEP Teacher supports the creation of IEP goals and the management of the IEP process at

	<p>our school.</p> <ol style="list-style-type: none"><li>7. Our NEST Coach provides parents, teacher and student support towards meeting the goals of our NEST program and the integration of NEST students amongst the general education population.</li><li>8. Administration has created two Special Education Teams that meet bi-weekly to support the needs of our students: the SIT team and our Nest Cabinet.</li></ol>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Throughout the year administration works with its consultation partners to reach out to highly qualified candidates at Hunter College and NYU. The school regularly receives requests for student teacher placements from both school as well as Teachers College and Bank Street College of Education. Administrators regularly conduct informal assessments with student teachers and have successfully recruited full-time teachers through this process. In addition, administrators have attended city-wide sponsored recruitment fairs interviewing candidates on site for possible follow-up interviews and demonstration lessons. Administrators have also used the New Teacher Finder to post vacancies and schedule interviews. Finally, recruitment has often occurred through staff recommendations and referrals. Once candidates are selected interviews are conducted which include administrators (often both the principal and assistant principal) as well as one pedagogical staff member that currently teaches in a similar assignment as the vacancy. Following the interviews strong candidates are asked to conduct a demonstration lesson which is observed by both administration as well as current pedagogical staff. Selected candidates are then offered positions.

All new teachers to the school, regardless of their years of teaching experience, are paired with a mentor. Currently there are twelve staff members that have completed a 12-hour course sponsored by the NYCDOE to develop their mentoring skills. Once matches are made teachers new to the system have their mentor hours (minimally 2 hours per week) documented in the MTS system. Logs are also maintained for veteran teachers that are new to the school and are not required in MTS (minimally 2 hours per week). Our mentor plan includes co-planning, reflections, co-teaching, demonstration, inter-visitation and low-inference collegial observation feedback. The principal meets with all mentors quarterly and invites all new teachers and mentors to attend a monthly meeting designed to incorporate professional development, reflection, and community building activities.

Additionally, our lead mentor, a veteran teacher and grade leader also supports new teachers through our portfolio collaboration committee which offers assistance and support to any un-tenured teacher working towards the completion of their probationary period.

Ongoing school-wide PD sessions are offered to all teachers including Teachers College lab-site days, Teachers College PD days, Co-teaching consultation, lunch and learns, Teacher Effectiveness sessions and additional sessions regarding city-wide expectations.

**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).

15. Ongoing in-school and out-of school training with Teachers College as a reading and writing project school (school-based training differentiated for teachers new to our school/new to the project.
16. Teachers College lab-site days specific to Balanced Literacy and components to support instruction and assessment of

- independent reading
17. Teachers college PD days specific to Balanced Literacy and components to support instruction and assessment of independent reading
  18. PD sessions focusing on techniques to support students in making meaning (during Inquiry sessions, Summer PD Academy, and Chancellor's Days, etc.), including: Teacher Effectiveness (Charlotte Danielson), Depth of Knowledge (Karin Hess), Questioning the Author (Isabel Beck/Institute for Learning), Guided Reading/Running Records, etc.
  19. PD on developing and implementing rigorous units of instruction using Common Core Standards. August 2014 - June 2015
  20. Summer Professional Development Academy, August 2014
  21. Go Math Training, July 2014 – ongoing
  22. Math Lab-site in 5<sup>th</sup> grade to demonstrate best practices
  23. PD sessions focusing on techniques to support students in math problem solving (during Monday PD sessions, Summer PD Academy, and Chancellor's Days, etc.),
  24. PD on developing and implementing rigorous units of instruction using Common Core Standards. August 2014 - June 2015
  25. OELL sessions (3 days throughout the year) on co-teaching in the ESL classroom; for ESL teachers and CB teachers. (Two sessions during the fall, one in the winter.)
  26. Dr. Toni Ann Bernard, consultant, ongoing PD sessions and classroom observations/debriefs around co-teaching, as well as providing scaffolds to support the achievement of our neediest learners. For ESL teachers and CB teachers. (Beginning in September, continuing throughout the year.)

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

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

- Funds are used to support STH students through the purchasing of additional classroom materials.

**SWP Schools Only**

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

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

- Kindergarten registration information sent home to parents and available on our school website.
- Parents are given information regarding remarkable developmental milestones as well as information and activities that can be done at home to prepare their child for Kindergarten.
- Invite parents into our school to meet with Kindergarten Teachers and receive an overview of expectations.

**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.

- MOSL Committee
- Weekly Grade Leader meetings
- Weekly grade meetings
- Assessment updates communicated to staff during monthly Faculty Conferences, weekly emailed newsletter, and periodic visits to grade meetings by our Testing Coordinator
- Assessment workshops offered by Testing Coordinator to ensure understanding of procedures and policies

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school PBIS newsletter designed to keep parents informed about school activities and student progress;
- Providing school 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;
- One Book/One School Initiative- school-wide DEAR time and cross-grade book clubs, home connections with parent read-alouds
- Parent communication events to discuss grade level expectations and students' academic progress including: Classroom Parent Orientation Meetings; Curriculum Night; Parent-Teacher conferences; ASD Parent Meetings; parent communication logs; report cards and interim progress reports; school calendar (paper and electronic)
- Parent student achievement celebrations including: Student of the Month assemblies; publishing celebrations; theme-based assemblies (e.g., Spooky Storytellers, Multicultural, Spring Concert, Math Bowl, Science Fair) that highlight academic achievement and student progress.
- Parent intervention meetings including: IEP and behavioral meetings to discuss student needs and challenges towards meeting grade level expectations
- eChalk Website, including: online calendar; parent resources that offer links and resources to support parents with understanding grade level expectations and provide support resources to students in need.
- Parent Handbook, Parent Compact, and Parent Involvement Policy
- ASD program brochure that establish routines, protocols, policies and school-wide expectations.
- Targeted events for families of ELLs including: Family ESL classes (weekly); Saturday family workshops with Language in Play (language-based theater program to support ELLs) on tools to support ELLs' academic success at home; ESL family orientation (fall); ESL curriculum workshops (ongoing, led by ESL teachers)
- Discussion with SLT & PA members regarding the new teacher rating system
- Updates on progress shared with School Leadership Team monthly.

- Letter to parents describing the new teacher rating system

## **PS 396 PARENTAL INVOLVEMENT POLICY: 2014-2015**

PS 396 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
  - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning;*
  - That parents are encouraged to be actively involved in their child's education at school;
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PS 396 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA.

PS 396 will also involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA, through approaches including: School Leadership Team meetings, Parent Association meetings, ASD Nest parent meetings, Title III Parent ESL program, Curriculum Nights/Open School Days, monthly assemblies (Student of the Month and theme-based), class celebrations (including writing publishing parties), school-wide celebrations (e.g., Family Movie Night, Curriculum Night, etc.), and additional parent-teacher meetings as needed.

1. PS 396 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Pre-Kindergarten program, Title III programs, and other parent involvement programs.
2. PS 396 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy to improve the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
3. PS 396 will build the parents' capacity for involvement, to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents in understanding topics listed below:
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child’s progress; and
  - how to work with educators.
- The school will provide materials and training to help parents work with their children to improve academic achievement in literacy training and the use of technology through our Title III program, which will also help parents utilize technology.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, administrators and other staff in how to reach out to, communicate with and work with parents as equal partners. We will work to implement and coordinate parent programs and build ties between parents and the school through the following activities: School Leadership Team meetings, Parent Association meetings, ASD Nest parent meetings, Title III Parent ESL program, Curriculum Nights/Open School Days, monthly assemblies (Student of the Month and theme-based), class celebrations (including writing publishing parties), school-wide celebrations (e.g., Family Movie Night, Curriculum Carnival, etc.), and additional parent-teacher meetings as needed.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the Pre-Kindergarten program and the Title III program, and conduct and/or encourage participation in other activities as well.
- The school will ensure that information related to the school and parent programs (meetings and other activities) is sent to the parents of Title I participating children in an understandable and uniform format by using translators and providing written information sent home in English and in Spanish, as well as alternative formats (upon request).

