



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LORRAINE HANSBERRY ACADEMY – P.S.214X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X214

PRINCIPAL: DAVID CINTRON

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SUPERINTENDENT: MYRNA RODRIGUEZ

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 This signature page must be signed in blue ink and kept on file at your school. If you did not meet the required membership requirements please attach a letter on your school’s letterhead explaining why you did not meet the chancellor’s requirements for your School Leadership Team. Please attach the letter with your signature page and keep on file for your records.

Academic Intervention Services, and the Parent Involvement Policy. 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.

Name	Position and Constituent Group Represented	Signature
David Cintron	*Principal or Designee	
Jennifer Farrell	*UFT Chapter Leader or Designee	
Marisol Torres	*PA/PTA President or Designated Co-President	
Deborah Robinson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Vanessa Tricoche	CBO Representative, if applicable	
Sharon Gentle	Member/Parent	
Jasmin Pujols	Member/Parent	
Marisa Castro	Member/Parent	
Nimrod Montalvo	Member/Parent	
Janil Rhodes	Member/Parent	

Victor Willert	Member/CSA	
Fidelita Zohoski	Member/Teacher	
Princess Andrews	Member/SLT Chairperson	
Marcia Abraham	Member/Teacher	
Frances Robinson	Member/UFT Designee Alternative	
Michelle Gonzalez	Member/Parent Coordinator	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

- By June 2012, teachers will increase instructional rigor by integrating Common Core standards-based objectives and student tasks in ELA and Mathematics. Teacher teams will develop and implement at least one unit of study that integrates Common Core state standards aligned to the 2011-2012 Citywide Instructional Expectations.

Comprehensive needs assessment

The school is a Title 1 school with a 2010-2011 Progress Report grade of B for the past two years. The 2010-2011 NCLB status for the school is "In Good Standing" and "Improvement (year 1) Focused". According to the Accountability Overview Report (Report card) the school has been identified for the subject Elementary/ Middle ELA and did not make AYP for the following subgroups- SWD, Hispanic, and LEP.

Instructional activities and strategies

All ELA teacher teams will enhance and revise recently developed units of study to ensure alignment with key Common Core Standards and to eliminate gaps within and across grades using the web-based curriculum mapping software Collaborative Learning, Inc.

Teacher teams will routinely examine student work to develop inter-rater reliability within their teams and to identify gaps in understanding between student outcomes and standard levels of performance.

The Web-based curriculum mapping software, Atlas-Rubicon or Collaborative Learning, Inc will be used by core subject teachers to plan and document units of study that are aligned with Common Core Standards.

Everyday Math will replace Envision Math for greater alignment with Math Common Core Standards. Teacher teams will design MCCS level culminating activities for each unit to provide and document further evidence for alignment with MCCS.

Establish standardized grading policy and orient staff and general community via staff and family handbooks and information sessions with parents.

Grade specific and interim benchmark levels for reading in grades K-8 will be established and communicated to parents and students.

The early childhood reading benchmarks will be used to ensure students are making adequate progress in grades K-2 to meet rigorous promotion requirements.

The Regents program will be expanded to the Living Environment course. Additional instructional time will be provided during Small Group Instruction (37 1/2 minutes), four days/week.

Collaborative Learning, Inc. will be contracted to provide ongoing Professional Development to all staff in curriculum development and enhancement and will provide additional support to teacher teams in increasing levels of rigor across all grades.

The EnGrade program will be purchased for grades 1-8 to provide students and their families with up-to-date achievement data so that interventions and home

support can be implemented in a timely fashion.

Electronic progress reports will be used to communicate with parents more frequently and reported-out to the School Leadership Team.

EnGrade and The Learning Institute will provide ongoing professional development on effective grading practices.

Teacher teams will develop and implement at least one unit of study that integrates common core state standards by June 2012.

Strategies to increase parental involvement

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

Strategies for attracting Highly Qualified Teachers (HQT)

Professional Development in aligning instructional tasks with Common Core Standards will be provided by Standards Solution, Inc.

Service and program coordination

Network trainings for school's Instructional Coaches, Common Core Instructional Specialist/Liaison guidance from network team member and point person.

Budget and resources alignment

Title I funds will be used to contract with professional development provider; and Race to the Top funds will be used to provide per session compensation to curriculum writing team.

ANNUAL GOAL #2 AND ACTION PLAN

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

By June 2012, school leaders will improve instructional practice by implementing Charlotte Danielson's *Framework for Effective Teaching* across all grades and subjects. All teachers will receive 6-8 focused observations and feedback aligned to this research-based framework before the end of the 2011-2012 school year.

Comprehensive needs assessment

Key student subgroups of students with disabilities and English Language Learners did not make AYP in ELA; therefore, in order to deepen teacher practice, a standardized framework is needed to enhance practice and raise achievement.

Instructional strategies/activities

The Charlotte Danielson, "Framework for Effective Teaching" will be introduced at the beginning of the year. Faculty conference breakout sessions throughout the remainder of the year will be used to facilitate further in-depth study of each component and element.

Eight Key components will be identified as the focus for school-wide implementation, reflection, and feedback.

Supervisors will be provided with professional development on how to use the Framework to collect anecdotal evidence of teaching and learning.

Focused walkthroughs will be held monthly to provide timely feedback to teachers that are aligned with the Framework via the Teachscape Classroom Walkthrough Tool.

Teacher observations will be aligned to the eight components of focus. Assistant Principals will be provided with professional development in evaluating instruction through the lens of The Framework.

Teacher professional growth plans will be aligned with the "Framework for Effective Teaching" and include ongoing reflective feedback and progress updates. Teachers will monitor their progress by collecting evidence of improved student outcomes.

Strategies to increase parental involvement

Share information about school's effort to standardize teacher evaluation at parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

Monthly professional development and evaluative feedback will be provided to teachers.

When interviewing prospective applicants, demonstration lessons will be focused on key components on the framework.

Service and program coordination

Network sponsored Charlotte Danielson certification trainings for principal/APs.

Budget and resources alignment

FSF will be used to purchase online platform to house anecdotal data on teacher practice in the pre-determined key components.

