

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

School Name: P723X
DBN (i.e. 01M001): 75X723
Principal: CHRISTINE WALSH
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Superintendent: GARY HECHT
Network Leader: KATHLEEN LEFEVRE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Christine Walsh	*Principal or Designee	
Ricardo Hoyen	*UFT Chapter Leader or Designee	
Paula Gardner	*PA/PTA President or Designated Co-President	
Gertrudis Centeno	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	
Carolyn Mather	Member/ UFT	
Jamie Watkins	Member/ Assistant Principal	
Luisa Almonte	Member/ Parent	
Ndate Dieng	Member/ Parent	
Adriana Moreno	Member/ Parent	
Miguel Salamanca	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be an improvement in proficiency of student writing as evidenced by a 15% improvement over baseline skills as measured by the Developmental Writing Continuum.

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.

Upon review of 2014 New York State ELA results, student work samples and New York State Alternate Assessment (NYSAA), in the area for proficiency in written expression, it was noted that students' skills are below grade level. Based on the analysis from the Developmental Writing Continuum there was an improvement in writing skills from the previous year, however students are performing below grade level in the area of written expression. Student writing samples indicate that areas in need of improvement include grammar, fluency, supporting claims and organization skills.

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 implementation of a baseline writing task, including ELLs, alternate and standardized assessment students.
2. Using the Developmental Writing Continuum determine the next steps for students.
3. Teacher teams will examine student samples on a monthly basis and develop next steps for teachers to use to improve writing skills.
4. Ongoing assessment using the Developmental Writing Continuum of students' written work will take place during the 2014-2015 school year.
5. Use of materials including graphic organizers, computers, iPads, apps and journals, to support different learning styles and needs of students.
6. ELL students will receive additional support in the area of writing during their mandated ESL sessions.

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

1. Teachers will obtain writing samples from students in all classes
2. Developmental Writing Continuum will be given to all teachers.
3. Teacher teams will meet to discuss and analyze student work samples. Professional Development to support improved student writing will be identified.
4. Teachers will collect work samples and mark progress of students' writing by using the Developmental Writing Continuum as guide
5. Teachers will use Laptops, iPad, writing journals to support various learning styles of students
6. ESL teacher will use ESL strategies and materials with students.

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

1. Collection and review of baseline writing samples with attached Developmental Writing Continuum checklists.
2. Teacher teams will use Developmental Writing Continuum to formulate next steps for students to improve writing skills.
3. The data specialist will collect class progress sheets that indicate student movement across the continuum.
4. Administration will review student portfolios and summary sheets to observe student progress.
5. Administration and teacher teams will share best practices learned through data collection and teacher feedback.
6. Data Specialist will disaggregate results from NYS English As a Second Language Achievement Test (NYSELSAT) and Developmental Writing Continuum for ELL students and share with ESL teacher and administration.

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

1. September: baseline of student writing samples.
2. November: Inquiry Team begins monthly meetings and begins to review student work and make recommendations to classroom teachers.
3. November, January, March and June student writing is assessed using the Developmental Writing Continuum.
4. Beginning in November 2014 and ending in June 2015, administration will review portfolios or summary sheets to determine progress towards meeting the goal of a 20% improvement in writing skills
5. Beginning in November 2014 through June 2015 administration will note the impact of various materials on the writing skills of students
6. ELL students will be assessed at the same time as other students.

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

1. No costs associated with this activity.
2. No costs associated with this activity.
3. Use of common planning periods for teacher team meetings. Tax Levy funding for Per Diem Subs to support Professional Development activities.

4. No costs associated with this activity.
5. Tax levy funds, are used to support the materials needed to provide additional supports to students: including iPad, laptops, books, and writing journals.
6. Title III funds are used to support ELL students to become proficient in English.

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).

Daily progress sheets are sent home with each student to inform parents/guardians of their school work completion and behavior. Progress towards meeting IEP goals in writing are sent with report cards... Parents are encouraged to attend Parent/Teacher conferences, IEP meetings, school celebrations and workshops that provide the parent with the opportunity to view student work products.

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

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Goal and Action Plan #2

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

Annual Goal #2

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

. By June 2015, there will be improved mathematics proficiency for students in standardized assessment classes as evidenced by a 15% increase in scale scores over baseline scores as measured with formative and/or summative 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.

Based on the results of the 2014 NYS Math Assessment data and formative assessments, the data was analyzed by the Administrative Cabinet and School Leadership Team. The results indicated that students needed assistance in the following areas: Numbers and Operations - Fractions.

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. Teachers will review and analyze the data available for math results from the previous school year
2. Teacher teams will look at trends and start developing the "next steps" needed to improve student outcomes
3. Teachers will attend Professional Development offered by the NYC DOE and District 75 in the area of math.
4. Teachers will examine the CCLS and aligned lessons to the new standards.
5. Support will be provided to teachers with the new Common Core curriculum materials through coach support and webinars.

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

1. Administration and lead teachers will oversee the review of data with teacher teams.
2. Teachers will attend Professional Development to learn strategies to improve student understanding of fractions and the application of their knowledge to solve real-world problems.
3. Teachers will turnkey the information to their colleagues. The Common Core Library and EngageNY will be used to facilitate a better understanding of the new Common Core aligned mathematics materials.
4. Teacher teams will meet to develop lesson plans that have real life applications aligned with the Common Core Learning Standards.
5. Coach support will be requested from District 75; teachers will be able to view webinars on-line for the new math curriculum, manipulatives will be purchase, teacher inter-visitations to share best practices will be arranged.

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

1. Administration and teachers teams will examine data, including the item skills analysis, from the NYS Math Assessments to determine a baseline.
2. The online Performance Series will be used throughout the school year to monitor student progress.
3. Student progress on unit tests will be used to determine mastery of the skills identified and the need to refine instructional practices.
4. Teachers will share best practices to assist students with learning new skills.
5. Lessons will be reviewed by administration for alignment to the CCLS

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

1. September: Analyze student data from formative and summative assessments
2. October/ November: Performance Series is administered and data is used to guide Individualized Educational Plan (IEP) goals and instructional objectives.
3. December/January: review of student performance on unit tests and NYS Math aligned predictive tests.
4. February/March: Performance Series is administered and data is analyzed to determine remediation for students identified as not meeting the standards.
5. May/June: Performance Series is administered. Data from Performance Series and portfolio review is used to determine student growth and plan for Professional Development

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

1. No costs associated with this activity as common planning periods are used to analyze student work.
2. No costs associated with this activity.
3. Tax Levy and State Standards will pay for Professional Development costs including per diem substitute teachers or fees associated with the PD.
4. Common planning periods or administrative periods will be used for teacher team meetings.
5. Tax levy funds to support prep coverage, inter-visitations and materials required.

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).

Daily progress sheets are sent home with each student to inform parents/guardians of their school work completion and behavior. Progress towards meeting IEP goals in math are sent with report cards. Parents are informed of student progress during IEP meetings, Parent/Teacher conferences and report cards. Parent workshops and newsletters are provided to explain Common Core Learning Standards in the all subject areas including math.

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		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.

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, there will be an increase in teacher use of instructional strategies that result in increased teacher ratings based on analysis of HEDI ratings as evidenced by a 15% improvement of student performance in reading. Student growth will be measured by appropriate formative and/or summative 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.