Other activities may include:

- Involving parents in the development of training for teachers, principals, and other educators to improve effectiveness; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable parents to participate in school-related meetings and training sessions;
- Training parents to recruit additional volunteers and increase community involvement; maximizing parental involvement through participation in their children’s education, school meetings, and in-home conferences; with teachers or other educators who work directly with participating children (parents who are unable to attend those conferences at school); adopting and implementing model approaches to improving parental involvement;
- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based Organizations) in parental involvement activities; and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement (as parents may request).

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**School-Parent Compact 2014-2015**

PS 396, [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. PS 396 staff and the 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.

**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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- 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:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

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

**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. I will also:
  - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Principal in December 2014.

This Parent Involvement Policy was updated in December 2014.

The final version of this document will be distributed to the school community in December 2014 and will be available on file in the Parent Coordinator’s office.

15. A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy..

**DBN: 10X396**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$314,358.66	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$99,065.00	X	See action plan

Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal	\$1,464.00	X	See action plan
Tax Levy (FSF)	Local	\$2,055,825.00	X	See action plan

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>396</b>
School Name <b>Public School 396</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Nicole Tine</b>	Assistant Principal <b>Rebecca Odessey</b>
Coach <b>Myrna Mendez</b>	Coach <b>type here</b>
ESL Teacher <b>Alicia Diaz</b>	Guidance Counselor <b>Ana Martinez Hollinger</b>
Teacher/Subject Area <b>Ana Mazzaro/ ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Abigail Scheffer/ ESL</b>	Parent Coordinator <b>Marilyn Morales</b>
Related Service Provider <b>type here</b>	Other <b>Kiew Steshenko/ ESL</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>353</b>	Total number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>22.95%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	3	3	3	3	3	3								18
SELECT ONE														0
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>18</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	17	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										0
Dual Language										0
ESL	64	0	5	17	0	9	0	0	0	81

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	64	0	5	17	0	9	0	0	0	81
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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	9	13	17	10	14	17								80
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	<b>9</b>	<b>14</b>	<b>17</b>	<b>10</b>	<b>14</b>	<b>17</b>	<b>0</b>	<b>81</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	9	5	2	3	6								33
Intermediate(I)		1	5	2	5	3								16
Advanced (A)	1	4	7	6	6	8								32
Total	<b>9</b>	<b>14</b>	<b>17</b>	<b>10</b>	<b>14</b>	<b>17</b>	<b>0</b>	<b>81</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12				12
4	12	5			17
5	5	1			6
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	10		2						12
4	16		2		1				19
5	5		2						7
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	16		2		1				19
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.  
There are various assessment tools used school-wide to assess the early literacy skills of ELLs. All students, including ELLs, are assessed using Teacher's College Reading Writing Project (TCRWP) assessments which include Letter Identification, Letter Sound identification, Concepts of Print, Sight Word assessment, Spelling Inventory and Running Records for reading with comprehension monitoring. The

data from these assessments is used to determine the progression of students' literacy skills, to establish an RTI focus for individual groups of students, and to identify target areas of instruction across the school, grade, or within a specific class.

This year, the school-wide data reveals a pattern across the grades of students demonstrating limited comprehension levels. As a result, the school-wide approach towards reading instruction shifted to focus on increasing students' comprehension skills. The school has enlisted the help of Teacher's College consultants to help train teachers in developing students' comprehension across different grade bands.

Specifically, for ELLs, school-wide data reveals that a majority of ELLs performed below grade level at the end of 2013:

- a) In 1st grade, 1 out of 14 ELLs met the end of year benchmark reading level, while the rest performed below.
- b) In 2nd grade, 1 out of 7 ELLs met the end of year benchmark reading level, while the rest performed below.
- c) In 3rd grade 1 out of 9 ELLs met the end of the year benchmark reading level, while the rest performed below.
- d) In 4th grade, 4 out of 18 ELLs met the the end of year benchmark reading level, while the rest performed below.
- e) In 5th grade, 1 student surpassed the benchmark, while the remaining 6 performed below.

This data will inform the school's instructional plan for ELLs in various ways. ESL teachers will engage in Inquiry to analyze student writing in order to identify and target gaps that affect ELLs' ability to write independently on a variety of topics, as addressed by the Common Core Standards. As a result of this inquiry work, ESL teachers will be able to collaborate and share materials and instructional resources that can improve the literacy skills of ELLs, so that they may show improvement in the reading and writing modalities of the NYSESLAT. In addition, ESL teachers are also participating in labsites with TC consultants across various grades. This will enable teachers to use best practices learned from the consultants to improve students' comprehension as they transition from one level to the next.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on an analysis of student performance on the 2013 NYSESLAT, there is evidence of growth for students across all levels of the NYSESLAT. Students across all grades showed progress from Beginner or Intermediate to Advanced and Proficient. There is also evidence of students attaining proficiency in Kindergarten, First Grade, Fourth Grade and Fifth Grade. There are also some negative trends within the results of the NYSESLAT. Despite growth across all grades, there is also evidence of students remaining as either Beginners (predominantly new comers) or Advanced for the duration of the year. The data from the 2013 NYSESLAT is outlined below:

- a) In Kindergarten, 5 students made progress from Advanced to Proficient, 1 student made progress from Beginner to Proficient, 2 students made progress from Beginner to Advanced, 1 student made progress from Beginner to Intermediate and 2 students remained at Advanced.
- b) In First Grade, 3 students made progress from Beginner to Intermediate, 1 student made progress from Beginner to Advanced, 2 students made progress from Intermediate to Advanced, 3 students made progress from Advanced to Proficient, 3 new comers remained Beginners, 1 student remained at Intermediate, and 1 student remained at Advanced.
- c) In Second Grade, 2 student made progress from Beginner to Intermediate, 1 student made progress from Intermediate to Advanced, 4 students remained at Advanced.
- d) In Third Grade, 4 students made progress from Beginning to Intermediate, 2 students made progress from Intermediate to Advanced, and 3 remained at Advanced.
- e) In Fourth Grade, 3 students made progress from Advanced to Proficient, 3 students made progress from Beginner to Intermediate, 1 student made progress from Beginner to Advanced, 2 student made progress from Intermediate to Advanced and 4 students remained at Advanced, 1 student remained at Beginner and 4 new comers remained Beginners.
- f) In Fifth Grade, 1 student made progress from Beginner to Intermediate, 1 student made progress from Beginner to Advanced, 1 student made progress from Intermediate to Advanced, 3 students made progress from Advanced to Proficient, and 1 student remained as a Beginner as a new comer.

This data reveals a pattern of growth marked by students progressing from either Beginner or Intermediate to Advanced and Proficient, but also reflects a trend of students remaining at Beginner (newcomers) or remaining at Advanced for two consecutive years, with the exception of two students in Kindergarten. Of the 9 students that remained Beginners across all the grades, 7 were recent newcomers at the time they took the NYSESLAT. This means they may not have received a full year of English Instruction or were just completing their first full year, and thus, they did not show progress on the NYSESLAT. Of the 14 students that remained in Advanced across the grades, 2 are students with special needs that have IEPs.