ANNUAL GOAL #3 AND ACTION PLAN

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

By June 2012, school leaders will expand youth and adolescent support systems into the instructional program so that at least 85% of all students will report that there is someone they can go to for help when something is bothering them, need additional support, and feel they are well-known by at least one adult in the school on the 2012 Learning Environment Survey.

Comprehensive needs assessment

The overall student rating for engagement dropped to a 6.9 on the 2010-2011 Learning Environment Survey; indicating a need for improved student relations to boost student achievement.

Instructional strategies/activities

The peer mediation program will be expanded to include grade five for the first year since its inception and the roster of peer mediators and responsibilities will be expanded to include "on-call" mediators to provide coverage for every period of the school day.

The 4Rs (Reading, Writing, Respect, and Resolution) curriculum will be expanded to include grades PreK-8. Two consultants will be hired to support teachers and teacher teams in supporting students' development of social-emotional competencies.

Conflict resolution will be added to the elementary model through the integration of Peace Helpers. Teachers will receive professional development and guidance in how to support student leaders. Peace Helpers will be provided with direct support from the Morningside consultant throughout the year.

Provide ongoing professional development and 1:1 coaching to all middle school advisors focused on conducting effective student advisories and the effective use of the 4R's and Be the Change Curricula, with an emphasis on new advisors.

A new middle school guidance counselor will be hired to serve as direct support to students and liaison with The Morningside Center to coordinate and plan professional development for advisors.

Strategies to increase parental involvement

- 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;
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Professional development on Social Emotional Learning will be provided and the Morningside Center for Teaching Social Responsibility (Community Partner) will participate in screening the candidates.

Service and program coordination

Continue and expand PBIS related services and bring in additional anti-bullying and violence prevention workshops, videos, consultant, for students, teachers, and parents.

Budget and resources alignment

Violence prevention grant will be used to fund in-class support to teachers and FSF will be allocated to provide training. After School program will coordinate SITH mandates and Office of School Food Services to expand nutrition and attendance improvement efforts.

ANNUAL GOAL #4 AND ACTION PLAN

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

By June 2012, the percentage of ELLs and students with IEPs performing at or above grade level will increase by 25% as measured by the Fountas and Pinnell Benchmark Leveling System. The average grade level equivalent in reading for ELLs and students with IEPs in each grade will also increase to on-level by the Spring Performance Series Assessment.

Comprehensive needs assessment.

School did not meet AYP in ELA for students with disabilities and English Language Learners as reported on the 2011-2012 School Differentiated Accountability Status Report.

Instructional strategies/activities

Fully implement Voyager Passport Ticket to Read and Voyager Journeys Reading Intervention Programs with the focus on students with IEPs.

Fully implement Voyager Language! Reading Program for all English Language Learners within the stand-alone ESL program and Speech sessions.

Re-design the expanded learning time enrichment program that includes recreational components for students with IEPs in ELA to increase instructional time by six additional hours per week. At least one ESL licensed teacher and one Special Education Teacher will be hired in the program.

Morning tutoring program will be designed for additional small group instruction with the focus on writing skills and mechanics.

Increase the number of SETSS providers who will target specific groups of students for support through the modification of 3 Special Education Teacher Programs.

One additional AIS provider will be hired with a specialization or a proven track record of working with students with disabilities.

The Achieve 3000 academic intervention program will be implemented in every Co-Teaching and self-contained class in grades 4-8 to provide additional targeted instruction in English Language Arts and Mathematics. The vendor will provide professional development and ongoing support.

A contracted provider and/or Teacher's College will facilitate professional development plan for integrating ESL methodology in all ELA classrooms and Integrated Co-Teaching throughout the year.

An expert curriculum development team will be organized to revise curriculum plans and support teacher teams in collaborating to develop rigorous instructional tasks that are differentiated and allow for multiple entry points.

Strategies to increase parental involvement

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; 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;

Strategies for attracting Highly Qualified Teachers (HQT)

Special Education School Improvement Specialist will provide weekly professional development and coaching; Teachers will participate in Teachers College Seminars on teaching English Language Learners and Students with Disabilities.

Service and program coordination

Additional counseling services through outside agencies will be coordinated by Guidance Counselors and social work interns are being embedded in the targeted after school program.

Busing services are being expanded in the after school program.

Budget and resources alignment

Title III funds will be used to expand after school program and to purchase the Language! Curriculum.

Title I and FSF will be used to purchase Journeys Curriculum and Writing program to target.

Professional development will be funded with FSF.

ANNUAL GOAL #5 AND ACTION PLAN

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

Significantly increase the percentage of students performing at or above grade level in English Language Arts and Mathematics.

The percentage of students performing at or above grade level will increase by 10% on the 2012 NYS ELA and Math tests.

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.
Student performance was scored a C on the 2010-2011 NYC Progress Report.

Instructional strategies/activities

Teacher teams will engage in focused inquiry in every class to increase proficiency for the lowest performing students. Team goals will be aligned with the school-wide focus of improving performance, especially in English Language Arts using effective differentiation strategies.

Each team will systematically review student work to measure and monitor student progress against key standards.

Teachers will receive more frequent and focused feedback on the level of rigor in all lessons from Core Team members.

Professional development and ongoing support will be provided to identify team leaders on how to sustain a professional learning community.

Professional development on how to organize and use formative assessments to drive standards-based lessons will be provided so that teacher and teacher teams can leverage the results to modify the curriculum to be focused on what students need to master.

At-risk and related service curricula will be extended into the expanded learning time program.

The "Teachscape Resource Library" and "Kaplan Teach!" will be purchased and used by teacher teams to learn effective strategies for accelerating student learning.

The Envision Math program will be implemented in the elementary school to further differentiate instructional strategies in Mathematics.

Strategies to increase parental involvement

- 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;
- 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;

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Strategies for attracting Highly Qualified Teachers (HQT)

Applicants are now being required to produce their teacher certification exam scores reports and college transcripts prior to interviews.

Service and program coordination

Early Childhood Program and Curriculum are being better coordinated to align with increasing demand of ELA and Mathematics.