Our 2012-2013 Quality Review indicated that improvement was needed to increase the effectiveness of feedback of classroom observations that results in improvement in student performance and teacher's professional growth. While the school has identified "student engagement" as an area in which teachers need to refine their practice in order to improve student performance and learning, the school needed to refine the observations of teacher practice by focusing on areas within the domains of Student Engagement. During informal walkthroughs administration has found that not all teachers are providing lessons that engage students at their levels of interest and differentiated for their learning styles. The belief system of the school focuses on the importance of effective student engagement to improve student outcomes

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. All teachers will participate in professional growth practices, including Inquiry Teams, to improve student engagement strategies which will promote improved student outcomes.
2. All teachers will view Student Engagement modules in Achievement Reporting and Innovation System (ARIS) and rate the techniques using the Danielson rubric.
3. All teachers will share best practices of student engagement with colleagues during common planning meetings.
4. All teachers will submit three highly effective lesson plans that provide highly effective examples of student engagement using the Danielson rubric as a guide.
5. Administration will review observation data using the Danielson rubric to measure progress of instructional strategies by teachers.

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

1. Teacher teams, Inquiry teams, School Based Coach
2. Teachers, Assistant Principals, School Based Coach, Principal
3. Teachers, School Based Coach
4. Teachers, School Based Coach, Assistant Principals, Principal
5. Assistant Principals, Principal

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

1. The data specialist will conduct an analysis of the results of the observation feedback cycle to determine if there is teacher growth in the area targeted instructional strategies using him Danielson rubric.
2. During feedback sessions and observations administration will review ratings in the area of student engagement to monitor teacher effectiveness.
3. During observations cycle's administration will note strategies used during delivery of instruction that promote student engagement.
4. Inquiry team site leaders will share lesson plans submitted by teachers that are aligned to Webb's Depth of Knowledge strategies.
5. Administration will analyze results of observation ratings, using the Danielson rubric, to determine effectiveness of the Inquiry team and strategies that promote increased student engagement. Administration will also review student performance in reading on an ongoing basis.

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

1. October 2014: Inquiry Teams will meet to begin discussion on student engagement.
2. Teachers will begin to view in ARIS, Student Engagement strategies beginning in November 2014 through January 2015.
3. Administrators will meet with teachers during Individual Planning Conference (IPC) to develop an individual growth plan in September 2014 that includes a focus on student engagement. In addition administration will provide written or verbal feedback in the area of Student Engagement beginning in October 2014 through June 2015.
4. Teachers will submit three lesson plans to Inquiry team site leaders in January, February and March 2015.
5. Administration will analyze observation results on a monthly basis beginning in November 2014 through June 2015. Professional Development needs will be formulated based on an analysis of the data in June 2015.

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

1. Inquiry Teams will be comprised of one person from 10 sites. The team will meet twice a month for 8 months for a 2 hour session at a per-session rate. Tax Levy, Citywide Instructional funding will support this activity.

2. Administrative periods will be used to provide time to teacher. No costs associated with this activity.
3. Tax Levy funding, Citywide Instructional funding to pay Per-diem rate teachers for teachers attending Professional Development related to improved instructional practices.
4. No cost associated with this activity.
5. Monthly cabinet meetings for administration to review data and inform professional development activities. No costs associated with this meeting.

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).

The school community is apprised of the instructional focus at SLT meetings, newsletters, posters in the school and parent workshops.

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, there will be an increase in proficiency in communication skills for alternate assessment students as evidenced by a 5% increase from baseline language skills as evidenced by formative assessment skills (ABLLS-R) and low inference data collected by teachers reflecting student progress.

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.

After reviewing the formative assessments including the Assessment of Basic Language and Learning Skills (ABLLS-R) and classroom low inference data collection from the 2013-2014 school year, we specifically targeted the domain of (Labelling-Naming objects, or their features, functions, or classes) for our alternate assessment students. Individual student strengths and needs will be taken into account for entry points for the 2014-2015 NYSAA in conjunction with the CCLS.

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. All teachers will participate in professional growth practices, including Inquiry Teams, "Lunch & Learns" and monthly faculty conferences, to review ABLLS-R data and teaching practices to improve communication skills for alternate assessment students.
2. All teachers will administer the ABLLS-R assessment in the Fall of 2014 for baseline data.
3. All teachers will establish instructional goals based on baseline ABLLS-R data and collect low inference data to see student growth in communication.
4. All teachers will submit baseline data of ABLLS-R by the first of November 2014 and will submit low inference data to administration monthly.
5. Administration will review baseline data of ABLLS-R during the month of November 2014 and monthly low inference data to measure progress of students and their communication skills.
6. All teachers will administer the ABLLS-R assessment in the Spring of 2015 to see student growth and progress.
7. Administration will review Spring 2015 ABLLS-R assessments to see student growth and progress.

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

1. Administration and School Coach will oversee the teacher teams and Inquiry Teams. Teachers and School Based Coach
2. Teachers will administer assessments with assistance from trained paraprofessionals.
3. Teachers with guidance from School Based Coach and Assistant Principal
4. Teachers
5. Administration Cabinet will review data.
6. Teachers and trained paraprofessionals
7. Administrative Cabinet

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

1. During observation cycles, Assistant Principals & Principal will review low inference data related to communication skills
2. Administration will check during observations/walkthroughs for evidence of implementation of ABLLS-R.
3. During "Lunch & Learns," collaborative team meetings teachers will review student data and progress towards improved communication skills.
4. Assistant Principals and Principal will review baseline data of ABLLS-R during November 2014.
5. School Based Alternate Assessment Coach will help teachers review their low inference data to meet the goal of 5 % increase in communication skills.
6. Administration and School Based Coach will check on implementation of the ABLLS-R during the Spring 2015.
7. Assistant Principals and Principal will review data of ABLLS-R in the Spring of 2015 to determine if the goal of 5 % increase in communication skills was met.

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

1. Teacher teams and Inquiry teams will meet in November 2014.
2. Baseline assessments for ABLLS-R will be conducted and submitted to Administration by November 2014.
3. Ongoing data will lead IEP goals beginning in October 2014-June 2015.
4. Teachers will submit baseline data to Administration by November 2014.
5. Administration will view data to see progress of students during classroom observation cycles.
6. Teachers will administer ABLLS-R to students in April/May 2015.

7. Final assessment for ABBLs-R will be conducted and submitted to Administration by June 2015

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

- 1. Citywide Instructional and TL funding will support the Inquiry and Teacher Team meetings.
- 2. No costs associated with this activity.
- 3. MOSL and Citywide Instructional funding will support part of the activity not completed during prep or administrative periods.
- 4. No costs associated with this activity.
- 5. No costs associated with this activity.
- 6. No costs associated with this activity.
- 7. No costs associated with this activity.

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).

Daily written communication is provided to parents. Progress towards meeting IEP goals are sent with report cards. Parents are informed of student progress during IEP meetings, Parent/Teacher conferences and report cards. Parent workshops and newsletters are provided to explain the mode of communication for their child. Parents are invited into school to meet with the providers to assist with using materials in the home.

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

E. 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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000, Lexia, Foundations, Wilson, Reading A-Great Leaps, SMILE, SRA, Verbal Behavior, Unique Learning	Small group, 1-1 instruction	During the school day
Mathematics	SumDog Math, Math Facts Competitions, SuccessMaker, Unique Learning	Small group, 1-1 instruction	During the school day
Science	Brain Pop, Urban Advantage, Mobile Science Cart, Discovery Learning	Small group, 1-1 instruction	During the school day
Social Studies	Achieve 3000, Debate Team, Weekly Readers, Time Magazine	Small group, 1-1 instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional Literacy, Social Skills, Verbal Therapy, Character Education, Get Ready to Learn	Small group, 1-1 instruction	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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 newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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 as well as reduced class-size, and/or push-in services.
 - 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.

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 September 30, 2014.