As a result of this trend of students remaining at the Advanced across all grades, the ESL team devised an ESL Inquiry to determine

trends that may contribute to students' the lack of progress over the course of the year, and to develop a focus of instruction to target the needs of students at this level as they transition from Advanced to Proficient.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The RNMR for the Spring 2013 NYSESLAT is not available as of writing this report. However, the patterns across the NYSESLAT modalities from this and previous years have affected instructional decisions in the following ways:

- a) A push-in co-teaching model is now used to provide Common Core aligned instruction to meet the needs of ELLs. Co-teachers in General Education classrooms consist of an ESL teacher and the classroom teacher. Co-teachers plan and deliver lessons using varying co-teaching models including parallel teaching, which allows for small group instruction focusing on the needs of ELLs.
- b) Two additional ESL-certified teachers were hired to provide instruction to ELLs in different grade bands. Each teacher now services two grades, providing push in and pull out support in Reading and Writing. This year, an additional ESL teacher provides enrichment services to selected students throughout the grades.
- c) ESL and classroom teachers are using assessment data to group both ELLs and non-ELLs for RTI instruction across the grades.
- d) This year ESL teachers began assessing student vocabulary and oral language with teacher-created and network-based student assessments early in the year. They are using this data to inform vocabulary instruction throughout various units.
- e) Administration provides teachers with opportunities to attend Professional Development geared towards teaching reading and writing across different genres, using RTI to target the needs of ELLs and vocabulary development. Teachers, in turn, embed the instructional strategies and materials gained from the Professional Development workshops into their teaching practice.

4. For each program, answer the following:

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

a) The patterns of proficiency across the grades reveal that students are making progress from Beginner or Intermediate to Advanced and Proficient, but there is a varying number of students in each grade that remained as either Beginner or Advanced.

- i) In Kindergarten, 2 out of 11 students remained at the Advanced level while the rest made progress.
- ii) In First Grade, 1 out of 14 students remained at the Advanced level and 3 newcomers remained Beginners.
- iii) In Second Grade, 4 out of 7 students remained at the Advanced level.
- iv) In Third Grade, 3 out of 9 students remained at the Advanced level.
- v) In Fourth Grade, 4 out of 18 students remained at Advanced while 5 students (including 4 newcomers) remained as Beginners.
- vi.) In Fifth Grade, 1 new comer student remained as Beginner when tested on the NYSESLAT.

Further analysis of the data also reveals that students in each grade were able to make the transition from Beginning to Intermediate or Intermediate to Advanced in each grade.

b.) ELL periodic assessment data (which includes Teachers College Assessments and Running Records) reveals that ELLs performed below grade level on the end of the year Reading Assessment. School leaders and teachers are using the results of the ELL periodic assessments in the following ways:

- i) In the 2012-2013 school year, the school adopted the Teacher's College curriculum in order to improve students' literacy skills.
- ii) Teachers participate in grade-wide labsites and meetings with Teacher's College consultants to learn best practices for addressing the needs of students on an instructional level.
- iii) Students are grouped by skill level based on on-going assessments and are receiving Tier 2 RTI instruction across the grades.

c.) From the ELL periodic assessment, the school is learning that a majority ELLs across the grades are performing below grade level on the end of the year assessments, with the exception of students in Kindergarten.

- i) In Kindergarten, 9 out of 11 students met the benchmark for reading.
- ii) In First Grade, 1 out of 14 first grade ELLs met the benchmark for reading.
- iii) In Second Grade grade, 1 out of 7 students met the benchmark for reading.
- iv) In Third Grade, 1 out of 9 ELLs met the benchmark for reading.
- v) In Fourth Grade, 4 out of 18 ELLs met the benchmark for Reading.
- vi) In Fifth Grade, 1 ELL student surpassed the benchmark, while the rest performed below the benchmark level.

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](#).)
- Grade-wide data is used to guide instruction for ELLs within the Response to Intervention framework. Students across the grade receive Tier 1 Common Core Aligned instruction following the Teacher's College Reading and Writing Project learning progressions and, in the classes with ELLs, with the support of ESL strategies as part of the Co-Teaching model. On-going assessments such as Running Records, Concepts of Print assessments, Sight Word Inventories and Reading Comprehension are used to determine if students are mastering the skills being provided by instruction in Tier 1. If these assessments reveal that they are not, students with similar needs are grouped together and assigned to a specific skill group in which they received targeted Tier 2 instruction. Both ELLs and Non-ELLs are grouped together to receive Tier 2 instruction in small groups. As the students master these skills, they are reassessed and reassigned to different groups as needed.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- A student's home language is determined during the parent interview and upon completion of the Home Language Identification Survey (HLIS). Knowledge of a student's home language helps teachers make instructional decisions that support second language acquisition. ESL teachers use a student's home language to provide native language support (where applicable) such as identifying cognates or translating difficult vocabulary when necessary as well as to communicate with families.
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?
- Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of ELL programs is determined by evidence of growth on the NYSESLAT. Last year 42 out of 66 ELLs across the grades made progress on the NYSESLAT by at least one level. 14 students made progress from Beginner to Intermediate. 5 students made progress from Beginner to Advanced. 1 student in Kindergarten made progress from Beginner to Proficient. 8 students made progress from Intermediate to Advanced. 14 students made progress from Advanced to Proficient. This data demonstrates that ELLs are being provided with targeted instruction to meet their language needs and therefore showing progress on the NYSESLAT.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- The process for identifying ELLs is as follows:
- The Home Language Identification Survey (HLIS) is used to identify English Language Learners at the school. The HLIS is given to every parent/guardian registering his or her child in the system for the first time at the beginning of the year, along with the official registration packet. A new HLIS is given to Pre-Kindergarten students that are entering Kindergarten. If, on the HLIS, a language other than English is identified by the parent, an oral interview is conducted in English and/or Spanish by a certified pedagogue, namely Duly Karamanos and/or Ana Hollinger (Bilingual Guidance Counselors). Additional certified pedagogues available to support families in completing the HLIS include: Nicole Tine, Principal; Rebecca Odessey, Assistant Principal, Myrna Mendez, Testing Coordinator; Alicia Díaz, ESL Teacher; Ana Mazzaro, ESL Teacher; Abigail Sheffer, ESL Teacher; Kiew Steshenko, ESL Teacher. In addition, translation services are provided by the NYCDOE over the phone to support families who identify a home language other than English or Spanish.
  - Once the HLIS is completed, ESL teachers along with the Testing Coordinator work in conjunction with the Pupil Accounting Secretary, Marcia Mayne to screen the registration packets and collect the HLIS. The HLIS forms are reviewed to determine which students are eligible to be tested using the Language Assessment Battery Revised (LAB-R). The LAB-R determines a student's level of

English Proficiency. Results from the LAB-R determine whether a student is a Beginner or Advanced learner of English. A list of students who are eligible for the LAB-R is generated based on the parents' responses on the HLIS. The home language as well as eligibility for testing is noted on the HLIS.

c) There are also systems in place for screening ELLs that are new entrants throughout the year. ATS reports such as the RLER and the RLAT are monitored regularly to identify new students who may be eligible for the LAB-R. Once identified, ESL teachers test these students using the LAB-R to determine their level.

d) The LAB-R is administered within ten days of the students' registration. LAB-R raw scores are compared to the cut off scores in the NYC Assessment Memorandum regarding the administration of the LAB-R and the Spanish LAB. If a student scores below the proficiency cut-off score, he or she is identified as an English Language Learner that is eligible for services. The LAB-R raw score indicates the students level—determining the number of minutes he or she is entitled to. A student that is identified as Beginner is entitled to 360 minutes a week while a student that is identified as Advanced is entitled to 180 minutes a week.