Budget and resources alignment

FSF will be used to purchase new Common Core aligned Math Curriculum and to fund targeted tutoring services in the early morning, after school, and Saturday programs.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21		N/A	N/A				5
1	30		N/A	N/A				1
2	23		N/A	N/A		1		6
3	5	20	N/A	N/A		3		
4	24	21				2		6
5	23	26			1	2	1	1
6	32	8			5			6
7	26				7			
8	18				3			
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Type of Program or Strategy: Wilson, Read Well, Small Group Instruction, Readers are Leaders, AIS Service Providers, Expanded Learning Time (After School Program), Passport Ticket to Read, Journeys, and Language!</p> <p>Method for Delivery of Service: Small Group, Push-in Services, Pull out Services, Differentiated Instruction</p> <p>When the Service is Provided: Before School Begins, During , After school, and Saturdays</p>
Mathematics	<p>Type of Program or Strategy: Voyager Math, Envision Math, Impact Math, Small Group Instruction, AIS Service Providers, Expanded Learning Time- Morning Side(After School Program)</p> <p>Method for Delivery of Service: Small Group, Push In Services, Pull out Services, Differentiated Instruction</p> <p>When the Service is Provided: Before School Begins, During , After school, and Saturdays</p>
Science	<p>Type of Program or Strategy: Textbooks, LAB Work, Living Environment</p> <p>Method for Delivery of Service: Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips</p> <p>When the Service is Provided: During school days, After school, Saturdays</p>
Social Studies	<p>Type of Program or Strategy: Common Core writing tasks, Prentice Hall, Trade Books, Food/Coat Drives, Penny Harvest</p> <p>Method for Delivery of Service: Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips</p> <p>When the Service is Provided: During school days and After school</p>
At-risk Services provided by the Guidance Counselor	<p>Type of Program or Strategy: Bibliotherapy, art, puppets, toys and games, film, Computer activities, A.I.D.P., 4Rs, and Be the Change, Reading, Writing, Responsibility, and Conflict Resolution</p> <p>Method for Delivery of Service: Individual Counseling, Small Group, Push-in and Pull-out services, Home visit</p> <p>When the service is Provided: During school days</p>

At-risk Services provided by the School Psychologist	Type of Program or Strategy: An array of support for the at risk student Method for Delivery of Service: Varies, one-to-one, small group When the Service is Provided: Works collaboratively as a mentor of the Student Support Team
At-risk Services provided by the Social Worker	Type of Program or Strategy: art, toys, games, discussion, books, films, computers, Advisory, Peer Mediation, Each One Reach One Mentoring Program Method for Delivery of the Service: Individual Counseling, Small Group, Crisis Intervention-Pull Out services, Push In services When the Service is Provided: During the School Day
At-risk Health-related Services	Type of Program or Strategy: Open Airways for School Program Method for Delivery of Service: Depends on the student’s individual form filled out by the doctor and parent
Positive Behavior Intervention System	Type of Program or Strategy:P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions Method for Delivery of Service: School wide When the Service is Provided: From Arrival to Dismissal

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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. The school will maintain this information.

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

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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X214 **School Name:** The Lorraine Hansberry Academy – PS 214

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school has identified the following areas as priorities:

- Even though classrooms differentiate instruction through color-coded groupings, the tasks are very similar. As a result, supports and extensions are not yet fully built into the curricula.
 - Teachers are using several assessments to identify weaknesses in literacy, and these are discussed at team meetings, however teachers are just beginning to adjust their curricula based on this data.
 - Teachers use periodic assessment and classroom data to monitor progress of student sub-groups, however, adjustments to teaching strategies are made unevenly, thus limiting the impact that on-going assessments can provide.
 - Teacher teams develop differentiated goals to improve academic outcomes for individual students however all individual teachers have not yet developed interim goals with benchmarks for targeted students, making it difficult to measure progress towards goals.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Support the work of teachers in using assessments that lead to adjustments in classroom level curricular and instructional decisions that support student's academic progress.
 - Create consistency in the development of student goals that are meaningful to students and monitor their progress to accelerate their learning.
 - Deepen differentiated instructional strategies so lessons lead to high levels of student engagement, which documents mastery of student understandings.
 - Fully implement Voyager Passport Ticket to Read and Voyager Journeys Reading Intervention Programs with the focus on students with IEPs.
 - Fully implement Voyager Language! Reading Program for all English Language Learners within the stand-alone ESL program and Speech sessions.

- Re-design the expanded learning time enrichment program that includes recreational components for students with IEPs in ELA to increase instructional time by six additional hours per week. At least one ESL licensed teacher and one Special Education Teacher will be hired in the program.
 - Morning tutoring program will be designed for additional small group instruction with the focus on writing skills and mechanics.
 - The Achieve 3000 academic intervention program will be implemented in every Co-Teaching and self-contained class in grades 4-8 to provide additional targeted instruction in English Language Arts and Mathematics. The vendor will provide professional development and ongoing support.
 - A cross-curricular inquiry team will be convened to focus on improving outcomes for students with disabilities and ELLs.
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Teachers College will be contracted to provide professional development in establishing a rigorous Integrated Co-teaching Model.
 - Standards Solution will be contracted to provide professional development plan for integrating ESL methodology in all ELA classrooms throughout the year.
 - AUSSIE will be contracted to provide professional development in assessing students reading and how to use that assessment data to drive instruction.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Each new teacher to the school and/or profession will be provided with a mentor who has a proven track record of success and at least three years of experience in teaching. In addition, mentees participate in at least one group mentoring session per month throughout the entire year.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - A parent notification letter will be issued in English and Spanish, informing parents of the school's status and the interventions that are being put in place.
 - Two parent information sessions will be held in January 2012 to further explain the differentiated accountability status of the school and the immediate and long term steps being taken to improve.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Rupnarain	District 12	Borough Bronx	School Number 214
School Name P.S. 214			