Part A: School Information	
Name of School: 723X	DBN: 75X723
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 6 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

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: P723X has 533 students in our school. Forty one students are English Language Learners (ELLs) which is 6.33% of our total population. BIS-mandated students have alternate placement paraprofessionals who speak their language (Spanish). Most of our forty one students speak Spanish and are in the following grades: 2 in First Grade, 3 in Second Grade, 4 in Third Grade, 3 in Fourth grade, 2 in Fifth Grade, 4 in Sixth grade, 8 in Seventh grade, 8 in Eighth Grade, 5 in Ninth grade, 1 in Eleventh Grade, and 1 in Twelfth Grade. Presently we have 1 ESL teacher. Our certified ESL teacher will provide English as a Second Language (ESL) push-in /pull out program that consists of 22 students in Standardized Assessment and 19 students in alternate assessment. Forty One ELL students attend ESL only programs. These 41 ELL students receive ESL as required under NYS CR Part 154. Balanced Literacy, the uniform curriculum, and an emphasis on the development of phonemic awareness and comprehension skills through literature-based and standards-based materials and activities, and scaffolding techniques are integrated into instruction at 723X. ESL instruction is aligned with New Language Arts progressions, and New York content-area standards. Some LEP/ELLs in 723X will participate in alternative assessments, ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA). Students at 723X have the following disability classifications: autism, intellectual disability, emotional disturbance, and multiple disabilities.

723X plans to begin a Title III After school instructional program that will target 6 ELLs of whom six (6) are alternate students placed in 6:1:1 and 8:1:1 ratio in grades 6th, 7th, and 8th. 1 certified ESL teacher, and one bilingual paraprofessional under the direction of the ESL teacher will address New Language Arts Progressions, NYS ELA Common Core Learning Standards and NYS Common Core Content Area AGLIs. This program will be supervised by an administrator. The bilingual paraprofessional will be a class paraprofessional. This ELL class will consist of a 6:1:1 configuration. Based on 2014 NYSESLAT data, these six students are targeted for the title III program because they are at the beginner level and are close to transitioning to the intermediate level in their alternate assessment. The theme of the after school program for these ELLs will be "Exploring our cultures". The language of instruction for the after school Title III program is English. Our Title III instructional program will take place from 3:00 - 5:00 PM on Tuesdays and Thursdays from early January through beginning of May for a total of thirty (30) two-hour sessions for 15 weeks. 723X serves LEP/ELL students with special needs and a major goal of instruction for these students is to prepare them for competitive real world situations. Possessing adequate and appropriate communication and socialization skills, self-directed supports, and the ability to make sound choices in the real world are the greatest predictors of success in the work-world for individuals with cognitive and other severe disabilities (Hughes, C. & Carter, E., 2000, Martin, J., Mithaug, D., Oliphint, J., Husch, J., & Frazier, E., 2002).

Part B: Direct Instruction Supplemental Program Information

The after school class will be conducted by a certified ESL teacher who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Learners (QTEL) scaffolds (Walqui, 2005).

As supported by research (Diane Nelson Bryen, D.; Potts, B.D.; & Carey, A.C., 2007; Murphy, J., 1998; Cameron, L. & Murphy, J., 2002), IEP driven augmentative and alternative communication (AAC) systems (e.g., single-loop voice output devices, symbols, gestures, etc.) will be used to assist LEP/ELL students who have severe communication disabilities.

Technology and music will be infused into instruction to enhance student learning, and as a solution to the problem of access and equity for ELLs with severe disabilities (Birnbaum, B., 2003). Instruction will address the New Language Arts Progressions, New York State ELA, Common Core Learning Standards and New York State Content Area Learning standards.

The goal of instruction in the Title III after school program at 723X is to provide additional support and opportunities for LEP/ELL students with moderate to severe cognitive and multiple disabilities to increase their listening, speaking, reading, and writing skills in English. The ESL teacher will use the learning experience format to deliver instruction that is differentiated that can give our students to have an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations.

723X will use the following assessments to identify which strategies will be the most beneficial for ELLs: Brigance for Alternate Assessment, NYS ELA Interim Assessment and NYSESLAT results. The title III after school program can better prepare LEP/ELL students by addressing the students listening, speaking, reading, and writing skills in English and their employability skills. Student performance on last year's New York State English as a Second Language Achievement Test (NYSESLAT), the ELA New York State Alternate Assessment (NYSAA), and the Brigance™ Employability Skills Inventory, and as well as teacher-made pre and post checklists will be used to determine the impact that the title III program, "Exploring our cultures," will have on ELL students.

As stated above, the theme of the after school program will be "Exploring our cultures." Students will participate in engaging activities that help them to communicate such as:

- Create a book called "All about our cultures"
- Learn and perform a song and dance from a student's culture
- Identify foods from different countries
- Write family favorite recipes and make it into a book

Part B: Direct Instruction Supplemental Program Information

- Have students explore a culture using books, music & internet sources
- Compare and contrast two different cultures

For the alternate assessment population, each of 6 students will have a job in the classroom for the week, practicing communication skills by using vocabulary taught in alignment with each student's job task, or communicating with picture symbols.

They will also have a chance to utilize ESL Brain Pop as a part of integrating technology into ESL Afterschool Program.

Our after school program will enrich and reinforce instruction provided during the day by integrating technology and music into our classroom. The computers and music will be used as a part of a lesson and also as a motivating tool for the students. They bring lessons to life and makes them more interesting for the students. Technology is known to have positive affect on ELLs with special needs. According to research, technology integrated classroom has positive effects on the instructional process on basic and advanced skills (Bialo & SivinKachala 1996; Dwyer, 1994).

As a result, students become more independent learners and self-starters. They also gain an ability to teach others about their new knowledge. For the alternate assessment students, technology can help them train visual attending, gaze shift, tracking and also develop receptive language skills for language delayed ELLs. After school activities will include listening to music, playing various musical instruments, moving to music, explore a culture using books and internet, write family favorite recipes, and singing to spark their interest. The music and technology will assist students by enabling them to use their bodily/kinesthetic intelligence in "Exploring our cultures." According to the author of an article "The Benefits of Music Therapy for Autism," musical awareness has a potential to encourage communication. The music will give an autistic individual a chance to express themselves freely. They can make noise, bang instruments, shout and express and experience the pleasure of emotional satisfaction. Adding music to the after school program will help autistic individuals by teaching them social skills, improving language comprehension and making creative self expression possible.

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

Part C: Professional Development

- name of provider

Begin description here: 723X plans to use Title III funds to create a Title III study program for the paraprofessional. The professional development program will focus on communication needs of ELL students who will participate in the Title III after school program by watching ESL related webcast online, read ESL books, and discuss various ESL related topics such as ESL strategies, how to teach English Language Learners, and other important ESL issues.

The study group will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning for instruction of LEP/ELLs in order for students to improve the communication skills necessary for success in everyday situations. The study group's theme will focus on the students' writing with an emphasis on "Exploring our cultures".

This professional development initiative is aligned to the instructional after school program and will provide technical support and resources to the Title III staff. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and application of what's gained during PD to the classroom to teachers having a leadership role in their own training (Galbraith, P. & Anstrom, K., 1995).

The Title III ESL teacher will be the provider of the PD and lead the study group discussions and presentations. The Title III Study Group consisting of the ESL teacher, one paraprofessional and one administrator will meet on Mondays for 3:00-4:00 every week on Mondays from January 7 to May 1 after school for fifteen weeks. Topics covered are the following: "Competitive Real World Situations"; "How to Research Online for Specific Information" and "How to use Picture Symbols to Communicate".