e) The name and Identification number of every student eligible for LAB-R testing is recorded on a spreadsheet generated by the Testing Coordinator. This sheet also includes the student's class, raw score and eligibility for services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The following structures are in place to ensure that all parents understand all three program choices:

a) Once students have been identified on the HLIS and tested with the LAB-R to determine their eligibility for ELL services, official letters are sent home to parents informing them of entitlement or non-entitlement. Non-Entitlement/Transition letters are also sent home to the parents of ELLs who tested Proficient on the NYSESLAT, and Continued Entitlement Letters are sent to parents of ELLs who have not yet tested as Proficient in the most recent NYSESLAT. All letters sent to parents regarding a child's entitlement to services are sent in both English and Spanish, with additional translation services available upon request.

b) In addition to the Entitlement letters sent to parents of ELLs that are entitled to ELL services, an invitation to attend the ELL Parent Orientation meeting is also sent. The ELL Parent Orientation letter is written in both English and Spanish, with additional translation services available upon request. In the letter, parents are informed of the date and time of the orientation, as well as the option to schedule a meeting at a different time if the parent cannot attend. The ELL Parent Orientation meeting is scheduled within the 10 day assessment period when entitled students have been identified. Additional meetings are scheduled as needed by the Test Coordinator, Myrna Mendez.

c.) During the ELL Parent Orientation Meeting, the Test Coordinator, Parent Coordinator and ESL teachers explain the ELL identification and program selection process to parents in both English and Spanish. Parents are informed of the 3 program choices—Transitional Bilingual, Dual Language and Free Standing ESL. An explanation of each program is provided along with a brief overview of the NYSESLAT informing parents how ELL status is determined at the end of the year. Parents then view the program selection video available on the Department of Education website and are given the opportunity to ask questions before receiving the program selection forms. ESL teachers as well as the Test Coordinator and Parent Coordinator are available to assist parents in completing the program selection form.

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

Entitlement, Non Entitlement, and Continuation Letters are sent home with individual students in an envelope addressed to the students' parents. Parent Survey and Program Selection forms are distributed during the Parent Orientation meeting (or during individual program selection meetings scheduled by the Test Coordinator or Parent Coordinator when parents cannot attend the Parent Orientation.) The Parent Survey and Program Selection forms are completed at the school, collected by the Test coordinator and stored in students' cumulative folders. Cumulative folders are stored in a secure location.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The following criteria is used to place identified ELL students in bilingual or ESL instructional programs: The Parent Survey and Program Selection forms, which are distributed to parents in both English and Spanish (with translation services available upon request) during the ELL Parent Orientation, are collected immediately after the orientation and reviewed by the Test coordinator.

Additionally, program selection forms are collected in one-on-one meetings with parents who are not able to attend the ELL Parent Orientation. The ELL Parent Orientation meeting and the one-on-one parent meetings are conducted in English and Spanish (with translation services available upon request.) The Test coordinator and Assistant Principal review parent selections. Students are placed in the program that is indicated as a first choice by the parents. If parents of 15 students in two consecutive grades and of the same native language select TBE/DL program as their program of choice, then a bilingual class is formed as part of the CR Part 154.

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

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year to all English Language Learners in Grades K–5. Below are the steps taken to administer all sections of the NYSESLAT each year:

  - a) The Test Coordinator reviews the RLER to determine student eligibility for NYSESLAT, and meets with ESL teachers to review testing administration for NYSESLAT. Each teacher that will be administering and scoring the NYSESLAT receives the official NYSESLAT School Administrators' Manual and a copy of Assessment Memorandum # 5 that outlines the procedures to be followed for administering the NYSESLAT. Teachers review the manual prior to the meeting. During the meeting, the contents of the manual are discussed and testing protocols are established. Teachers also review the timeline for administration found in the Administrator's Manual. According to statewide scoring rules, the Speaking subtest must be scored by a teacher who is not the student's teacher of English as a second language or English language arts. In addition, teachers of ELLs may not score any of the constructed response questions in that student's Writing subtest booklet. Therefore, prior to administering the NYSESLAT teachers are selected and assigned to score the Speaking and Writing portions of the NYSESLAT for students that are not their own.
  - b) The Speaking part of the NYSESLAT is administered individually to ELLs across all grades by an ESL teacher. Student responses are recorded on tape and stored in a secure location.
  - c.) The Listening, Reading and Writing subtests of the NYSESLAT are administered to groups of students across the grades in the following sequence: First the Listening subtest is administered, then Reading and the Writing subtest is administered last.
  - d.) Students in grades K-2 record their responses to the Listening, Reading and Writing subtests directly in the test booklet. Teachers then transfer the responses to bubble sheets within the assessment period. Test materials including student booklets and bubble sheets are collected and stored in a secure location at the end of each day.
  - e.) Scoring for the Speaking and Writing subtest take place after the administration period. Scoring guides and training sets for Writing are reviewed by the testing team in order to norm the scoring.
  - f.) Make up test for students take place during the administration period as needed.
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 for the past few years, parents have generally chosen Free Standing English as a Second Language as a first choice, Dual Language as the second choice and Transitional Bilingual education as the third choice. Last year, approximately 25 parents chose Free Standing English as a Second Language as their first choice. The parents were instructed that instruction would be in English through all the content areas, with native language support as needed.

## 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])?

Instruction for ELLs is delivered primarily through a push-in Co-Teaching model. ELLs are grouped heterogeneously in classrooms with non-ELLs. Co-teachers in General Education classrooms consist of an ESL teacher and the classroom teacher. Co-teachers plan and deliver Common Core aligned lessons using varying co-teaching models including parallel teaching, which allows for small group instruction focussing on the needs of ELLs. Each ESL teacher services two grades, allowing for mandated minute requirements to be fulfilled across the grades. This year, an additional ESL teacher provides pull-out services to selected students throughout the grades.

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)?

There are currently 4 ESL teachers that service studens in grades K-5. Each teacher services students in two grades. This ensures that students that are Beginner and Intermeridates receive 360 minutes of service weekly and that students that are Advanced receive 180 minutes each week. ESL teachers push-in to classrooms to provide instrcution in Reading, Writing and sometimes Math. They work with students whole class or in small groups as determined by their mandated minutes. In addition, ESL teachers provide pull-out service for intervention as needed.

Students at the Beginning and Intermediate levels of Engliish proficiency receive all instruction from the ESL teacher through ESL periods (minimum 360 per week). Students at the Advanced level of English proficiency receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ESL instruction is delivered as ELL-targeted strategies that support students' language needs in accessing core curriculum, as supplemental to Tier I instruction. ELA instruction is delivered within the literacy block (TCRWP Reading Workshop and Writing Workshop), as scaffolding to support students in being successful in meeting CCLS ELA standards.

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

The language of instruction for the Free Standing ESL program is English across all content areas. Students receive ESL pus-in support during the literacy block, and sometimes Math. ESL and classroom teachers provide instruction using the Teacher's College Reading and Writing Project learning progressions. Through TC, students are encouraged to read and write across various content areas. This means they are exposed to various genres and content areas including Social Studies and Science during the literacy block, in addition to receiving instruction in Science and Social Studies during the allotted time periods. As a result, ESL teachers are engaged in providing content-area instruction along with language support while servicing ELLs.