B. Language Allocation Policy Team Composition [?](#)

Principal David Cintron	Assistant Principal Castro, DeRoberts, Willert
Coach Helen Sherman	Coach type here
ESL Teacher Wojciech Schneider	Guidance Counselor Xieol Terrera
Teacher/Subject Area Melissa Maehara/ESL	Parent Marisol Torres
Teacher/Subject Area type here	Parent Coordinator Michelle Gonzalez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	945	Total Number of ELLs	99	ELLs as share of total student population (%)	10.48%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

1. The ELL identification process begins with the Home Language Identification Survey (HLIS), in which the Pupil Accounting Secretary, Ada Mercado, and an available ESL teacher, Melissa Maehara or Wojciech Schneider, informally interview parents in English and Spanish (the first language of most of our ELL population) and assist them in filling out the HLIS form. Translation services are made available for parents of ELLs who speak languages other than Spanish. Next, the ESL teachers, Melissa Maehara and Wojciech Schneider, review the HLIS forms. Then they conduct an informal oral interview with the students and administer the LAB-R accordingly. This process is carried out within 10 school days of the students' admittance. ATS reminders to administer the LAB-R are kept track of. In order to ensure that all students who are eligible to take the LAB-R have been tested, the RLER and LBR reports are generated periodically. Additionally, the list of students eligible for the LAB-R is cross-referenced with the ARIS system. Students who do not pass the English version of the LAB-R are administered the Spanish LAB by a certified bilingual teacher, Linda Williams, (when available) in order to assess their proficiency in their native language. In cases of ELLs that have already taken the NYSESLAT, RLAT and RNMR reports are used to identify these ELLs and their proficiency levels. The ESL teachers use these reports and other tools on ATS to research the students' home language and exam history.

To identify Special Education ELLs, IEPs are checked and cross-checked with the information documented in the CAPS system.

This screening and identification process of LEP/ELLs is done on an ongoing basis throughout the year as new admits filter into the school.

NYSESLAT eligibility is determined on the basis of two ATS reports: RLAT and RNMR. The test is administered by two ESL teachers, Melissa Maehara and Wojciech Schneider. A tracking tool for all four components of the test is created prior to the administration of the speaking test and is then used to assure that all ELLs have taken all parts of the NYSESLAT.

2. Structures set in place to aid in parents' understanding of the three program choices include the presentation of the Board of Education's informational video, as well as staff, teachers, and translators to answer parents' questions.

As soon as the LAB-R scores are available, the ESL teachers, Melissa Maehara and Wojciech Schneider, provide Michelle Gonzalez, the Parent Coordinator with a list of students whose parents need to view the ESL orientation video and complete the Parent Survey and Program Selection Form. The Parent Coordinator sends these parents letters informing them of dates that they can view the video and complete the form at school. The sessions are scheduled within a week of the letters being sent to give parents enough notice. Parents of ELLs who did not attend the orientation session are contacted by phone to schedule a meeting to view the orientation video at their convenience. The phone calls are made by Michelle Gonzalez who speaks Spanish as well as knows many of the ELL parents on a more personal level. This is done on an ongoing basis throughout the school year.

Additionally, Charles Glasford, Family Worker, makes home visits to parents who have not completed the Program Selection Form. He visits the parents with the orientation video and forms for the parents to complete. Should the parents have any questions about program selection, Charles Glasford contacts the ESL teachers via phone for clarification.

A tracking tool is maintained by the ESL teacher, which allows for monitoring the names of parents who have not yet attended the session. In addition to meetings scheduled solely to view the orientation video, attempts are made to have parents view the video and

complete the form during parent-teacher conferences. The first orientation session is done in October and followed up by parent-teacher conferences in mid-November, and in the spring. Orientation sessions and other communications/consultation activities with parents are done in parents' native language(s). During orientation sessions, the 3 programs are explained by the ESL teachers, Wojciech Schneider and/or Melissa Maehara with Michelle Gonzalez, serving as an interpreter.

If twelve parents of ELLs in one or two consecutive grades were to choose a TBE program, they will be informed in writing by the ESL teachers that such a program will open at P.S. 214. This information will also be conveyed to parents who have previously chosen a TBE program.

3. Entitlement, Non-Entitlement, and Continued Entitlement Letters are sent to parents as soon as NYSESLAT scores become available to the ESL teachers. Entitlement and Continued Entitlement Letters, in cases where Parent Surveys and Program Selection forms have not been returned, include dates and times of future parent orientation sessions.

The ESL teachers are responsible for distributing the Entitlement Letters and collecting the Parent Surveys and Program Selection forms to students to give to their parents. Additionally, these letters are mailed to students' parents. A copy of the Entitlement Letter and a tracking tool listing all the ELL parents who received it is kept in the school. The person responsible for keeping the records is Wojciech Schneider, ESL teacher. Parent Survey and Program Selection Forms are collected after they are completed by parents during video orientation sessions in the school. They are then stored in the ESL classroom and reviewed periodically while ESL teachers update the records.

4. Parents of identified ELLs whose language/literacy skills are low in their native language (often according to the Spanish Lab) are offered to enroll their student in a TBE program. Identified ELLs with strong language/literacy skills in their native language should be able to easily transfer those skills when learning English through a free-standing ESL program. Ultimately, parents are encouraged to make the choice based on their personal preferences. Parents who choose a TBE or Dual Language Program are informed that P.S. 214 does not currently provide those programs and that we will assist them in finding schools where spots are available. Parents are also informed that rejecting transfer to a school with the program of their choice will require that their children attend the ESL program at P.S. 214. Parents who have chosen a TBE program are also informed that if 12 parents of ELL students opted for a TBE program in two consecutive grades, the school will be required to form such a program.

After the Parent Survey and Program Selection forms are reviewed, the ESL teachers send placement letters to the parents of ELLs. A copy of the letter and a tracking tool listing all the ELL parents who received the letters is stored by Wojciech Schneider, ESL teacher.

During parent orientation sessions, native-language support by bilingual staff is present to answer/translate any questions or concerns parents may have.

Parents of ELL students who did not score Proficient on the NYSESLAT are sent the Continued Entitlement Letter informing them that the student will continue receiving services in the same ELL program unless the parent decides to choose a different program. Parental choices are honored and the student is placed accordingly. At the same time, the letter informs the parent that ELLs tend to perform better academically if they remain in the same program.