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of LEP/ELL students that participate in the Title III program will attend a weekly parent program that is tied to the instructional after school program. This parent program will be provided by the Title III ESL teacher, and supported by the bilingual paraprofessional. The Parent Involvement Component of the Title III program will take place on 15 Wednesdays from 3:00 - 4:00PM throughout the program, from January 7 through May 1, and will be led by the Title III ESL teacher. Additionally, parents will be invited to participate in the program with their child during the instructional sessions. They will utilize the computer and the internet to explore information sources in English and in their native language (Spanish). Parents will have an opportunity to create and access blogs for

Part D: Parental Engagement Activities

themselves and their youngsters, peruse Craig’s List, use search engines, learn about resume-writing and preparation for job interviews, in order to support and direct their youngsters in their preparation for the work world. Parents will also have an opportunity to meet with the ESL teacher, one paraprofessional and their youngsters during Title III after school activities to which they are invited. Parental involvement (Kalyanpur, M. & Harry, B., 1999; Dunst, C, 2007) and integration of technology (ISTE, 2000; (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997) and music into instruction are both supported by research and enhance both parent and student learning, and can be used to narrow the “digital divide” between people of low socio-economic status (SES) and the more affluent (International Reading Association, 1991). A bilingual (Spanish) paraprofessional will provide interpretation and translation support for parents. 723X will send out a letter explaining our Title III program in English and Spanish, including workshops available for parents. The letter will be distributed in early November at parent teacher conferences , it will also be mailed out to the parents or guardians of our ELL students and a copy of the letter will be sent home with all of the Title III students. Bilingual paraprofessional will translate the documents and present oral information effectively to the students and their parents in their native language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7862.65	Instruction: (\$ 6669.40) 1 teacher x 2 days per week x 2 hours per day x 15 weeks x \$50.50 = \$ 3030.00 1 paraprofessional x 2 days per week x 2 hours per day x 15 weeks x \$29.05 = \$ 1743 1 supervisor x 2 days per week x 1 hour per day x 15 weeks x \$52.84 = \$ 1585.20

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>1 Secretary x 1 hour per day x 10 weeks x \$31.12 = \$ 311.20</p> <p>Professional Development: (\$ 1193.25)</p> <p>1 teacher x 1 day x 1 hour x 15 weeks x \$50.50 = \$ 757.50</p> <p>1 paraprofessional x 1 day x 1 hour x 15 weeks x \$29.05 = \$ 435.75</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$ 647.75</p>	<p>Supplies (\$647.75)</p> <p>Colored Paper Chart Paper (5) 24x32 - \$24.45</p> <p>Colored Paper Chart Paper (5) 24x16- \$14.50</p> <p>Composition Book Ruled (30) - \$69.60</p> <p>Sheet Protectors (5) - \$33.50</p> <p>Oxford Decoflex Desktop File Blue (3) - \$54.15</p> <p>Index Card Case (4) - \$6.84</p> <p>Glue Sticks (5) - \$2.95</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Kids scissors with rack (1) - \$5.72 Dixon Pencils Black(5) - \$15.00 Clasp Envelopes 6W x 9H (5) - \$44.80 Clasp Envelopes 7 1/2W x 10 1/2 - \$54.10 Clasp Envelopes 12W x 15 1/2 - \$93.75 Composition Black Marble Wide Ruled (40) - \$67.60 Staples Tab Dividers (5) - \$20.70 Index Cards (2) - \$5.42 Dixon Pencil Yellow(7) - \$24.15 Pentel Sharp Automatic Pencil 0.9mm(5) - \$13.20 Pendaflex Hanging Folders (5) - \$50.28 Balt Navigator Floor Stand (1) - \$47.04
Educational Software (Object Code 199)	\$436.00	Brainpop ESL - \$436.00
Travel	_____	_____
Other	\$ 2,253.60	Parental Involvement: (\$ 2253.60) Metro Cards \$5.00 x 15 weeks x 12parents = (\$ 900) 1 Paraprofessional x 1day x 1hr x 15

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		weeks x \$29.05 = (\$435.75) 1 teacher x 1 day x 1 hour x 15 weeks x \$ 50.50 =(\$757.50) Refreshments for Parents = (\$160.35)
TOTAL	\$11,200.00	\$11,200.00

**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 75	Borough Bronx	School Number 723
School Name 723X		

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 Christine Walsh	Assistant Principal Ron Rodkin
Coach	Coach
ESL Teacher Natalie Lim	Guidance Counselor Talia Intrator
Teacher/Subject Area Susan Cash/science	Parent Waleska Santiago
Teacher/Subject Area Michelle Hyman/Social Studies	Parent Coordinator Jaclyn Ortega
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	553	Total number of ELLs	35	ELLs as share of total student population (%)	6.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	35
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	5

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	0	14	0	0	5	0	0	35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	16	0	0	14	0	0	5	0	0	35
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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: <u>0</u>	
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	0	0	3	3	1	4	4	6	4	2	1	3	2	33
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	1	0	0	0	0	0	1
TOTAL	0	0	3	3	2	4	4	7	4	2	1	3	2	35

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)	0	0	3	3	2	4	3	7	2	2	0	2	1	29
Intermediate(I)	0	0	0	0	0	0	0	0	2	0	0	0	1	3
Advanced (A)	0	0	0	0	0	0	1	0	0	0	1	1	0	3
Total	0	0	3	3	2	4	4	7	4	2	1	3	2	35

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

We use ECLAS and NYSESLAT results as our assessment tool to assess the early literacy skills of our ELLs. We also use their portfolios to assess them as well. Based on the result of NYSESLAT, all students show a higher level in listening and speaking. Reading and

writing are the areas to focus. The school will concentrate on these areas by providing additional help in the form of teacher collaboration, extended minutes of instruction, and additional help provided by coaches and mentors.

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

The data patterns across proficiency levels on the LAB-R and NYSESLAT revealed that the students need to work on their reading and writing skills. In content areas, all the students are performing comparably well to their non-ELL peers. For alternate assessment students, we use portfolios, notebooks and teacher observations in addition to their NYSSA results. Academic language is developed through content area instruction in ESL.

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

The result of the NYSESLAT will guide me to focus more on the areas most of the ELL population need to work on. Professional Development activities need to address the needs of the alternate placement paraprofessionals. The alternate placement paraprofessionals will assist teachers in incorporating reading and writing strategies. They will also incorporate study skills and organizational strategies in student's daily lessons. We look at student portfolios and evaluate their work to assess progress. We use the 2012 NYSESLAT scores by modalities to drive our ESL instruction. According to the result of the NYSESLAT 2012, all of the student needed to improve in reading and writing portion of the test.

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?

For every grade levels and proficiency levels, we found that they are very strong in speaking and listening portion of the NYSESLAT. However, they need to improve on reading and writing portion of the NYSESLAT. We do not have a dual language program in our school.

723X uses the Performance Series (Scantron) for all of our students. Performance assessments are designed to provide detailed information about individual student's strengths and areas for improvement. The purpose of the performance series assessment is to provide detailed information about individual's strengths and areas for improvement.

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](#).)