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

ELLs are evaluated in their native language formally using the Language Assessment Battery in Spanish when they first enter. The score attained from this test indicates how proficient students are in their native language. While students receive English language instruction throughout the year, ESL teachers who speak students' native language have opportunities to informally assess ELLs in their native language during student conferences, primarily to determine if their level of understanding is due to language or

another factor such as limited comprehension. This helps teacher's decide if a student will benefit from direct native language instruction to explain a specific concept with translation support.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs are evaluated in all four modalities of English acquisition throughout the year through informal on-going assessments conducted by ESL teachers. Such assessments include running records, listening comprehension, oral language assessments and written performance tasks. Reading and Writing are assessed more formally as students produce writing samples at the beginning and end of each unit and are assessed for their reading level periodically throughout the year. Oral language and listening comprehension assessments are on-going. Examples of ways that listening comprehension is assessed on an on-going basis include a students' ability to follow multi-step directions or student responses to questions based on an oral reading of a text. Examples of ways that oral language is assessed include written dictations of students responses to questions (where grammar is analyzed) as well as a students' ability to clearly express ideas and build on the ideas of others in conversation, usually noted as teacher observations.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) All ESL and classroom teachers are made explicitly aware of their Students with Interrupted Formal Education (SIFE) so that they can plan accordingly to meet the needs of these unique students. In previous years, appropriately leveled materials for SIFE learning have been gathered by the ELL Coordinator and distributed to the classroom teachers. SIFE are also included in Title III enrichment programs for ELLs. Additionally, teachers incorporate strategies from the ASD Nest program in the school to support the social-emotional development of our at-risk SIFE students (who likely have not had the opportunity to build academic confidence in school). Teachers within the ASD Nest program participate in regular professional development on social-emotional needs and strategies, and share their learning with colleagues across the school in forums such as day-long professional development and "lunch and learns."

b.) A plan for newcomers centers around easing children's adjustment to our school, and fostering a welcoming environment. Classroom instruction, as always, must be sensitive to how the differences between a student's home culture and their new culture may impact both their learning style and general behavior/interaction. In addition, sensitivity must be paid to particular issues that may arise in the families of newcomers, such as immigration, home ownership, and English language learning at the parent level.

With newcomers in the beginning stages of language acquisition, teachers make language comprehensible by modifying their speech (e.g., slower rate, simpler grammatical structures, restricted length of communication) and making use of extralinguistic cues (i.e., gestures, actions, and pictures) to convey meaning. Reading activities provide opportunities for further language input. Predictable books are particularly useful because of their highly repetitive language and simplified text. Chants and songs also offer students the opportunity to gain familiarity with content vocabulary and language patterns. Teachers can scaffold the language of the text through engagements such as read-alouds and shared reading.

Furthermore, families of newcomers are supported through parent workshops, including parent orientation, meetings with the Parent Coordinator, and additional support requested through the Parent Association or on an individual basis.

c.) Differentiated instruction for ELLs receiving 4 to 6 years of service is embedded in various programs/interventions. During instruction, teachers present both content objectives and language objectives that are created in collaboration with the ESL co-teacher. To develop foundational literacy skills, the Wilson program is used. Wilson Focuses on phonemic awareness and letter/word recognition. Targeted small group reading interventions are also used. These center on improvement in specific areas of need based on the student's instructional level. Finally, Go Math, the new math curriculum is used to develop student's math and computational skills. In addition to these in-school services and programs, there is a Saturday Academy that provides targeted instruction for students in testing grades. The Saturday Academy is specifically targeted towards ELLs.

d.) Differentiated instruction is embedded for long term ELLs that have 6 or more years of service. In the classroom, students have both language and content objectives that are created in a cooperative manner between the classroom and ESL teacher. The Wilson Foundations program focuses on phonemic awareness, spelling and word recognition. Targeted small group reading intervention centers on improvement in specific areas of need and is based on the student's instructional level. The Saturday

Academy is offered to students in testing grades and specifically targets ELLs. There is also AIS push in and pull out for Reading and Math.

e.) Former ELLs (those that attained Proficiency on the NYSESLAT) receive language support on an on-going basis. These students are placed in monolingual classes, with Advanced level ESL students, as well as English-dominant students. Newly proficient students (along with Advanced level ESL students) are supported by a certified ESL teacher in push-in periods (minimum of 180 minutes/week) during the literacy block. Students who reach proficiency on the NYSESLAT receive an additional year of test accommodations. They receive extended time (time and a half) as well as separate location for all exams.

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?

ELL-SWDs have IEPs, and receive a range of special education services ranging from ICT classes to general education classes with related services. During intake, we place students in special education when appropriate, according to evaluation by the CSE, as well as their IEP. Based on CSE and IEP recommendations, ELLs are placed in monolingual classes with ESL services. Students are re-evaluated as necessary by our Instructional Support Team. Later, students are mainstreamed where appropriate.

Students with special needs are case conferenced during weekly meetings with classroom teachers and related service providers. These meetings are designed to support teachers in collaboratively determining appropriate strategies to meet students' individual needs.

As specifically related to content and language acceleration, the Principal is a certified trainer of Quality Teaching for English Learners (QTEL), and the Assistant Principal has received extensive training in QTEL. As per the QTEL materials, "Instead of simplifying the curriculum and lowering expectations for English language learners, QTEL offers an academic framework rich in intellectual challenge along with high-level support. The QTEL approach of providing high-challenge, high-support learning opportunities develops teacher expertise and raises student achievement."

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?

All ELL-SWDs are placed within the least restrictive environment. Our ELLs with IEPs are incorporated into our Integrated Co-Teaching Classes (ICT), and receive primarily push-in services, to keep them in their mainstream class setting as much as possible. These settings are regularly reviewed at IEP meetings and weekly case conference meetings, held amongst teachers and service providers.

### 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:			

### 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


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

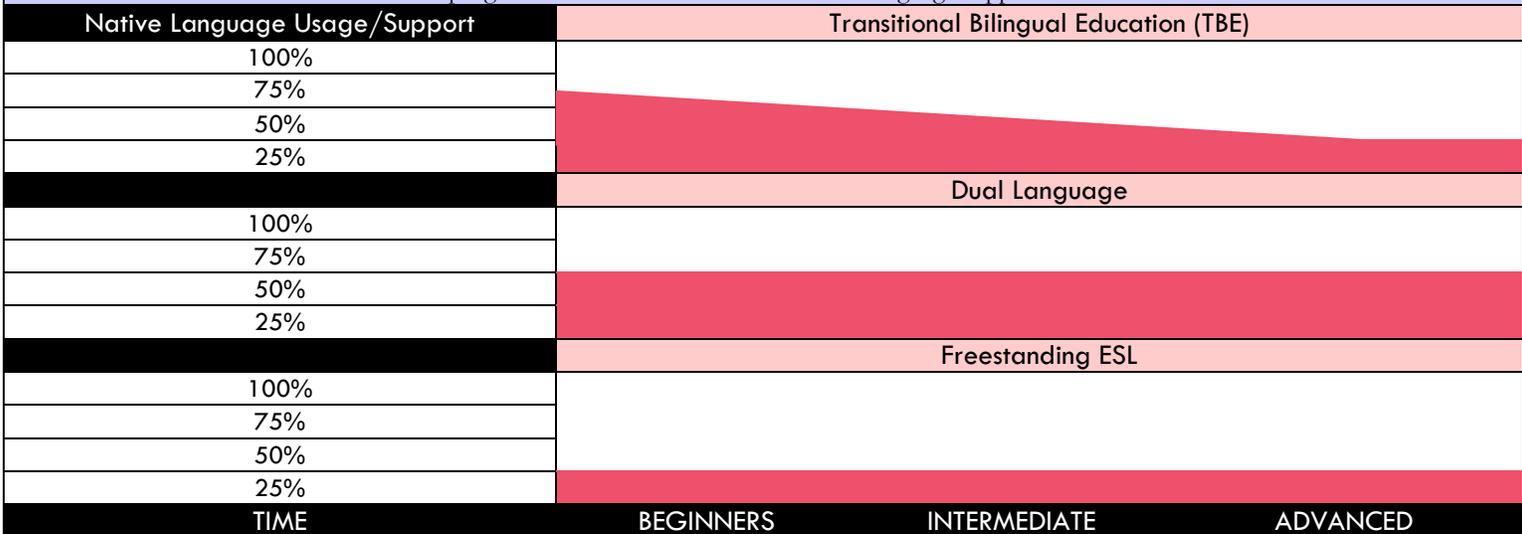
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

All of our ELLs receive Academic Intervention Services (AIS) according to their assessed needs. ELL needs are targeted through item- and skills-analysis of ongoing assessment such as student conferences; in-house formative assessment such as TC running records; summative assessment which include on-demand writing and performance tasks; and formal summative assessment which include the LAB-R, NYSESLAT; NYS ELA, Math, and Science.

