



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** MICHAEL FRIEDSAM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K214

PRINCIPAL: PATRICIA TUBRIDY

EMAIL: [PTUBRID3@SCHOOLS.NYC.GOV](mailto:PTUBRID3@SCHOOLS.NYC.GOV)

SUPERINTENDENT: JOYCE STALLINGS-HARTE



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, 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
Patricia Tubridy	*Principal or Designee	
Lauren Maltz	*UFT Chapter Leader or Designee	
Bernadette Dowery	*PA/PTA President or Designated Co-President	
Elizabeth Franqui	Member/Parent	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shaheen Sumi	Member/Parent	
Majidah Ali	Member/UFT	
Fatema Hossain	Member/Parent	
Maria Rudman	Member/UFT	
Shaheen Sultana	Member/Parent	
Lindsay Nodelman	Member/UFT	
Katie Lapham	Member/UFT	
Annie Rampersad	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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 2013, Students with Disabilities will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 & 4 on teacher team generated ELA rubrics and/or assessments.

### **Comprehensive needs assessment**

- Based on data from school year 2010-2011 our school has been identified as a corrective action school as a result of our Students with Disabilities not making AYP on the NYS ELA. Data from school year 2011-2012 indicates our school is identified as a school in good standing, however maintaining this status is a concern.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity 1:**

#### **Providing Students with Disabilities Opportunities to Improve Skills in Reading & Writing:**

- Continuation of programs such as Imagine Learning, Raz-Kids, Writing A-Z, Reading A-Z, AWARD Reading, Success Maker Collaborate, Scantron, Vocabulary A to Z, Imagine Learning and Essential Skills to help students gain skills in reading and writing through technology
- Data from Acuity and Scantron will be used to identify consistent strengths and target students' weaknesses in reading
- Differentiated instruction will be tailored within classrooms to meet the students' needs
- Small group instruction by experienced educational assistants who collaborate with the classroom teachers to identify the strengths and address the needs of Students with Disabilities.
- Students will participate in extended day sessions on Mondays and Tuesdays from 2:20-3:10
- SETSS teacher will assist mandated students and include Tier 2 and Tier 3 students as a result of our Response to Intervention (RTI) plan
- Students will participate in beautifying the school community through the Grow to Learn science grant
- ESL teachers will assist ELLs
- 5th grade students will participate in the PENCIL Project
- If budget allows, providing students with the opportunity to participate in April Test Preparation Program focusing on strengthening literacy skills
- Data from SRI to identify and monitor students in Tier 1 and Tier 2
- 4<sup>th</sup> Grade students will participate in History Through Art residency with the NY Historical Society

- Students will participate in MOMA residency program

**Target Population(s):**

All Students with Disabilities in Grades 3-5

**Responsible Staff Members:**

Principal, Assistant Principal for Grades 3-5 / Students with Disabilities/ ELLs, General Education teachers, Special Education teachers, SETSS / IEP Teacher, AIS teacher, Data Specialist, 2 ESL Teachers

**Assessment Evaluation**

- Inquiry Teams for Effectiveness will meet 4 times a year to review results from assessments such as benchmarks, Acuity, monthly writing reports to evaluate effectiveness of programs and will revise as necessary

**Implementation Timeline:**

September 2012 through June 2013

**Activity 2:**

**Professional Development:**

- Special Education teachers will continue to be trained in the Wilson Language Program and will administer the program to Students with Disabilities in grades 3, 4 and 5
- Mentoring program in place for newly hired Special Education Teacher
- Curriculum mapping is and will continue to be guided by the Common Core Learning Standards in reading and writing across the disciplines. The Network liaison will continue to work with teachers as they apply DOK levels and align the selected CCLS to the curriculum
- Common planning preparation periods to address students' weaknesses across the grades is in place and will continue to be scheduled
- Inquiry teams preparation periods will identify student strengths and address students' weaknesses across the subgroups
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods, provided by the Network, will be turn-keyed with the staff. DOK levels and alignment to the CCLS will serve as reference points when looking at student work samples.
- SESIS training
- Ongoing ARIS workshops for teachers will identify trends to inform instructional grouping
- SMART Board professional development will provide resources to differentiate instruction
- Special Education teachers participate on an inquiry team to identify trends and instructional needs for students with disabilities
- ICT teachers received professional development for team teaching