5. 77% of ELL parents have returned the Parent Survey and Program Selection form. A majority of the parents, 94%, chose free-standing English as a Second Language program; 5% chose Bilingual; and, 1% chose the Dual Language programs. Because this has been a trend for the past few years, our school continues to offer the Free-Standing ESL program. Parents who prefer to enroll their students in a Bilingual or Dual Language programs are assisted in finding schools nearby that offer those programs.

The school monitors trends in parent choice by calculating the percentage of parents opting for each of the three available programs each year and comparing available data to those from previous years.

LEP/ELLs whose IEPs recommend monolingual services with ESL are served per IEP. However, parents of LEP students whose IEPs recommend bilingual instruction are made aware that P.S. 214 does not offer a bilingual program at this time. Parents are assisted in finding an appropriate bilingual placement for their student. However, if P.S. 214 had twelve students in two consecutive grades (special education and/or general education) whose parents opted for the bilingual program choice, we would create a bilingual program.

6. The program models offered at our school are aligned with the majority of parent requests—free-standing ESL.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	1	0	1	0	0	0	0	0	0					2
Total	1	0	1	0	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	23

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 special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43		14	33		14	23		8	99
Total	43	0	14	33	0	14	23	0	8	99

Number of ELLs in a TBE program who are in alternate placement: 0

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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:	
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	6	8	11	4	8	10	19	16	14					96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									2					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	6	8	11	4	9	10	19	16	16	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Programming and Scheduling Information

1. Instruction for ELLs is delivered primarily in pull-out free-standing ESL classes (45 minutes each class period, or a 90 minute double period). In some instances, ELLs receive instruction in a push-in manner. In elementary school, ELLs are grouped in a heterogeneous fashion, mixing varying proficiency levels; however, when possible, students are grouped according to their NYSESLAT levels—Beginner, Intermediate, or Advanced. In middle school, ELLs are grouped homogenously according to their proficiency level and are ungraded. Instructional approaches and methods that are used to make content comprehensible and enrich language development are based on the workshop model with a focus on phonics, vocabulary, skill-building, comprehension, and test-taking strategies.
2. We have two certified ESL teachers and they are able to fully meet the mandated number of instructional minutes for the Beginner, Intermediate, (360 minutes each per week) and Advanced (180 minutes a week) proficiency levels.
3. The ESL teachers are working with the Read Well (Beginners Elementary), Everyday English (Beginners Middle School), Language! Program (Intermediate and Advanced Elementary) and Journeys I (Advanced Middle School) programs. The ESL teachers are not directly delivering content area instruction to ELLs as these are scripted programs with the goal of language enrichment. The instructional methods/approaches to these programs are aimed at building phonetic awareness and vocabulary/reading comprehension skills.
4. ELLs are evaluated in their native language by administering the Spanish Lab-R to native speakers of Spanish. Furthermore, students are provided with literary materials in their native language to support their native language fluency.
5. Instruction is differentiated for ELL subgroups based on their NYSESLAT, Interim Assessments, and assessments within the ESL curriculum used. Within our class groupings, students receive differentiated instruction according to their proficiency levels.
 - a. Since our school currently has no Students with Interrupted Formal Education (SIFE), we have an evolving instructional plan for SIFE students. Both ESL teachers received training through professional development workshops on SIFE identification and early assessments (i.e. Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. We keep in mind the unique needs of SIFE students who cope not only with the language barrier, but also with problems that arise due to lack of formal educational experience. To address these needs, we focus on the language, learning skills and acquainting them with the structures of a school environment. Our plan for SIFE students is based on additional one-to-one or small group instruction with an ESL teacher during an administrative period and one-to-one or small group instruction in the SIFE students' native language. Being aware of the relationship between the students' level of literacy in their native language and the process of second language acquisition, we work on strengthening the first language literacy skills of these students. In addition to regular ESL pull-out sessions, SIFE students would also be provided with additional instructional time during small group instruction, and after-school programs.

A. Programming and Scheduling Information

b. With newcomer ELLs the focus is to provide them with Tier I vocabulary and introduce basic structures for written and spoken language that are scaffolded by sentence frames. Since the No Child Left Behind Act (NCLB) now requires ELA testing for ELLs after one year, our instructional plan for newcomer ELLs is to immerse newcomers in an active English environment, as a means to minimize the “silent period,” typical of newcomers, and expose them early on to the cognitive demands/skills/vocabulary required of them on the New York State ELA and Math Tests.

c. ELLs receiving service for four to six years in an ESL program are made aware of their strengths and weaknesses on the NYSESLAT. ESL teachers target the students’ weakest NYSESLAT modality, which is often reading and writing.

To target improvement in LEP/ELLs’ writing skills, instructors emphasize the "Blueprint for Writing" (a graphic organizer that scaffolds the process of writing an essay) from the Language Program.

Improvement of elementary level LEP/ELLs’ reading skills is achieved through Read Well (a program that aims to develop reading and writing skills, from letter recognition to improving fluency). All Beginner and Intermediate LEP/ELLs work on phonics instruction and sight word recognition (Language Program). Additionally, differentiated-levels of high-interest reading material, designed with LEP/ELLs in mind, like Eye Openers.

d. Long-term ELLs with more than six years in an ESL program face particular challenges. They demonstrate a good command of social language, but they perform below grade level on the NYS ELA assessment. In order to improve their rate of CALP acquisition, and to make academic language less abstract, we emphasize the building of critical thinking skills and the organization of ideas into writing.

6. Materials used for all ELL-SWDs are the Language Program and Journeys I. Instructional strategies include scaffolding techniques, such as modeling, and implementation of differentiated instruction. The Language Program includes the use of manipulatives (vocabulary picture cards, phonetic letter cards, phoneme tiles, graphic organizers), as well as kinesthetic activities (anchoring phonemes).

7. ELLs with special needs receive service with general education ELLs during the school day and expanded learning time. ELLs with special needs who receive additional services per IEP (speech and SETTs) utilize the same program with teachers articulating about students on areas in which further support is needed.