Based on baseline and unit assessments in mathematics, students are assigned to small group intervention with one of our mathematics AIS providers. Additionally, students receive support through our Title III program, which focuses on building comprehension through targeting academic vocabulary.

As literacy is a fundamental element of language learning, students receive a comprehensive range of support services in developing their reading and writing skills. Targeted students work with guided reading specialists one-on-one or in small intervention groups; language of instruction is according to student need (English or Spanish, based on dominant language in literacy). All students receive small group instruction during their literacy block, with the support of teachers in addition to their classroom teacher. All ELL students are eligible for our Title III supplemental program, in which literacy is addressed by a bilingual certified literacy specialist.

Intervention services are also provided in the content areas. In Science, the Science teacher collaborates with ESL teachers to work with students in small groups to provide native language support in the content concepts and vocabulary, as well as targeted exam preparation for students who will take the NYS Science exam in Spanish. In Social Studies, cluster teachers on each grade collaborate with the ESL teacher to provide push-in services to support students in small groups during instructional time, using language-appropriate strategies to scaffold content learning for students.

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

The success of ELL programs is determined by evidence of growth on the NYSESLAT. Last year 42 out of 66 ELLs across the grades made progress on the NYSESLAT by at least one level. 14 students made progress from Beginner to Intermediate. 5 students made progress from Beginner to Advanced. 1 student in Kindergarten made progress from Beginner to Proficient. 8 students made progress from Intermediate to Advanced. 14 students made progress from Advanced to Proficient. This data demonstrates that ELLs are being provided with targeted instruction to meet their language needs and therefore showing progress on the NYSESLAT.

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

As of the 2012-2013 school year, the school has adopted Teacher's College Reading and Writing curriculum for literacy instruction. In Math, we are now using the Go-Math program.

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

We are no longer using Everyday Math to provide Math instruction and now have a school-wide reading and writing curriculum.

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

ELLs across all grades are afforded equal access to all school programs. Invitations to join all programs, including afterschool programs are open to all students including ELLs. Supplemental services that are offered to ELLs include AIS services in literacy and math, tutoring, and Saturday Academy. Afterschool programs are diverse and fun-filled. ELLs are welcomed to participate in the arts through the school's after school Art Club as well as Reader's Theater and Musical Theater. Annually, the musical theater club puts on musical productions where student actors, which include ELLs, perform on stage before an audience of parents, students and friends from other schools. ELLs also participate in other after school clubs including the Technology club, Healthy Living, Minute to Win it, Sports Time, and more.

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

There are various instructional materials including technology used to support ELLs. ELLs are exposed to the same rigorous texts and instructional materials that other students are, with embedded supports for language provided by the ESL teacher. This means that instructional materials are not necessarily different for ELLs. Instead, they are scaffolded to provide appropriate entry points based on their language needs. Such scaffolding includes use of visuals, paraphrasing, explanation of vocabulary, use of gestures

and total physical response. In addition, shared reading of complex texts is used as an instructional strategy, providing ELLs access to rich literature and engaging students in rich oral language discussions that are scaffolded by the ESL teacher.

Technology is used for instruction across all content areas through the use of SmartBoards in the classroom. In addition, classroom teachers have access to iPads and student laptops which are used to reinforce learning through interactive media with all students, including ELLs. Technology provides ELLs with additional language experiences that target language learning across the different modalities.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
English is the primary language of instruction in the Free Standing ESL program. However, native language support is provided in various ways when ESL teachers have knowledge of a student's native language. Native language translations are used as the teacher sees fit to facilitate learning in the second language. One way native language is used is to help students identify cognates in the target language. Another way is to help understand abstract vocabulary when visuals and other scaffolds aren't sufficient. Native language is also used to communicate with families about student progress.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services support and resources correspond appropriately to ELLs' ages and grade levels. There is a balance between the resources and materials that are on the student's levels, and those that are used to engage students in complex reading, listening, and thinking tasks that require more rigor. Teachers build foundational skills in reading and writing using appropriate leveled materials and encourage students to read at their independent reading levels to build comprehension and stamina. Teachers also use complex grade-level and above grade-level texts to expose students to rich literary language and develop higher order thinking and comprehension skills as suggested by the Common Core Standards.
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.  
ESL and classroom teachers always provide a welcoming environment for new ELLs at the beginning of the year, and throughout the year. At the beginning of the year ESL teachers and the ELL coordinator host the ELL Parent Orientation in which parents receive information about the ELL program choices as well as an overview of the expectations for ELLs and what they will be learning throughout the year. This helps parents feel at ease, as they get to know the school culture and understand the curriculum. In the classroom, ESL and classroom teachers take time to introduce ELLs to other students in the class. When they first arrive ELLs are often assigned a Language Partner that helps them to interpret and understand instructions provided in English when they are out of the classroom. Partners help new ELLs to navigate the school and communicate with others.
18. What language electives are offered to ELLs?  
Not applicable.
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)?

## 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 ELL personnel is as follows: All teachers including ESL teachers engage in Professional Development either in or outside of the school. Teachers are encouraged to seek professional development opportunities that will benefit instruction. Teachers are also sent to Professional Development workshops that are geared towards developing the Danielson competencies, based on recommendations from the Principal and Assistant Principal. When teachers attend Professional Development workshops, they complete a school survey outlining what was learned and how they plan to implement contents from the workshop into their practice. Teachers also turnkey information learned to other teachers through lunch-and-learns and at grade meetings.

A sample of ELL-targeted PD opportunities provided to staff includes:

09/26: Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success (OELL) - ESL teachers & Common Branch

10/18: CCLS Mathematics Institute for Elementary Teachers of ELLs (OELL) - ESL teachers & Common Branch

11/06: ELL Elementary Literacy Conference (OELL) - ESL teachers & Common Branch

12/05: New ESL Teacher Training (OELL) - ESL teachers

01/14: RTI for ELLs (OELL) - ESL teachers, Common Branch, administrators

02/06: Writing for the Sciences (TCRWP) - Science teachers

03/18: Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success (OELL) - ESL teachers & Common Branch

04/09: Literacy lab sites (TCRWP) - ESL teachers, Common Branch, administrators

05/22: ELL Instructional Meeting (CFN) - ESL teachers & administrators

06/12: Literacy curriculum planning (TCRWP) - ESL teachers, Common Branch, administrators

2. Teachers of ELLs attend professional development geared towards supporting ELLs as they engage in the Common Core Learning Standards. Teachers across the grades attend labsites and meetings with TC consultants to learn best practices for teaching Reading and Writing. TC consultants also address the needs of ELLs by providing demonstrations, hand-outs and relevant research to inform a teacher's practice. In addition, teachers of ELLs attend Professional Development outside of the school and communicate their learning to other teachers at the school on an on-going basis.