**Target Population(s):**

General Education teachers, SETSS / IEP Teacher, Special Education teachers, AIS teacher, ESL teachers, Data Specialist, All Students in Grades 3-5

**Responsible Staff Members:**

Principal, Assistant Principal for Grades 3-5 / Students with Disabilities/ ELLs, General Education teachers, Special Education teachers, SETSS / IEP Teacher, AIS teacher, Data Specialist, 2 ESL Teachers

**Assessment Evaluation:**

- Inquiry Teams for Effectiveness will meet 4 times a year to review results from assessments such as benchmarks, Acuity, monthly writing reports to evaluate effectiveness of programs and will revise as necessary

**Implementation Timeline:**

September 2012 through June 2013

**Strategies to increase parental involvement**

- Incorporation of Special Education services into PA meetings conducted by Assistant Principal for Students with Disabilities/ Grades 3-5/ ELLs
- International Night for K-5 led by ELL teacher & special education teachers in May 2013
- Adult ESL classes offered weekly
- Workshops on the following: ARIS and Acuity conducted by Data Specialist to teach parents to analyze data by trends in order to better refine instructional practices for students within subgroups; Home/School Connection on successful practices conducted by Guidance Counselor to ensure that parents are provided with tools to assist their child.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III      X   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Extended day on Mondays & Tuesdays from 2:20-3:10 focusing on small group literacy instruction
- Data Specialist per session to monitor student progress
- Consumable instructional materials for use during extended day program
- Software programs and internet-based programs for the students with disabilities (IXL, Raz-Kids, Reading A-Z, AWARD Reading, Imagine Learning, Rally Essential Skills, Success Maker Collaborate)

## **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 2013, 80% of the students in grades K, 1, 2 will demonstrate progress by moving two or more developmentally appropriate levels as measured by the Fountas and Pinnell benchmarks.

### **Comprehensive needs assessment**

- In response to data collected at the end of last year as indicated by ECLAS-2 data, running records, unit assessments that determined that students are reading below their developmentally appropriate reading levels. This will also be more closely aligned for students meeting the revised levels defined by the Common Core Learning Standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity 1:**

#### **Providing Students in Grades K-2 to Improve Skills in Reading:**

- Implementation of Houghton Mifflin Journey's Reading Program for grades K-2
- Continuation of programs such as Imagine Learning, Raz-Kids, Writing A-Z, Reading A-Z, AWARD Reading, Success Maker Collaborate, Scantron, and Essential Skills to help students gain skills in reading and writing through technology
- Teacher- student conferences during reading
- Data from Journey's Diagnostic Assessments and Scantron is used to target students' weaknesses in reading
- Running records to assess reading progress
- Unit assessments administered at the end of each reading unit to determine comprehension of fiction and non-fiction text.
- Differentiated instruction within classrooms to meet the students' needs throughout balanced literacy
- Extended day sessions on Mondays and Tuesdays from 2:20-3:10 focusing on small group reading instruction
- Literacy partnership with JP Morgan for 1<sup>st</sup> grade students beginning in November 2012 where the students will receive literacy tutors
- Class field trips that support topics within the curriculum and will be aligned to non-fiction
- ELL push in and pull out teacher will work with the classroom teacher on developing reading skills and strategies
- Implementation of Reading Tracker to monitor students' Fountas and Pinnell levels
- SETSS teacher will assist mandated students and include Tier 2 and Tier 3 students in her program through working with the

classroom teacher on developing phonemic awareness and reading skill and strategies

**Target Population(s):**

Students within Grades K-2

**Responsible Staff Members:**

Principal, Assistant Principal for Students within K-2, General and Special Education Teachers, ESL Teacher, SETSS / IEP Teacher, Data Specialist