Courses Taught in Languages Other than English ⓘ

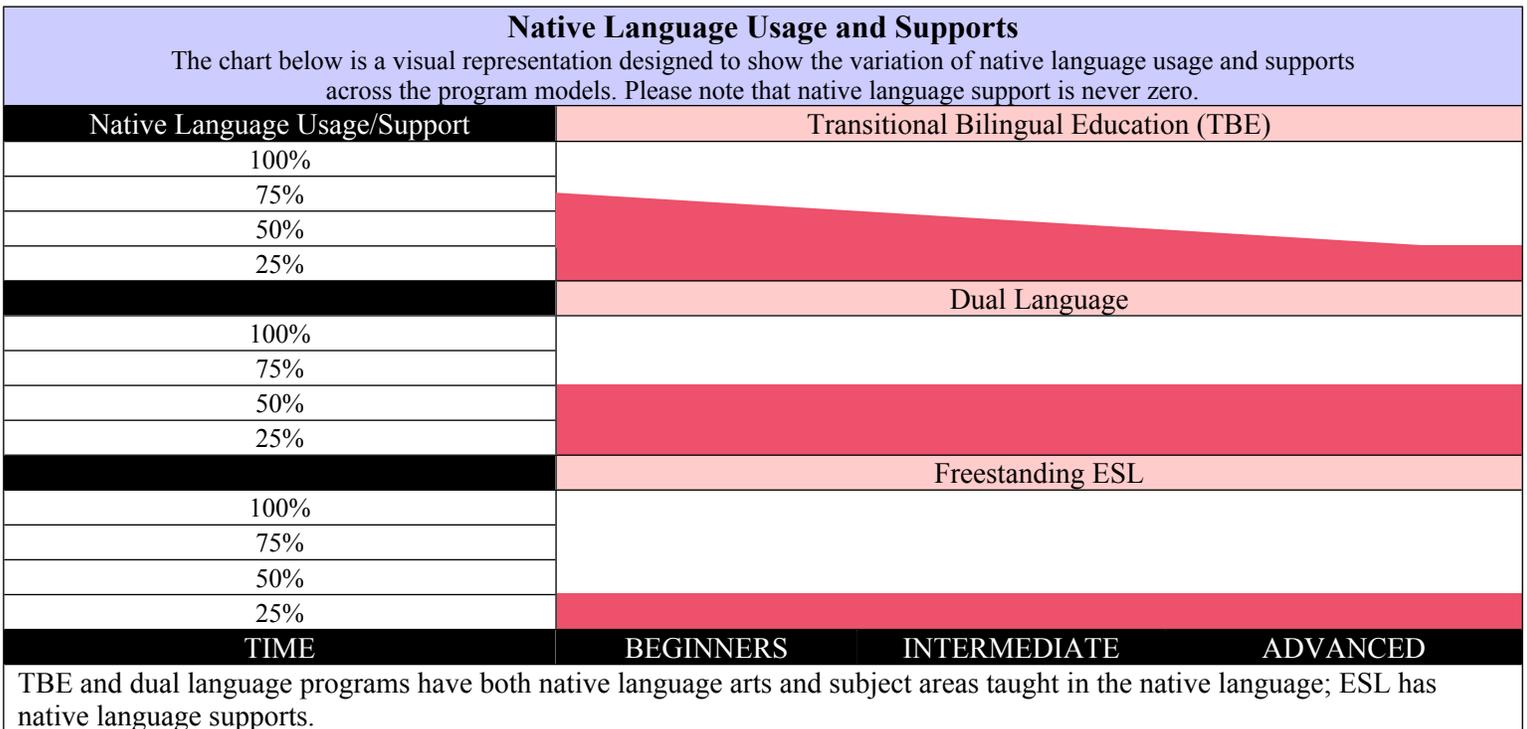
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The following intervention and enrichment programs are offered to LEP/ELLs:

- Morning Tutorial
- Small Group Instruction
- Expanded Learning Time (After-School Program)
- Saturday Program
- Read Well
- AIS
- ESL
- SETSS
- Speech
- O.T.
- P.T.
- P.B.I.S.
- Counseling
- Advisory (4Rs Program)
- Each One, Reach One (a middle school mentorship program)
- Peer Mediation and Conflict Resolution
- Lorraine Hansberry Eagles (basketball team)
- Lorraine Hansberry Eaglettes (cheerleading team)
- Lorraine Hansberry Tribune (student-run newsletter)

All programs are offered in English, with some native language support.

Targeted intervention programs for math include: Morning Tutorial (2x/week Math focus), Small Group Instruction (2x/week Math focus), SETSS and AIS (V-Math Program), and Integrated Algebra Regents Course in the Expanded Learning Time.

Targeted intervention programs for Science include: Living Environment Regents Course in the Expanded Learning Time.

Currently we do not have any intervention programs that target Social Studies; however, many program materials used contain texts that are considered social studies (e.g. iOpeners, Journeys I).

Data used in these intervention/enrichment programs include: teacher assessments (all content areas), Performance Series (in ELA and Math), ITA (ELA and Math), Predictive Assessments (ELA and Math).

9. FELLs receive continuing support through the ESL teachers or AIS Program if they are considered "at risk" as assessed by the Performance Series Reading and/or Math Assessment(s), or if they tested below grade level on the NYS ELA and/or Math Assessments. Former ELLs receive test accommodations in the form of extended time (all exams), third reading of listenign selection (ELA exam), and bilingual glossaries (all exams except foreign language).

10. NA

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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- Counseling
- Advisory (4Rs Program)
- Each One, Reach One (a middle school mentorship program)
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- Lorraine Hansberry Eagles (basketball team)
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Currently we do not have any intervention programs that target Social Studies; however, many program materials used contain texts that are considered social studies (e.g. iOpeners, Journeys I).

Data used in these intervention/enrichment programs include: teacher assessments (all content areas), Performance Series (in ELA and Math), ITA (ELA and Math), Predictive Assessments (ELA and Math).