3. The staff is supported as they help ELLs transition from elementary to middle school. The guidance counselor works closely with teachers, communicating which middle schools in the neighborhood and throughout the city offer specialized programs for English Language Learners. We also hold parent workshops beginning in the fall, around the middle school selection process. Oral and written communication/information provided in these workshops are offered in the parents' home language.

4. The minimum 7.5 hours of ELL training for all staff as per Jose P. is provided in the following ways: All staff members are included in school-wide workshops related to best practices for ELLs (specifically drawing from QTEL and SIOP approaches, delivered by QTEL-trained Principal), beginning in the summer, including: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. ESL teachers and their general education co-teachers will take part in an ongoing PD series on developing co-planning and co-teaching strategies. ESL and general education co-teachers will be sent to co-teaching PD offered through the NYCDOE Office of ELLs, as well as the Friday/Saturday ELL Institutes and PD sponsored by NYC-RBERN, focused on establishing a balanced literacy program for ELLs. Additionally, all ESL teachers are included in school-wide lab-site days lead by our Teachers College Literacy Staff Developers. Staff who work with ELLs, who do not hold ESL or bilingual licenses, are invited to attend our ELL professional development sessions (including: teachers, School Base Support Team (SBST), and reading AIS teachers). Teachers are able to arrange their preparatory periods in order to attend, as the topics pertain to them.

## 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. ELL parents are involved in all aspects of the school. ELL parents participate in open school night to meet with the teachers, as audience members at performances by the Musical Theater group, as bingo players in the school's Annual Bingo Night, among many others. P.S. 396 has developed a Title I Parent Involvement Policy. The purpose of the policy is to help parents navigate through the NYC school system, and to become partners in their children's education. This plan has been developed in consultation with parents across the years, and modified as the needs of our parents have changed. Assessed as well requested needs of the families who comprise our school community have impacted on our plan each year.

Families in temporary housing and foster care parents will receive targeted support from our bilingual Parent Coordinator, bilingual Guidance Counselor, and any other relevant support staff. Specific help groups and workshops will be employed according to family need. Our Parent Coordinator is in place to support parents with identified needs, while employing Epstein's six types of parent involvement to increase community engagement. The success of our parent program will be based upon increased parent involvement across the year.

Parent and student rights and responsibilities are set with clear expectations in the Principal's beginning of the year letter to parent as well as in our School Parent Compact. Additionally Parent Curriculum Orientation, which takes place at the beginning of the school year, also includes Student and Parents Rights and Responsibilities as it applies to daily classroom practice.

Parents are able to address their particular concerns through contacting their child's teacher, through calling the school or writing a note to the teacher. Parent may also request a meeting with the resource staff that will provide them with additional assistance for any social emotional and educational problems they may identify, i.e.: Guidance Counselor, Grade Supervisor, Principal, or a member of our School Based Support Team.

All parents upon registration are automatically members of the P.S. 396 Parent Association (PA). Board members of the PA are included in the School Leadership Team (SLT), along with any other elected parents. PA members also meet with the Principal on a regular basis.

Listed below are additional ways we are strengthening the ties between the child's home and school:

- Student progress report will be sent home to parents.
- Monthly letter to parents which will include a calendar of events.
- Open School Night
- Monthly Principal/Parent Morning Tea
- Title III Community Education Classes
- Parent ARIS log-on information
- Dinner with the Principal
- School Parent Compact
- Notes from teachers and parent communication logs
- School messenger and web site to be used to communicate with parents
- ASD NEST Parent Meetings
- Parent Teacher Conferences
- Open Door Policy
- Participating at the SLT Meetings
- Various parent workshops and curriculum events
- Parent Survey (LES)

2. Outside agencies such as Morris Heights Medical Center are offered as resources to parents. Additionally, our school has partnered with Grow NYC, to plan with parents around cultivating a community garden at the school. This program will support parents in making healthy choices in their nutrition.

3. Parent involvement activities that evaluate and address the needs of the parents include: ARIS, Home Language Information Survey (HLIS), parent meetings, and the school's survey as well as the school events listed above.

4. Our parent involvement is designed to be varied and address the range of the needs of our families. Parent workshops are conducted on an ongoing basis. Workshop times span mornings, evenings, and weekends, and include childcare. Translation is available at all workshops. Topics include: asthma, sexual abuse, domestic violence, foster care, parenting, nutrition, conflict resolutions and fire safety as a basic program structure and parent requested topics. Additionally, workshops in English Language Arts and Mathematics engage parents with strategies to support their children. ESL for Parents is offered through our Title III grant, and occurs weekly. Our Guidance Counselor, Parent Coordinator as well as our Social Worker and Psychologist work to identify speaker or support CBO personnel who can deliver workshops to parent groups based on their expressed needs and interests.

### **E. Additional Information**

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

## Part VI: LAP Assurances

School Name: <b>PS 396</b>		School DBN: <b>10X396</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Tine	Principal		11/14/13
Rebecca Odessey	Assistant Principal		11/14/13
Marilyn Morales	Parent Coordinator		11/14/13
Alicia Diaz	ESL Teacher		11/14/13
	Parent		1/1/01
Anna Mazzaro	Teacher/Subject Area		11/14/13
Abigail Sheffer	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Anna Martinez-Hollinger	Guidance Counselor		11/14/13
	Network Leader		1/1/01
Myrna Mendez	Other <u>ELL/Testing</u> <u>Coordin</u>		11/14/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 10X396 School Name: PS 396

Cluster: 1 Network: 109

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

### **Part A: Needs Assessment Findings**

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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.

Recent research emphasizes the importance of parent involvement in promoting school success. Building a positive home/school connection supports student learning. Using the findings from our school report cards, as well as from the Home Language Survey filled out at registration, we find that P.S. 396 needs translation services/oral interpretation in Spanish and Twi; our greatest need being in Spanish (151 students). As our school has a large number of bilingual (Spanish) staff, as well as a staff member who speaks Twi, the needs of parents dominant in these languages have been and will continue to be met. We have also been fortunate to be able to engage parent volunteers or even older siblings to serve as oral interpreters in order to help our parents that speak other languages not spoken by our staff. As needed, we will continue to download letters that have been translated for parents from the New York City Department of Education Translation & Interpretation Unit, and call the Translation & Interpretation Unit as needed for translation over the phone.

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.

As stated above, P.S. 396's need in written translation/oral interpretation is in Spanish (151 students) and Twi (1 student). The Home Language Survey filled out at registration enables us to learn the language(s) used to communicate in the homes. Through monthly school calendars, parent/teacher orientations, the parent coordinator, and school volunteers, we have been able to keep our school community informed.

## Part B: Strategies and Activities

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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.

P.S. 396 will provide parents with written communication such as calendars, flyers, and letters, translated in Spanish and other languages (as needed) through our in-house staff (including bilingual Parent Coordinator, bilingual Guidance Counselor, bilingual ELL Coordinator) as well as the New York City Department of Education Translation & Interpretation Unit.

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.

P.S. 396 will provide parents with oral interpretation services in Spanish and other languages (as needed) through our in house staff (including bilingual Parent Coordinator, bilingual Guidance Counselor, bilingual ELL Coordinator), from the New York City Department of Education Translation & Interpretation website and other websites in the internet catering to translations. We will also contact the Translation & Interpretation Unit if and when in need of an interpreter in a language not available to us, or use over-the-phone translation.

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>.

Translated copies of the Bill of Parent Rights and Responsibilities document that states the rights in regard to translation and interpretation services is sent home.