**Assessment Evaluation:**

- Class at a glance updated at least 4 times a year to evaluate students' progress in reading using Fountas and Pinnell levels and writing using standardized rubrics

**Implementation Timeline:**

September 2012-June 2013

**Activity 2:**

**Professional Development:**

- Grades K, 1 and 2 teachers will receive training focused on the Houghton Mifflin Journey's Reading Program to build teacher capacity when implementing the components the program offers in response to student's strengths and needs and in alignment with the CCLS.
- Using data to guide small group instruction to ensure that students are progressing to appropriately developmental instructional and independent levels.
- Create curriculum maps to ensure implementation of the CCLS and the use of informative and non-fiction content.
- Curriculum mapping is and will continue to be guided by the Common Core Learning Standards in reading and writing across the disciplines.
- Common planning preparation periods will allow for collaboration among the early childhood teachers to ensure that content is being applied to the curriculum maps.
- Inquiry teams preparation periods to identify student's strengths and address students' weaknesses in an effort to inform whole, small and individualized instruction.
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods to ensure its alignment of the use of informative text.
- Special Education teachers trained in the Wilson Language Program will administer the program to Tier 2 and Tier 3 students in the early childhood grades.
- Ongoing ARIS workshops for teachers to record and set goals for student progress.
- SMART Board professional development to provide a variety of entry points for early childhood students.

- ICT teachers received professional development for team teaching

**Target Population(s):**

General and Special Education teachers, ESL Teacher, SETSS / IEP Teacher, Data Specialist, Students within Grades K-2

**Responsible Staff Members:**

Principal, Assistant Principal for Students within K-2, General and Special Education Teachers, SETSS / IEP Teacher, ESL teacher, Data Specialist

**Assessment Evaluation:**

- Class at a glance updated at least 4 times a year to evaluate students' progress in reading using Fountas and Pinnell levels and writing using standardized rubrics

**Implementation Timeline:**

September 2012 through June 2013

**Strategies to increase parental involvement**

The strategies and activities in P S 214's Title 1 Parent Involvement Policy (PIP) will include but not limited to :

- Parent Orientation for students in early childhood grades in September 2012
- Parent Coordinator shares strategies for parents of early childhood learners.
- Learning Leaders assisting within the classrooms on a regular basis during literacy instruction
- Parent/Teacher conferences held in November 2012 & March 2013 will inform parents of literacy progress and will share student writing samples.
- Events posted on our website- [www.ps214k.org](http://www.ps214k.org)
- International Night for students in K-5 led by ELL teacher, special education teacher and general education teachers in May 2013
- Parent participation in class trips of early childhood classes.
- Workshops on the following:

ARIS and Acuity conducted by Data Specialist to examine how trends in data from the Journey's Program can assist teachers in determining early strengths and needs

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I    Title IIA    Title III    Grants    Other

If other is selected describe here:

**Service and program coordination**

- Extended day on Mondays & Tuesdays from 2:20-3:10 focusing on small group literacy instruction
- Data Specialist per session to monitor student progress
- Consumable instructional materials for use during extended day program
- Software programs and internet-based programs for the students with disabilities (IXL, Raz-Kids, Reading A-Z, AWARD Reading, Imagine Learning, Rally Essential Skills, Success Maker Collaborate, Waterford Vocabulary)

### **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 2013, English Language Learners will demonstrate progress toward achieving State standards as measured by 99 of the 151 ELLs increasing in at least one proficiency level on teacher team generated ELA rubrics and/or assessments.