9. FELLs receive continuing support through the ESL teachers or AIS Program if they are considered "at risk" as assessed by the Performance Series Reading and/or Math Assessment(s), or if they tested below grade level on the NYS ELA and/or Math Assessments. Former ELLs receive test accommodations in the form of extended time (all exams), third reading of listenign selection (ELA exam), and bilingual glossaries (all exams except foreign language).

10. NA

E. Parental Involvement

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

1. Parental involvement includes:

- PTA (organizing fundraisers, school/community events)
- SLT
- Orientation: Elementary School, Middle School
- Workshops: ARIS Parent Link, Common Core Standards, P.B.I.S./4Rs, Peace In the Family (conflict resolution in the home), ELA and Math Homework Help and Test Preparation (offered w/ bilingual translation), Senior Activities
- International Night
- Town Hall Meetings/Award Assemblies
- Student Author's Reading
- Read Across America
- Open Houses
- Week of the Young Child
- Mother's Day
- Grandparents' Day
- Field trips

During each event translation services are provided by the Parent Coordinator or other bilingual staff.

2. School partners include:

- Morningside Center for Teaching Social Responsibility
- GED courses
- ESL courses for parents and their children
- Esperanza (in the Phipps Center)
- Free glasses for low-income families

3. Evaluation of parent needs is based on feedback from the Learning Environment Survey and the Parent Coordinator, who also provides translation services.

4. Parental involvement activities offer:

- Academic/emotional insight about their children
- Opportunities to celebrate cultural diversity
- Language enrichment

C. Schools with Dual Language Programs

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

NA

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all teachers of ELLs at the school consists of a series of workshops at the Teachers College. Teachers will attend workshops on the following dates: 11/3/11, 12/1/11, 12/16/11, 1/13/12, 1/19/12, 1/23/12, 1/25/12, 2/10/12, 1/15/12. P.S. 214 is also planning to reconnect with WestEd's Quality Teaching for English Learner professional development program.

Professional development workshops include: Maximizing Learning Opportunities for ELLs, Bilingual, and Monolingual students, Co-Teaching Models and Support Structures in the Classroom, Classroom Management in an Inclusive Classroom, Collaborative Planning in an Inclusive Classroom Environment, and Flexible Services, Accommodations, and Modifications.

In addition, formal and informal meetings between classroom/content area teachers and ESL teachers to discuss ELL needs on an individual basis and set up students' annual goal plans.

Additionally, each teacher must develop professional growth plans that are overseen by an Assistant Principal.

2. Guidance counselors will also attend professional development workshops held at Teachers College. Guidance counselors have active caseloads, but they are available to students and ELLs alike who may be having difficulties with transitioning from one school level to another.

3. ELL training for staff of ELL populations is done through various workshops:

- BER
- Bronx BETAC
- QTEL
- Teachers College

E. Parental Involvement

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

1. Parental involvement includes:

- PTA (organizing fundraisers, school/community events)
- SLT
- Orientation: Elementary School, Middle School
- Workshops: ARIS Parent Link, Common Core Standards, P.B.I.S./4Rs, Peace In the Family (conflict resolution in the home), ELA and Math Homework Help and Test Preparation (offered w/ bilingual translation), Senior Activities
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- Student Author's Reading
- Read Across America
- Open Houses
- Week of the Young Child
- Mother's Day
- Grandparents' Day
- Field trips

During each event translation services are provided by the Parent Coordinator or other bilingual staff.

2. School partners include:

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3. Evaluation of parent needs is based on feedback from the Learning Environment Survey and the Parent Coordinator, who also provides translation services.

4. Parental involvement activities offer:

- Academic/emotional insight about their children
- Opportunities to celebrate cultural diversity
- Language enrichment

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

B. After reviewing and analyzing the assessment data, answer the following

1. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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.

NA

Total	8	11	4	9	10	19	16	16	9	0	0	0	0	102
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	1	1	0	7
4	5	4	1	0	10
5	12	3	0	0	15
6	5	8	1	0	14
7	6	7	1	0	14
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	2	0	1	0	0	0	9
4	3	0	5	0	2	0	0	0	10
5	7	0	8	0	1	0	1	0	17
6	6	0	6	0	3	0	1	0	16
7	4	0	6	0	6	0	0	0	16
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	4	0	4	0	0	0	11
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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.

NA

Part VI: LAP Assurances

School Name: <u>P.S. 214</u>		School DBN: <u>12X214</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Cintron	Principal		10/4/11
Joseph DeRoberts	Assistant Principal		10/4/11
Michelle Gonzalez	Parent Coordinator		10/4/11
Wojciech Schneider	ESL Teacher		10/4/11
Marisol Torres	Parent		10/4/11
Melissa Maehara/ESL	Teacher/Subject Area		10/4/11
	Teacher/Subject Area		1/1/01
Helen Sherman	Coach		10/4/11
	Coach		1/1/01
Xioel Terrera	Guidance Counselor		10/4/11
	Network Leader		1/1/01
Nancy Castro	Other <u>AP</u>		1/1/01
Victor Willert	Other <u>AP</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X214 **School Name:** P.S. 214X

Cluster: 6 **Network:** 608

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.

The data to assess our school's written translation and oral interpretation needs are Home Language Surveys.

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

The major findings of our school's written translation and oral interpretation needs show that the bulk of our student body is Spanish-speaking. Findings were reported to the school community at the parent orientation in September. Translation services are announced and offered at each parent function at the school.

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.

Written translation services the school provides to parents include bilingual (Spanish/English) letters, forms, and memos. All these forms of written communication are by default translated into Spanish before they are sent out to parents. In cases of letters/forms that are addressed to individual parents, translations are provided by in-house school staff that are fluent in that language and/or ELL materials available from the NYC DOE website.

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

Oral interpretation services the school provides to parents include translation during Parent Teacher Conferences, Early Childhood and Middle School Orientation Sessions, ELL Orientation Sessions, and Community Events sponsored by the school. These interpretation services are provided by in-house school staff and parent volunteers.

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>.