Instruction for ELLs will be differentiated to meet students' diverse needs. It is tailored to meet ELLs Language needs and incorporated into research based intervention strategies. 723X will focus on improving the quality of ELL instruction and make sure all the ELL students will have ongoing opportunities to succeed. 723X will follow 4 steps to meet Response to Intervention; universal screening, strong core instruction, intensive instruction, and progress monitoring. Universal screening is done to establish a baseline performance. For ELL students, universal screening is Home Language Survey. Strong core instruction will include but not limited to making lessons meaningful, teaching complex thinking, and developing language and literacy curriculum that is easier for ELL students to understand. For more intensive instruction, differentiated I instruction is crucial. It is also important to identify that need further intervention to improve their academic skills. The progress monitoring will help teachers to make an informed academic decision about ELL students. ELL students' progress will be monitored throughout the year and it will be modified accordingly.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We evaluate the success of our ELLs by the result of NYSESLAT and other assessments such as NYSSA, ELA, State Math, State Science, and State Social Studies in school. We also look at their portfolios and compare their work to what they've done previously. We will evaluate their portfolio by analyzing rubrics. Because numbers alone can not show the depth of the program, we will use individual interviews, student observations, portfolios of the student's work and the results of the assessments. We do not have any high school ELLs who participates in NYSSA. At 723X, we use assessments from Foundations and teacher created assessments for ELL's. These assessments provide more detailed information about alphabet recognition (lower and upper case), the ability to write the letters of the alphabet, knowledge of letter sounds and how many words a child knows in English. These assessments are given in addition to the

LAB-R test which is given to all potential ELL's. We use all of the information from these assessments to group students and set goals for instruction for each child. Data used to inform instruction comes from several sources including standardized tests and teacher assessments. With regards to patterns in proficiency levels reflected in the last NYSESLAT results, the scores indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To fulfill this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty. We will also schedule Shared and Interactive Writing activities and Writing Workshops with more frequency and differentiate instruction in small group settings. Our school has not participated in the optional ELL Periodic Assessments due to the large number of other assessments that students are given regularly. These include ELA Predictives, Math Predictives, the Social Studies Practice Exam, and other assessments across various units of study. We evaluate the success of our ESL program based upon student progress and achievement. The NYSESLAT is a good indicator of English language development across the modalities of listening, speaking, reading and writing. We also measure student progress using teacher assessments and student portfolios. We use teacher assessments to monitor concepts that were recently taught and we have found that these assessments measure student progress in more detail. We also use portfolios to reflect authentic activities that students have been learning in the classroom and to provide a multidimensional perspective of student growth over time. An ESL teacher and a classroom teacher will work together based on a student's patterns across NYSESLAT modalities especially reading and writing portion. An ESL teacher and a classroom teacher will analysis NYSESLAT along with other standardized tests to understand the needs of a student. The result of ESL periodic assessments and other standardized test contribute to the way instructions are being focused. We make sure that a child's second language development is considered in instructional decisions by developing an action plan to address the need of the student. It is also crucial to monitor the action plan along the way.

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

723X features ESL program only.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). We also use portfolios to evaluate authentic student work and provide a multi-dimensional perspective of growth over time. We evaluate the success of ELL program by NYSESLAT and other informal assessments.

Part IV: ELL Identification Process

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

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

All options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level for the special education students. When ELLs first enroll in our school, our ESL teacher will administer home language questionnaire to determine their eligibility as an ELL student. Next, they will take LAB-R test to determine their placement. The ELL identification process must be completed within 10 school days of initial enrollment as per CR Part 154. After the test result comes out, a student will be placed in an appropriate program. In spring, ELLs will take the NYSESLAT. If they pass the test, they are no longer an ELL. In order for a student to be identified as an ELL, his home language has to be a language other than English. Afterwards, an informal interview is conducted in native language and English. An informal oral interview in English and when necessary in the native language is conducted for each students whose Home Language Survey and other background information indicate that he or she may be an ELL. The informal interview gives a preliminary assessment of a student's understanding and ability to speak English. This interview is not intended to provide a complete assessment of a student's oral language proficiency. The informal

interview does not take the place of the formal identification process. This interview is not intended to provide a complete assessment of a student's oral language proficiency. The informal interview does not take the place of the formal identification process. If a student speaks language other than English and he speaks little or no English, then he needs to take LAB-R. Finally, a student is placed in either bilingual education or freestanding ESL program. All of the options will be explained to parents during the parent orientation for ELLs. ELL Identification Process will be completed by a licensed pedagogogue. Translation services are available during ELL Identification Process. Parents are given information about the existing language programs (TBE, DL and Freestanding ESL) 723 X only features freestanding ESL only program at this time. Also there will be a flyer describing all the options for parents. Most of the documents will be translated in Spanish. We make an appointment with the parents to make sure that entitlement letters, parent survey and program selection forms are returned. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogogue. This survey lets school staffs know what language students use in their home. The only way a school can maximize a parent's choice is to continuously monitor whether or not it is meeting parents' needs as indicated on these forms. Parent's demand dictates what ELL programs schools should provide. The Parent Survey and Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. Parent coordinator and school staff should use the survey portion of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful and timely. Parent coordinator and other designated school personnels have access to these forms and checklists throughout the year in a centralized location. It is also important to talk with district-based ELL specialists about specific strategies for storing and accessing ELL data. Finally, information about the school's ELL population is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the ATS system at the school. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for your school. ESL teacher can ensure that information for the BESIS is entered into ATS. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) Some parents still requests ESL program and some parents do not want the program anymore. The program model offered at our school is aligned with parents' requests. In New York State, there is a very specific initial identification process designed to determine whether a newly enrolled student maybe limited English Proficient. This initial process must be conducted within the first two weeks of a student's enrollment. (1) Administration of the Home Language Questionnaire (2) Conducting an informal interview in English and in native language (3) Administration of a formal English assessment (4) Placement in an appropriate Program ATS reports such as RLER is being used to determine NYSESLAT and LAB-R eligibility. I also check NYSESLAT results by looking at a report called RMSR. I organize students' information by sites. Then I organize their information by their grade. Finally, I administer NYSESLAT accordingly. Completion of the Home Language Survey upon registration. Within 5 school days of enrollment, ESL teacher will provide students with Home Language Survey if it is not already done by CSE , and administration of LAB-R. Parent Orientations ensure that parents understand that there are three options of program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for English language learners. The first Parent Orientation is held each fall. Parents and guardians of newly enrolled ELL's are invited to attend the Orientation through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed. All Spanish speaking new students to a NYS school who score at or below the cut scores on the LAB-R must be adminhistered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual or ESL 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.

723X sends letters of placement, entitlement or non entitlement to parents of all students tested for English language proficiency each fall. Parents of students who are newly enrolled ELL's receive an entitlement letter. This letter states that the child has been tested with the LAB-R screening test and scores indicate that the child is entitled to receive English language support services. This letter encourages parents to attend a parent orientation session and select their program of choice for English language support. If the parent indicates that they would like to keep the child in school at 723X, where we offer ESL services, the parent then receives a placement letter stating that the child's progress will be monitored each spring with the NYSESLAT. Parents of students whose scores on the NYSESLAT indicate that the child no longer requires additional support in English, receive a non entitlement/transition letter indicating that ESL services are no longer needed.

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

Parent Survey and Program Selection Forms are filled out by parents of newly enrolled ELL's at Parent Orientations held throughout the year. Parents are invited to these orientations through letters sent home and phone calls. If parents do not select a program, the student is automatically placed in our ESL program. 723X does not currently have enough native speakers across contiguous grades to meet requirements for a bilingual class.

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 criteria and procedures to place identified ELL students in programs, begins with the Parent Orientation. At Parent Orientations, parents are informed of their choices for programs that offer English language support. Parents receive materials about ELL programs in their home language, and ask questions about ELL services with assistance from a translator, if necessary. Parent volunteers, Parents watch an informative video, created by the NYC Department of Education, in their native language. Parents understand that currently, there are no Bilingual classes offered at 723X because there are not enough students on two contiguous grades to form a bilingual class. Parents also understand that they can opt for another school in the district, or stay in ESL program at 723X. At the end of each orientation, the ESL teacher collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. English language learners are placed in programs according to their parents' requests. All the ELL parents at 723X selects the ESL program, as it is the only program offered at this school. Thus far, over the past three years, all parents attending an orientation have elected to keep their children at 723X and in ESL. Our program model (ESL) is aligned with parent requests. For the past few years, no parent has requested bilingual services in the school or the district. Parents will constantly be able to communicate with school staff in native language if they are unable to communicate in English.