#### **Comprehensive needs assessment**

For the 2012-2013 school year, P.S. 214K has a total of 151 ELL students: 36 beginners, 37 intermediate and 78 advanced as per the 2012 NYSESLAT and the 2012 LAB-R scores. Out of this population, 25 ELLs have received 4-6 years of ESL services and 1 student has completed more than 6 years of ESL services. They are considered long term ELLs. Therefore, a focus will be on providing targeted services to aid these students in reaching the proficiency level (and exiting the ESL program) on all 4 components of the NYSESLAT, particularly on the reading and writing sections.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity 1:**

##### **Providing ELLs Opportunities to Improve Skills in Reading & Writing:**

- Self-contained ESL class in grade K to service students at the beginning and intermediate levels by a licensed ESL/common branch teacher
- The push-in model has been implemented in grades 1 - 5. The ESL and classroom teachers co-teach for two periods/4 days a week during the literacy block. Language proficiency Common Core standards and written responses to topics are incorporated into every lesson.
- Self-contained Dual Language classes in kindergarten, first and second grades serviced by licensed bilingual education teachers.
- Continuation of Imagine Learning licenses for beginning and intermediate ELL level students
- Raz-Kids online program for leveled independent reading comprehension practice for ELL learners.
- Differentiated instruction in all classes based on NYSESLAT subgroups.
- Small group intervention program for SIFE students.
- SETTS intervention for tier #2 and tier #3 students
- General education classroom teachers and ESL teachers will collaborate in Common Core State Standards curriculum planning
- Use of technology including Smart boards, laptops and iPads for programs such as Imagine Learning, AWARD Reading, Rally

Education and Raz-Kids.

- Weekly meetings among ESL staff to assess the effectiveness of instructional strategies and activities.
- Small group instruction based on ELA and NYSESLAT results during extended day on Mondays and Tuesdays from 2:20-3:10
- Item analysis of periodic assessments to assist the ESL and classroom teacher in developing whole, small group and individual instruction.
- NYSESLAT test preparation focus on writing for long term ELLs
- Houghton Mifflin Harcourt Journey's Program in grades k to 2 – core reading program that supports Common Core Learning Standards and promotes literacy through content- area, non-fiction materials including scaffolding for ELLs.
- Data from Acuity & Scantron is used to target students' weaknesses in reading and writing
- Content area trade books and text books are available in Spanish
- Dictionaries and glossaries (picture dictionaries) are available to all ELLs.

**Target Population(s):**

ELLs in grades K-5

**Responsible Staff Members:**

Principal, Assistant Principal for ELLs, ESL Teachers, Bilingual Teachers, General Education Teachers, SETTS / IEP Teacher, Special Education teachers, Data Specialist

**Assessment Evaluation:**

- ESL Team for Effectiveness will meet 4 times a year to evaluate the effectiveness of programs, review students' progress in literacy using benchmarks such as Acuity, Fountas and Pinnell levels and monthly writing reports using standardized rubrics and will revise as necessary

**Implementation Timeline:**

September 2012 through June 2013

**Activity 2:**

**Professional Development:**

- Curriculum mapping is and will continue to be guided by the Common Core Learning Standards in reading and writing across the disciplines.
- Common planning preparation periods to address students' weaknesses across the grades is in place and will continue to be scheduled
- ICT teachers and classroom teachers received professional development for team teaching for the push in model
- Inquiry teams preparation periods will identify student strengths and address students' weaknesses across the subgroup
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods, provided by

the Network, will be turn-keyed with the staff. DOK levels and alignment to the CCLS will serve as reference points when looking at student work samples.

- Ongoing ARIS workshops for teachers will identify trends to inform instructional grouping
- SMART Board professional development will provide resources to differentiate instruction
- ESL teachers participate on an inquiry team to identify trends and instructional needs for ELLs

**Target Population(s):**

ELLs in grades K-5

**Responsible Staff Members:**

Principal, Assistant Principal for ELLs, ESL Teachers, Bilingual Teachers, General Education Teachers, SETTS / IEP Teacher, Special Education teachers, Data Specialist

**Assessment Evaluation:**

- ESL Team for Effectiveness will meet 4 times a year to evaluate the effectiveness of programs, review students' progress in literacy using benchmarks such as Acuity, Fountas and Pinnell levels and monthly writing reports using standardized rubrics and will revise as necessary