We will continue to print and display throughout different locations in the school translated signs advising the parents of the availability of interpretation services.



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

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 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: PS 396	DBN: 10X396
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 66
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 3

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: All ELL students in gr. 2-5 will be invited to our Saturday Academy program, including students who are in their first year following testing proficient on the NYSESLAT. The Saturday Academy program will run January through April for four hours each session, and led by certified ESL teachers. Students will be placed in co-teaching classrooms to allow for more individualized attention and smaller group sizes (22 students maximum per class with 2 teachers in each class). Co-planning occurs during a minimum of one common prep each week and co-teaching between the ESL certified teacher and content area teacher. Additionally, teachers will spend one hour every other Saturday, outside of instructional time, and engage in action research around looking at student work and identifying implications for future instruction focused on ELL-specific scaffolding to maintain rigor.

Students will be grouped according to proficiency level to allow for more targeted instruction. Teachers conduct ongoing running records every two weeks to ensure we are targeting the necessary skills for each student to see literacy progress. the program will also use both literacy and math games to create a fun and engaging session where students can work on skills.

Teachers will use the Imagine Learning program that conducts online assessments and creates individualized instructional programs targeting specific areas of need for each students. Teachers will instruct students using the Imagine Learning program as a supplemental resource. When using the program on their own in the classroom, the duration will be 20 minutes per student and will rotate through all of the students so that all ELL students in each class will have access to the program at least 1 time, if not more, through their 6 classroom teachers. When in use out of the classroom for small group instruction with the 3 ESL teachers, the program will be used for 30-45 minutes depending on the lesson for the day.

The program is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. Students will learn through videos, pictures, glossaries, and direct translations. There is direct instruction, as well as games for students. The program can be used individually or in small group format with the ESL or classroom teacher.

All ELL students K-5 will also have access to Imagine Learning during the regular school week, to be used to transfer learning from Saturday sessions, during supplemental instructional time outside of mandated ESL service minutes and core instruction periods.

### 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: The professional development plan at PS 396 has three different components. The first component involves sending the three ESL teachers to attend off-site workshops throughout the school year. Examples of workshops they are already signed up for include: New ESL Teacher training (for ESL staff new to the profession), ESL Liaisons Meeting (for the ESL Coordinator/Teacher), as well as Writing, Interactive Writing and Repeated Reading Can Be the Forum for Moving Kids from Levels A/B to C—the Critical Work of This Month and The Intersection of Reading Workshop and English Language Instruction: Using Reading to Teach Language and Vice Versa. Having the three ESL staff members attend trainings offered in the city helps them grow professionally and better target their students' needs to increase academic achievement. The various workshops the three staff members will attend throughout the year range from half to full day workshops and topics will range from ELL specific to classroom based Literacy instruction, which benefits the ELLs in those rooms. The workshops are provided either through the NYC DOE or Teachers College.

A tentative schedule for off-site PD for our ELL teachers includes:

- 10/1/14: ELL Liaison workshop (CFN 109); others TBA throughout the year
- 10/30/14: New ESL Teacher Training (DELLSS)
- 11/7/14: ELL Literacy workshop: The Intersection of Reading Workshop and English Language Learners (TCRWP)
- 12/9/14: ELL Literacy workshop: Interactive Writing and Repeated Reading for English Language Learners (TCRWP)
- 4/29/14: ELL Literacy workshop: Book Clubs and Partner Talk for English Language Learners (TCRWP)
- Sept-June: co-teaching/co-planning PD sessions between ESL and Common Branch teams with special education consultant, through NYU (5-10 days across the year; on site)
- Sept-June: ELL instruction study group with TCRWP staff developer (30 days across the year; on site)

The second component of the professional development plan at PS 396 involves weekly, 45 minute, ESL Team Meetings amongst the three ESL staff members, lead by the ESL Coordinator, which occur during the scheduled ESL Team Meeting period. The purpose of these meetings is to work collaboratively with

### **Part C: Professional Development**

each other to increase the cohesiveness of the ESL department, stay current on new trends and best practices in the ESL field, and plan for targeted instruction to increase the ELL students' knowledge and skills in the area of literacy, as assessed through formal and informal assessments both in and out of their general education classrooms and with the ESL team, as well as troubleshoot unexpected issues as they arise. Examples of topics already covered include: streamlining the NYSITELL and LAB-R process, turnkeying information on the Home Language Progressions and planning for implementing them, as well as using them to track student growth over time, and professional development provided by the ESL Coordinator to the new staff on Guided Reading, target small group instruction for beginners and how to best use data to inform instruction.

The final component of the 396 professional development plan is having the ESL staff provide professional development workshops to the rest of the staff. This will happen at times during the Monday PD block after school in 45 minute blocks. The first workshop is tentatively scheduled for December 2014 on Making the Classroom ELL Friendly: The Basics and will focus on making language comprehensible, being sensitive to the needs of ELLs, and an introduction to the difference between BICS and CALP. Follow up workshops are planned on: Adapting Lesson Plans for ELL Students: The SIOP Model (which will also include a focus on engagement, higher order thinking and assessment) and Understanding Cultural Diverse Child Rearing Practices to Better Understand the Whole Student (which focuses on looking at children through the lens of their families). Other opportunities for this learning occurs during 45-minute grade level team meetings (during the school day), where the ESL staff members push in to train select groups of staff on topics in 20-minute intervals on such topics as: Self-Assessment on How ELL Friendly your Classroom Is, BICS vs. CALP by Grade, New Language Progressions in General Education Classroom with Your ELL Students and NYSESLAT Test Prep. The first of these trainings begins in December 2014.

The materials needed for these workshops will consist of staff-made PowerPoints, handouts, and DVDs.

The three ESL teachers will run these workshops for the staff. While they will be doing them during school hours they will still exceed the weekly student times for their ESL students. All three ESL teachers push in to classrooms for 500 minutes per week, leaving an additional 150 minutes beyond the requirement for Beginner and Intermediate ESL students and an additional 320 minutes beyond for Advanced ESL students. Workshops (for all staff and/or small groups of staff) will occur about once a month.

### **Part D: Parental Engagement Activities**

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

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

**Part D: Parental Engagement Activities**

Begin description here: Parent engagement activities occur in two primary formats at PS 396, with other activities occurring on an ongoing basis (including ELL team collaboration and planning of individualized sessions with parents of ELLs during weekly parent engagement blocks).

The first format is the ESL Parent Course, where parents learn English from 2 staff members, both of whom are certified in Reading Recovery and one is a certified Bilingual teacher. This course runs 3 days per week from October-May for about 29 weeks and is 60 minutes in duration per class. Parents learn how to speak, listen, read and writing in English during this time. Parents were notified about participating in the class through translated flyers that went home, as well as through direct conversations in the home language.

The second format of activities for parent engagement at PS 396 involves having the ESL staff members run parent workshops throughout the year, targeted towards parents of ELLs. These workshops are 60 minutes in length and will occur either at the start of the school day after parents drop off their children or immediately after school. Providing both time frames is important for parents to ensure that more parents can attend, as a result of time constraints related to work, day care, etc. The first of these scheduled workshops will occur in December 2014. Topics to be covered during the year include: How to Help Your Child with Reading at Home, How to Help your Child with Writing at Home, How to Help Your Child with Math at Home, How to Help Your Child with Homework at Home and How to Prepare Your Child for the NYSESLAT. Workshop topics will be subdivided into grades K-2 and 3-5 so as to better target the content. Parents will be notified by translated letters going home in bookbags, as well as orally in the home language.

**Part E: Budget**

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

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

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

**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.
curricula, instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____