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.

NYSESLAT is administered to all ELLs every year. We use ATS report such as RDGS, BESIS, and updated compliance binder to determine all ELLs. In order to determine the eligibility for LAB-R and NYSESLAT, we use RLER report from ATS.

Our ESL teacher administers all the parts of the test annually. To ensure, all the parts of NYSESLAT is administered, the teacher will make a testing schedule per site to make sure all the ESL students are being tested. Along with NYSESLAT schedule, our ESL teacher will use a tracking sheet daily to update any necessary information.

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. **D**
After reviewing the Parent Survey and Program Selection forms for the past few years, all 35 ESL parents requested ESL service. Therefore, the program models offered at our school are aligned with parent's requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We have heterogeneous push-in and pull out ESL program in our school. ESL instructional minutes are delivered through providing constant number of minutes everyday of the week. The program models we use at 723X are ungraded and heterogeneous group.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - (2) The content area in ESL is delivered in English. Sometimes, if a student is a beginner, his bilingual paraprofessional comes with him to translate for him. We have 35 ELLs who receive ESL services. For the second grade, we have 3 students. For the third grade, we have 3 students. For the fourth grade, we have 2 students. For the fifth grade, we have 4 students. For the sixth grade, we have 4 students. For the seventh grade, we have 7 students. For the eighth grade, we have 4 students. For the ninth grade, we have 2 student. For the tenth grade, we have 1 student. For the eleventh grade, we have 3 student. For the twelfth grade, we have 2 students.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

As an instructional approach, I use lots of visual cues along with the vocabularies for the content areas. A free-standing English as a second language program consists of a program of instruction composed of two components: a language arts and a content area component. The language arts component is delivered through instruction in English Language Arts and English as a Second Language. The content area component is delivered through instruction in English and ESL methodologies. Beginner and Intermediate students receive 360 minutes of ESL services. Advanced students also receive 180 minutes of ESL and 180 minutes of ELA. Currently we have no SIFE but at such time that we do they will receive tutoring from a peer tutor to help to develop their initial literacy in native language, and a nurturing environment to facilitate language production. P723X follows the English Language Arts standards as a guide to instructional planning and assessment. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to long term Limited Proficient/English Language Learners along with the NYS learning Standards for English. Our ESL program will focus on explicit reading instruction with consistent feedback, guided reading, teaching learning strategies, and lots of other reading activities. CD ROM versions of children's books are particularly helpful for the second language learners because they can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. Children's storybooks are now available in CD-ROM versions that offer an audio component with a good visual support. Our ESL instructions will be in collaboration with content area teachers. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), graphic organizer, and Cooperative Learning. Students no longer requiring Bilingual or ESL services according to the NYSESLAT will be supported for two years with

ESL services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment. We strive to provide opportunities that are multi-sensory and kinesthetic in nature. The school will concentrate on reading and writing areas by providing additional help in the form of teacher collaboration. The ESL teacher will have common planning sessions with the collaborating teachers by using real objects, photographs, graphic organizer, software, ESL materials, classroom libraries, Foundations, Wilson reading program, Head sprout, Read 180, Achieve 3000, Ramp up, and incorporating technology to enhance students' outcomes. We have 24 beginners in our school but there are none for the SIFE population. If we had a SIFE student, we would use lots of modeling, graphic organizers and visual aids. I also would engage beginning level students in using basic social and school vocabularies, phrases and sentence structures along with pictures. I would also encourage peer to peer interactions to increase speaking, listening, reading comprehension and writing skills. As students progress, continue to contextualize instruction of more complex language forms and uses: subject specific academic vocabulary, grammatical forms, and sentence structures used in listening, speaking, reading and writing. I would also teach and model ways for students to describe their thinking processes verbally and in writing. Instruction is given exclusively in English using ESL methodology in order to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. Currently, there are 40 students being served in the ESL program. English Language Learners (ELLs) from kindergarten to grade twelve are grouped according to their level of English language proficiency and grade level. The school utilizes 45 minute blocks across eight teaching periods per day.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We have alternate bilingual paraprofessionals and some native language books along with multi-media materials. 723X provides a bilingual para professional who can translate lessons, homework, letters, and classwork in native language in the classrooms.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Beginner and Intermediate ELL's are mandated to receive 360 minutes of support each week. Advanced ELL's are mandated to receive 180 minutes of support each week. Advanced students require less support and benefit from push-in instruction. Special Education students are served as per their IEP's. Since we have a small population of English language learners, the ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels. Students receive additional minutes and continued support in English through an instructional. All of the content areas are explored in ESL through Guided Reading, Shared Reading, Independent Reading, Word Study and Writing activities. The ESL teacher also actively communicates with the classroom teachers of ELLs in order to maintain a level of consistency between classroom and ESL instruction and the integration of language and content. Students also study in the content areas with their classroom teachers who utilize visuals, gestures, slower speech and highlighting on vocabulary to make content comprehensible to English language learners.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

There are currently no SIFE ELL Students at 723X. The teacher will get to know the students as much as she can. ESL teacher will use research based instructional strategies to enhance their learning. The teacher will collaborate with classroom teacher to assist ELLs. ELL's receiving services between 4-6 years follow English only classes with more content based ESL instruction. The long term ELL students receive more complex curriculum followed by small group activities. The former ELL students will receive more comprehensive support. The ESL teacher will make content even more comprehensible for all students by providing ELLs with alternative ways of accessing key content to help them to learn the same material as other students as they continue to develop their English language skills. We use strategies such as Cooperative Learning, which encourages interactive student participation and promotes social and academic language skills. At 723X we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Beginner ESL students receive more support in the content areas since they tend to be behind academically in all subjects. Newcomers also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. The Cognitive Academic Language Learning Approach is used as a strategy to provide content-based ESL instruction for students at the Intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners. One of our goals for the invention programs for ELL population is to develop academic language skills. It is important to distinguish academic language skills from conversational language skills. Many ELLs who struggle

academically have well-developed conversational English skills. To succeed academically, students need to develop the specialized academic language, which is distinct from conversational language. This is particularly true when we consider the large number of English learners who have good word reading skills but weak comprehension skills. Many of these learners especially in the upper elementary, middle, and high school years have insufficient English vocabulary levels.

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?

The ESL teacher will make content more comprehensible for all students, collaborate with content area teachers and research based ESL strategies will be used to enhance their English proficiency. All the material used will be common core aligned materials such as Achieve 3000, Boardmaker, and Brainpop.

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?

Our ESL teacher will make sure to work with all the school teachers, para professionals and counselors to have a better understanding of ELL population in our school. By communicating with parents and all the other school personnel, we will try to communicate with each other as much as possible about the student and constantly use different strategies to improve ESL student's English proficiency as much as possible.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