**Implementation Timeline:**

September 2012 through June 2013

**Strategies to increase parental involvement**

- Regular ELL parent orientation meetings held by Spanish-speaking ESL coordinator and Bengali-speaking Parent coordinator
- Native language Literacy Awareness Night, International Food Festival in upper grades coordinated by ESL, special education teachers & general education teachers
- Home Language Interview Survey (HLIS) with parents of newly admitted potential ELLs
- Parent participation on field trips, school events and festivals that celebrate multicultural traditions
- ARIS training for parents provided by Data Specialist
- Afterschool ESL education for adults

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Extended day on Monday & Tuesdays from 2:20-3:10 focusing on small group literacy instruction
- Data Specialist per session to monitor student progress
- Consumable instructional materials for use during extended day program
- SIFE/ ELL afterschool and Saturday programs
- Software programs and internet-based programs for the students with disabilities (IXL, Raz-Kids, Reading A-Z, AWARD Reading, Imagine Learning, Rally Essential Skills, Success Maker Collaborate, Waterford Vocabulary)

## **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 2013, Students with Disabilities will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 & 4 on teacher team generated mathematics rubrics and/or assessments.

### **Comprehensive needs assessment**

- Based on data from school year 2010-2011 and 2011-2012 our school is identified as a school in good standing. However, data from school year 2011-2012 indicates a decrease in mathematics scores. Therefore, maintaining this status is a concern.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity 1:**

#### **Providing Students with Disabilities Opportunities to Improve Skills in Mathematics:**

- Continuation of programs such as IXL to help students gain skills in mathematics through technology
- Data from Acuity and Scantron will be used to identify consistent strengths and target student's weaknesses in mathematics
- Differentiated instruction will be tailored within classrooms to meet the students' needs
- Small group instruction by experienced educational assistants who collaborate with the classroom teachers will identify the strengths and address the needs of students with disabilities.
- Students will participate in extended day sessions on Mondays and Tuesdays from 2:20-3:10
- SETSS teacher will assist mandated students and include Tier 2 and Tier 3 students
- Purchasing Envisions Math Program for grades K-5
- 5<sup>th</sup> Grade students will participate in the PENCIL Project
- If budget allows, providing students with the opportunity to participate in April Test Preparation Program focusing on strengthening mathematics skills
- Students will participate in the Grow to Learn science grant

### **Target Population(s):**

All Students with Disabilities in Grades 3-5

### **Responsible Staff Members:**

Principal, Assistant Principal for Grades 3-5 / Students with Disabilities/ ELLs, General Education teachers, Special Education teachers, SETSS / IEP Teacher, AIS teacher, Data Specialist, 2 ESL Teachers

**Assessment Evaluation:**

- Inquiry Teams for Effectiveness will meet 4 times a year to review results from assessments such as benchmarks, unit assessments, Acuity and IXL.com to evaluate effectiveness of programs and will revise as necessary

**Implementation Timeline:**

September 2012 through June 2013

**Activity 2:**

**Professional Development:**

- Mentoring program in place for newly hired Special Education Teacher
- Curriculum mapping is and will continue to be guided by the Common Core Learning Standards in mathematics across the disciplines.
- Common planning preparation periods used to address students' weaknesses across the grades is in place and will continue to be scheduled.
- Inquiry teams preparation periods will identify student strengths and address students' weaknesses across the subgroup.
- A protocol for looking at student work during common preparation periods and Common Core Learning Standards periods, provided by the Network, will be turn-keyed with the staff. DOK levels and alignment to the CCLS will serve as reference points when looking at student work samples.
- SESIS training
- Ongoing ARIS workshops for teachers will identify trends to inform instructional grouping.
- SMART Board professional development will provide resources to differentiate instruction.
- Special Education teachers participate on an inquiry team to identify trends and instructional needs for students with disabilities.
- ESL teachers participate on an inquiry team to identify trends and instructional needs for ELLs
- ICT teachers received professional development for team teaching