The school fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing the following language assistance services: posting signs indicating the availability of interpretation services and providing a bilingual (English/Spanish) automated voices system for callers to the school.

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:

ELLs are reserved spots in the Expanded Learning Time Program and have equal access to all other supplemental/extracurricular programs.

The Expanded Learning Time for ELLs is taught by one certified ESL teacher and one certified bilingual teacher, from 3:00 pm - 6:00 pm Mondays-Thursdays, and on Saturdays from 8:00am-12:30pm. This program is funded through Title III monies.

The rationale behind the program is to provide ELLs who are medium to high level 2s on the NYS ELA Test, with extra support, pushing them to perform at grade level or beyond on the upcoming 2012 NYS ELA Test. The goal of the program is to provide ELLs with vocabulary enrichment, vocabulary defining strategies, comprehension strategies, and short/extended response writing exercises.

The program is divided into three instructional periods: tutoring (direct instruction in reading, writing, vocabulary, phonics, speaking and listening), recreational activity (Elective Journalism program which targets ELLs and infusing increased practice with contextual note-taking, writing, listening and speaking through the publication of a monthly newsletter and internet blog), and homework help. The program provides limited access to additional enrichment activities (cooking, yoga, art, and gym).

The curriculum used for the instructional program is the Journeys I Program. Each unit is organized into an "Expedition," some of which will culminate with a field trip to enable students to build further connections with their learning. The curriculum is a scientifically research-based ELA and ESL instructional program that follows a balanced literacy approach and makes use of sound ESL instructional practices.

Audio-visual equipment will be purchased and used to support the Journalism component of the program and provide the needed technology to produce the web-based news blog which complements the newsletter.

The language of instruction for all programs is English.

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:

The rationale behind professional development topics and teachers that will be receiving training are due to the school not meeting AYP in ELA for ELLs.

Teachers of the Title III Program and a select few ELA teachers will receive training. Training will be ongoing--once a month throughout the school year.

Voyager Learning professional development will be offered on an ongoing basis.

The school's professional development plan for all teachers of ELLs/Special Education at the school consists of a series of workshops at the Teachers College. Teachers will attend workshops on the following dates: 11/3/11, 12/1/11, 12/16/11, 1/13/12, 1/19/12, 1/23/12, 1/25/12, 2/10/12, 1/15/12. P.S. 214 is also planning to reconnect with WestEd's Quality Teaching for English Learner professional development program.

Professional development workshops include: Maximizing Learning Opportunities for ELLs, Bilingual, and Monolingual students, Co-Teaching Models and Support Structures in the Classroom, Classroom Management in an Inclusive Classroom, Collaborative Planning in an Inclusive Classroom Environment, and Flexible Services, Accomodations, and Modifications.

Guidance counselors will also attend professional development workshops held at Teachers College. Guidance counselors have active caseloads, but they are available to students and ELLs alike who may be having difficulties with transitioning from one school level to another.

ELL training for staff of ELL populations is done through various workshops:

- BER
- Bronx BETAC
- QTEL
- Teachers College

A "Language" Program professional development focusing on varying strategies will be offered to teachers of ELA across the grades. Topics to be covered include: identifying word functions and diagraming sentences, vocabulary building through concept maps ("Define It" and "Multiple Meaning Map"), identifying the main idea and supporting details of paragraphs through the program's "Blueprint for Reading," creating summarizing paragraphs through the program's "Blueprint for Writing," how to answer short response questions using the "Answer It" procedure, and creating descriptive/elaborate sentences using the "Masterpiece Sentences" procedure, etc.

In addition, formal and informal meetings between classroom/content area teachers and ESL teachers to discuss ELL needs on an individual basis and set up students' annual goal plans.

Part D: Parental Engagement Activities

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:

The rationale behind parent engagement activities, particularly those targeted toward parent of ELLs, is to offer parents academic and emotional insight about their children, provide opportunities to celebrate the rich cultural diversity within our school, and offer language enrichment (especially for parents who may speak a language other than English themselves),

Parental involvement activities/topics include:

- PTA (organizing fundraisers, school/community events) (Ongoing)
- SLT (Ongoing)
- Workshops: ARIS Parent Link, Common Core Standards, P.B.I.S./4Rs, Peace In the Family (conflict resolution in the home), ELA and Math Homework Help and Test Preparation (offered w/ bilingual translation), Senior Activities (Ongoing)
- International Night (Spring)
- 214X Idol (Spring)
- Town Hall Meetings/Award Assemblies (After the Winter and Spring marking terms)
- Student Author's Reading (Ongoing)
- Read Across America (Ongoing)
- Week of the Young Child (Spring)
- Mother's Day (Spring)
- Grandparents' Day (Spring)
- Field trips (Ongoing)

School partners/providers include:

- Morningside Center for Teaching Social Responsibility
- GED courses
- ESL courses for parents and their children
- Esperanza (in the Phipps Center)
- Free glasses for low-income families

Parents are notified of these events and other opportunities through letters, flyers, and memos written in English and Spanish. During each event translation services are provided by the Parent Coordinator or other bilingual staff.

Part E: Budget

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

Allocation Amount: \$11780

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 	<u>\$8,980.20</u>	<u>160 hours of per session for one ESL and one bilingual teacher to support ELL Students in the after school program and Saturday enrichment program:</u> <u>2 trs X 80 hours X \$49.89 (current teacher per session rate with fringe) = \$7982.40</u> <u>Professional Development</u> <u>20 hrs for common planning</u> <u>2 teachers x 10 hours x \$49.89 = \$997.8</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1,799.80</u>	<u>Student Media Program Materials will include: Video monitors, Video Camcorder, extension cables, microphones, supply of DVDs, and memory cards.</u>
Educational Software (Object Code 199)		
Travel	<u>\$1,000</u>	<u>Fieldtrips connecting to themes/content in "Journeys I" expeditions: Discovery Museum (CSI Exhibit), Repertorio Espanol, American Museum of Natural History, Sony Wonder Technology Lab, Wall Street, United Nations, New York Public Library at Bryant Park, News 12 Bronx, etc.</u>
Other		
TOTAL	<u>\$11,780</u>	