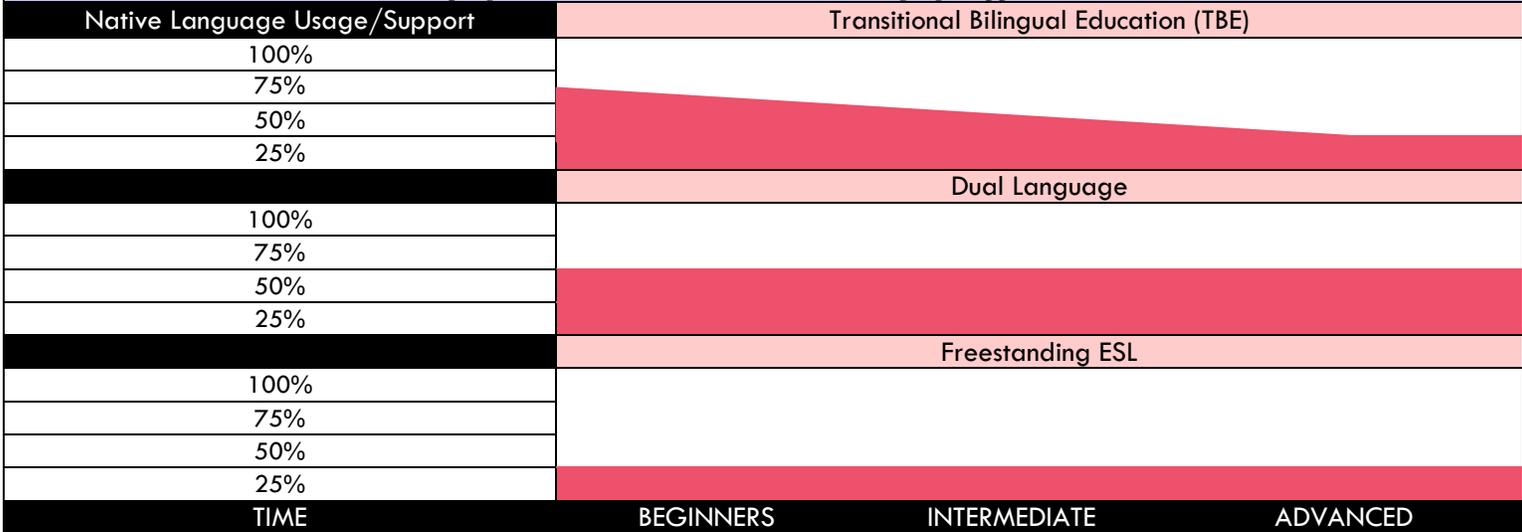
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

For ELLs in ELA, here are some of the ways 723x addresses the individual needs of ESL student, from lower to higher levels of English language fluency. 723X uses lots of graphic organizers. After listening or reading a book, younger student or newcomers can draw pictures illustrating the beginning, middle, and end of the book on a graphic organizer to gather their thoughts about a book. For ELLs in Math, the main focus will be math vocabulary comprehension to enhance their understanding about math. For ELLs in Social Studies, the main focus will be Social Studies Vocabulary Comprehension. One of our goals for the invention programs for ELL population is to develop academic language skills. It is important to distinguish academic language skills from conversational language skills. Many ELLs who struggle academically have well-developed conversational English skills. To succeed academically, students need to develop the specialized academic language, which is distinct from conversational language. This is particularly true when we consider the large number of English learners who have good word reading skills but weak comprehension skills. Many of these learners especially in the upper elementary, middle, and high school years have insufficient English vocabulary levels

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

All teachers are aware that they are teachers of ELLs. Our ESL teacher will work together with content based teachers to accommodate ELL students. All the teachers will have a meeting to discuss the effectiveness of our ESL program.

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

There are no plan for new programs or improvements considered for the upcoming school year yet.

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

There are no plans to discontinue any programs at this time

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

ELL students have access to all school programs. The ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment Title programs III program will be provided after school for the ELL students. There will be an after school program for the ELL students in our school.

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

As a guide to instructional planning and assessment, P723X follows the English Language Arts standards. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to Limited Proficient/English Language Learners along with the NYS Common Core Learning Standards for English and New York State Common Core ESL Standards. We strive to provide opportunities that are multisensory and kinesthetic in nature by using real objects, photographs, graphic organizers, softwares, ESL materials, classroom libraries, inclusive of Native Language books, Foundations, Achieve 3000, Lexia, Wilson reading program, Head sprout, Read 180, Ramp up, incorporating technology to enhance student outcomes. NYSESLAT results will guide the ESL teacher's instructional plans. All students will receive the required units of instruction mandated under Commissioner's Regulation Part 154 (C.R. Part 154). For the K-8 students, beginners are mandated to receive 360 minutes, Intermediate 360 minutes, and advanced students receive 180 minutes. For the high school students, beginners are mandated to receive 540 minutes, intermediate students are mandated to receive 360 minutes, and advanced students are mandated to receive 180 minutes.

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

We do not have TBE or Dual Language Program. Native language support is delivered through native language books, bilingual paraprofessionals, and native language based websites. The Native language support is provided by the bilingual alternate placement paraprofessionals.

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

For the newly enrolled ELLs, I would provide a lot of modeling, tap into student's prior knowledge, use many visuals/manipulatives,

teach key vocabularies, speak slowly and utilize cooperative learning methods with them. This instructional program will be explicitly aligned with New York State ESL Learning Standards and the New York State ELA learning standards and the New York State content-based Common Core Learning Standards. For bilingual students, we are providing paraprofessionals who speak their native language. The ESL teacher and a bilingual paraprofessionals are in close collaboration with the classroom teachers. The use of software and multimedia enhances and supports the instructional program. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning and the infusion of the arts and the use of technology. The classroom library contains books in English. Our ESL teacher will use the following books: Longman Photo Dictionary of American English, Get Ready to Write, and English books on folktales, fiction and non-fiction. Our teacher also uses computer and other technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Several staff members provide support services to English language learners at 723X. All ELL's may receive academic intervention services in addition to ESL support. In addition to ESL services, support services include Academic Enrichment, Speech, Adaptive Physical Education, School Nurses, Psychologists, Social Workers, Counseling, Occupational and Physical Therapy. All ELL's are exposed equal access to both academic and after school programs. School calenders, letters and information regarding extracurricular activities are translated into each students' language to facilitate communication between home and school. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support due to close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program and additional extra help. All the materials that will be used in our ESL program is age appropriate and NYS common core aligned materials.

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.

723X will post signs in multiple languages. The school will enlist a bilingual morning greeter to welcome all newly enrolled ELLs and their families. The classroom will have bilingual book to help them feel welcomed. 723x Willll schedule an enrollment night to give ELL students and their families to learn about the enrollment process and school policies with interpreters on hand. The school will also assign each family a school contact who speaks their language and guides them through the enrollment process. 723X holds Parent Orientations for incoming students. There is also a special Open House and School Tour prior to the first day of school to assist newly enrolled ELL's. Parents and English language learners meet with the Parent Coordinator, teachers and staff. ELL's learn about the layout of the building and how to find their classrooms, the cafeteria and rest rooms. Parents receive information about translation services to assist them during the school year. These activities help English language learners to adjust to their new school environment before the first day of school. For the newcomers, bilingual professional or bilingual parents will help them. There will be a buddy system within a classroom to help them understand their school work and also navigate in the school. The newcomer will have index cards with the most common words or phrases on them to help them and make them feel more comfortable.

18. What language electives are offered to ELLs?

Presently, 723X does not offer any language electives to ELLs.

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)?

Presently, 723X features ESL program only.

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.