**Target Population(s):**

General Education teachers, SETSS / IEP Teacher, Special Education teachers, ESL teachers, AIS teacher, Data Specialist, Students in Grades 3-5

**Responsible Staff Members:**

Principal, Assistant Principal for Grades 3-5 / Students with Disabilities/ ELLs, General Education teachers, Special Education teachers, SETSS / IEP Teacher, AIS teacher, Data Specialist, 2 ESL Teachers

**Assessment Evaluation:**

- Inquiry Teams for Effectiveness will meet 4 times a year to review results from assessments such as benchmarks, unit assessments, Acuity and IXL.com to evaluate effectiveness of programs and will revise as necessary

**Implementation Timeline:**

September 2012 through June 2013

**Strategies to increase parental involvement**

- Incorporation of Special Education services into PA meetings conducted by Assistant Principal for Students with Disabilities
- Workshops on the following: ARIS and Acuity conducted by Data Specialist to teach parents to analyze data by trends in order to better refine instructional practices for students with disabilities; Home/School Connection on successful practices conducted by Guidance Counselor to ensure that parents are provided with tools to assist their child.

**Budget and resources alignment**

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Extended day on Mondays & Tuesdays from 2:20-3:10 focusing on small group mathematics instruction
- Data Specialist per session to monitor student progress
- Consumable instructional materials for use during extended day program
- Software programs and internet-based programs for the students with disabilities (IXL, Rally Essential Skills)



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	SETSS Extended Day	Small group Small group	During the school day During the extended school day
Mathematics	Extended Day	Small group	During the extended school day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group & one-to-one	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

In order to ensure our teachers remain highly qualified we provide them with the following opportunities throughout the school year:

- ✓ Mentors for newly hired special education teachers
- ✓ Inter-visitations to classrooms modeling best practices in both ELA and mathematics
- ✓ Professional development opportunities provided by the Network and on site to apply the Common Core Learning Standards in units of study
- ✓ ESL teachers are and will continue to receive regular professional development through our CFN office
- ✓ Common Core and Teacher Inquiry collaboration periods set aside for ESL and general education teachers to collaborate and plan based on student data/Common Core Learning Standards
- ✓ General education teachers who have not received their minimum 10 hours of ESL training will have this provided by the ESL coordinator
- ✓ Teachers will create goals to improve teacher effectiveness and regularly meet with supervisors to ensure these goals are met
- ✓ Frequent informal observations of teachers where teachers are provided on-going feedback to improve teaching practices

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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 such as but not limited to:
  1. ARIS and Acuity Training
  2. How to Help Your Child Succeed in School
  3. Workshops to introduce parents to programs used within the school
- 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 through workshops including:
  1. Grade appropriate standards
  2. State Assessments
  3. Looking at Your Child's Work
  4. Parent-Teacher Communication
  5. ARIS & Acuity Training
  6. ESL Workshops
  7. Adult ESL Course
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
  1. Written Correspondence
  2. Parent Coordinator to serve as link between school and family
  3. School Messenger in English, Spanish & Bengali

#### 4. School Website ps214k.org in English & Spanish

- 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
  1. Parent Involvement
  2. How to Bring Parents into the Classroom, in collaboration with Learning Leaders
  3. Effective Communication with Parents

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement
- 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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:
  1. Helping Your Child Prepare for the NYS Mathematics & ELA Assessments
  2. Transition to Pre-K & Kindergarten
  3. Nutrition, Fitness & Feeling Good
  4. Early Childhood & Special Needs
  5. How to Manage Stress Best
  6. How to Make Learning Fun
  7. ARIS & Acuity
  8. Pre-K & Developmental Milestones
- Provide opportunities for parents to help them understand the accountability system such as NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report through access to our Parent Coordinator, PA monthly meetings and written correspondence

- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- Translate all critical school documents in Spanish & Bengali and provide interpretation during meetings and events as needed