We only have 1 ELL Personnel at our school. She will attend Professional Development on ELL Compliance PD Series. During the school year on professional development days, the school will be incorporating workshops that will teach ESL strategies for ELL students. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers will work collaboratively with the ESL teacher. ESL strategies, Identification of ELLs, NYSESLAT, Title III program and ELLs in Content area will be presented to P723X staff members during professional development during 2013 – 2014 school year. All of our staff including but not limited to assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational therapists, physical therapist, speech therapists, secretaries and a parent coordinator will participate in professional developments throughout the year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students. Professional development is offered to ESL teacher to support ELLs to engage in the common core learning standards. ESL teacher will sign up for Professional Development online. 723X will consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction, balanced literacy instruction, and alternate assessments. Intervisitations will be arranged in order to enhance new teacher’s skills. It is important to develop academic English and build knowledge of content subjects. It is also important for other staff to know an effective instruction with attention to subject specific language use. Teachers should be trained to teach academic literacy and incorporate ESL methodologies. The ELLs need to understand the ways to assess their knowledge accurately. We also need to help our middle and high school ELLs by knowing where they are on the path to academic literacy. We all need to practice an effective instructional practices. For example, we need to build and activate prior knowledge and vocabulary. We need to pay extra attention to language in every lesson. Most importantly, we need to unlock reading and writing processes and comprehension strategies. Non-ESL and Bilingual teachers will be exposed to theories of first and second language acquisition, ESL methodologies/ past and present, and they will experience hands-on practice in the approaches and strategies used to foster second language acquisition. There will be lots of staff development supports that features first language development and second language acquisition, success of ELL students, and instructional and support strategies for modifying instruction in the content areas. High standards for the education of ELL students cannot succeed without high standards for professional development. The functions of staff development should be in-service education, organizational development, communication and coordination, leadership, and evaluation. Once the planning stage is underway, resources should be developed to support the school district’s professional development plan. Resources might include print and non-print materials, videotapes and audiotapes, and computer- and technology-based resources. Evaluating and following-up professional development is critical to the determination of its success. Assessing the progress of each individual toward his or her professional development goals and objectives are important. Depending on the nature of the professional development, evaluations are done in a variety of ways. Staff can use journals to document the procedures they are implementing and to record their reflections on what worked and why and what didn’t work and why not. Also, open-ended surveys that ask questions about the effectiveness of professional development provide school district planners with important feedback about the experiences. Professional development is focused on building the competency of staff members that serve ELL students. The varied professional development needs of district and school building-level administrators, school board members, content area classroom teachers, paraprofessionals, special education staff, school psychologists, speech and language therapists, bilingual and migrant education staff, ELL teachers and tutors, and other instructional and support staff can be met though simultaneous and multiple professional development interventions. Give them information about language progression, language scaffolds, and language support. The staff will be inform that it is important to learn to encourage cooperative groups enriching the opportunities in the classroom. We will also inform them about how to evaluate the content and language demands as they need to build curriculum, lessons, assignments, and how to reate scaffolds for enabling student’s learning. 723X will continue to develop productive and supportive relationships with staff to create strong relationships and build trust. Professional Development will be placed on training the classroom teachers who have students mandated for ESL service in their classrooms with Jose P. ESL training so that they will be able to support all of our ELLs. All pedagogical staff participates in professional development least one a month. The ESL teacher is also supported by workshops through the Department of Educations

Office of English Language Learners. These workshops support the ESL teacher in all aspects of instruction from data analysis to designing curriculum. Classroom teachers of ELL's receive professional development for English language learners through DOE Professional Development Courses, and staff meetings, Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in special education, assessment procedures for ELL's, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs. 723X ensures that important documents are translated into the students' home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 10 hours of ELL training. The following professional developments are incorporated into the 7.5 hours of ELL training for all staff. These workshops will benefit our staff to have a better understanding of our ELL students in the school. These workshops will include but not limited to differentiate instruction, second language acquisition and ESL strategies.

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?

The Parent Coordinator at P723X will offer parents of ELLs ongoing information in their home language and training on different aspects of their child's education such as, home activities to support learning, outside support in their community, and other topics identified as an area of parent's interest from a survey. Our goal is to increase parent outreach and increase parent participation. Our school will periodically describe the program to ELL parents by providing parent orientation meetings or letters sent home. Our school does not have agencies or community based organization to provide workshops or services to ELL parents. We will evaluate the needs of the parents by establishing reliable communication between parents and the school staff working with the child. Communication is important to the assessment and to ensure parents are well informed about the process and their rights as parents of children who may have learning disabilities. All English Language Learner's parents will be well informed about their educational rights under the Individuals with Disabilities Education Act. They will also be fully informed about the assessment process and its implications. The first and most important thing schools can do is to establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice ESL parents to participate in IEP team meetings and other important school functions. An This provides immediate communication and reduces misunderstanding. Interpreters are available in my school to communicate effectively with ELL parents. Using telephone conference calls to involve interpreters in meetings and attending web-based meetings, can offer the interpreter and the family more opportunities to pick up on subtle meaning and non-verbal feedback to improve communication in ways that cannot be accomplished by telephone alone. Translation is frequently used on special education forms and other important school documents for the parents. This can help parents to make informed decisions and contribute to their children's Individual Education Program. At 723X, our parents are involved in our school community through volunteering, and the Parent-Teacher Association (PTA). PTA meets once a month. The PTA helps parents become involved in their children's education, support school life and activities, share ideas and enrich their school community. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA testing, and strengthening literacy. The coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community Outreach. Parents are also encouraged to participate in cultural events sponsored by the school. Such events include Cultural Food Celebration and the Family Day in which families take part in the recognition and celebration of various cultures represented in our school building and around the world. We evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and periodic school surveys. The PTA also helps parents become involved in their children's education and polls parents for suggestions and ideas for the school. Attending school sponsored activities maintaining open channels of communication to monitor children's progress in school. All the documents are translated by bilingual school personnel. It is crucial for schools to communicate effectively with families about progress their child is making in school. Parents can involve in their child's education by helping their child on their homework.

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: 723X

School DBN: 75X723

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christine Walsh	Principal		10/28/13
Ron Rodkin	Assistant Principal		10/28/13
	Parent Coordinator		10/28/13
Natalie Lim	ESL Teacher		10/28/13
Waleska Santiago	Parent		10/28/13
Michelle Hyman	Teacher/Subject Area		10/28/13
Susan Cash	Teacher/Subject Area		10/28/13
	Coach		
	Coach		
Talia Intrator	Guidance Counselor		10/28/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75X723

School Name: 723X

Cluster: _____

Network: 75

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

Part A: Needs Assessment Findings

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

ATS reports, blue emergency cards, the Home Language Information Survey and informal interviews with parents are used to determine if they require assistance (use of native language) when communicating with staff at the school. 723X ensures that all parents are provided with appropriate and timely in a language they can understand.

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.

Our school services 35 ELLs whose parents are mostly Spanish speaking and require translation and interpretation services. These findings have been reported to the staff at 723X via staff meetings. .

Part B: Strategies and Activities

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

Materials that need to be translated will be translated into Spanish. Bilingual staff will review all materials prior to the material being sent home. Responsibility for obtaining agendas, handouts, and other materials that will be needed to be translated is assigned to a translation Liaison. Hard copies and an electronic archive of translated materials will be kept on file in the parent coordinator's office.

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

The school will create list of bilingual staff to see who would be interested in acting as an interpreter. We will notify all staff of posting, set up a schedule for specific individuals to act as interpreters during pre-planned conferences or meeting. Set up, schedule and assign specific individuals to translate materials identified as needing to be translated. Increase participation of bilingual parents/guardians in a variety of school activities such as PTA and IEP meetings. 723X will provide parents who speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in the required language. In house school staff provides written translation services for parents who speaks a language other than English. 723X will also provide interpretation services on site during regular school hours to accomodate parents who speaks a language other than English in order to communicate effectively with 723X regarding critical information about their child's education. 723X will continuously maintains an appropriate and current record of the primary language of each parent. This information is kept in ATS, Home Language Survey, and on the student Emergency Card. This will be reflected in sign in sheet for these activities which will be supported by the availability of oral interpreters. It will be ongoing for the 2013-2014 school year.

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>.

723X will review the school safety plan – This is for compliance with Chancellor's Regulations A-663 regarding parent notification of availability of language support services. We will contact the Translation and Interpretation Unit – to request copies of general notice of parents' rights to interpretation and translation services and how to access such services available in the covered languages. Liaison will contact a vendor to determine turn around time needed for interpretation and translation services from the Unit. The liaison will set up a time frame for liaison to submit materials.