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

- Hosting educational family events/activities throughout the school year such as:
  - Parent Appreciation Week March 2013
  - Literacy Night March 2013
  - International Food Festival
  - Thanksgiving Feast
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee
- Establishing a Parent Room with technology
- Encouraging more parents to become Learning Leaders
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Developing and distributing a school monthly newsletter designed by the Parent Coordinator to keep parents informed about school activities using echalk

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

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

**I. School Responsibilities**

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

- Continuation of Houghton Mifflin Journey's Balanced Literacy Program for Grades K-2
- Core Knowledge Curriculum in grades 3 through 5
- Comprehensive Balanced Literacy and Envision Math Programs in grades K-5
- Professional Development for teachers focusing on the Common Core Learning Standards, curriculum mapping, differentiated instruction, guided reading, conferencing, data analysis
- Teacher Inquiry Teams focusing on the student assessment and using data to differentiate instruction.
- Test preparation in grades 3, 4, 5 to prepare students for state exams in ELA, Math, and Science using Title I SWP as budget allows.
- Standards based professional development
- AIS services for during school for those at risk students in ELA, Math

- Implementation of Smart Boards in all ESL, Bilingual, SWD self contained and collaborative team teaching classrooms to provide an interactive teaching approach for content area instruction
- Continuation of the Data Inquiry Team to provide an analysis of school wide data and report on the performance trends of the school

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

- conducting parent-teacher conferences in the fall (November 2012) and spring (March 2013)
- Continuation of School Messenger system to inform parents of upcoming events in English, Spanish & Bengali
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- Continuation of school website ps214k.org where upcoming events, school report card, school policies, parent resources are posted (information can be translated to Spanish)
- providing notices related to school policies in English, Spanish and Bengali
- 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
- Through written correspondence in English, Spanish and Bengali
- Scheduled appointments during teacher's preparation periods
- Parent- teacher conferences
- Telephone conference
- Email correspondence
- PA Meetings

*Provide general support to parents by:*

- Provide parents opportunities to volunteer and participate in their child's class through activities such as: becoming Learning Leaders, class trips, classroom observations with the teacher's permission
- 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 such as:

- ARIS and Acuity Training by the Data Specialist
- Home/School Connection on Successful Practices conducted by Guidance Counselor
- Cyber bullying conducted by Director of Safety & Youth Development
- Middle School Articulation conducted by Guidance Counselor
- 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
- Check and assist my child in completing homework tasks
- Provide my child with suitable study conditions at home- desk or table, proper lighting, books and supplies.
- 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 my child's extracurricular time
- Encourage my child to follow school rules and regulations
- 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 promptly 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 training offered by the school
- Take part in the school's Parent Association or School Leadership Team
- Be familiar with the new policies on school service and anti bullying campaigns
- Share responsibility for the improved academic achievement of my child

## **III. Student Responsibilities:**

- Attend school and be on time every day
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Come to school prepared with books, pencils, paper, and any other materials and assignments as directed by my teachers.

- Obey the directions of all staff members.
- Maintain a positive attitude toward learning and believe in my ability to succeed
- Respect the rights and property of others
- Understanding the new policies on school service and anti bullying campaign

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Charles Amundsen</b> <b>P. Tubridy</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>214</b>
School Name <b>The Michael Friedsam School</b>			

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

Principal <b>Patricia Tubridy</b>	Assistant Principal <b>Ray Pinder</b>
Coach <b>Katie Lapham, ESL coordinator</b>	Coach <b>N/A</b>
ESL Teacher <b>Gabriella Johnson</b>	Guidance Counselor <b>Tabitha Rohr</b>
Teacher/Subject Area <b>Lori Serota, grade 2 teacher</b>	Parent <b>Sohel Mazumder</b>
Teacher/Subject Area <b>Milady Pena, grade 3 teacher</b>	Parent Coordinator <b>Zakir Uddin</b>
Related Service Provider <b>Virginia Blair, AIS</b>	Other <b>Bonney Bonjen, ESL teacher</b>
Network Leader <b>Patricia Tubridy</b>	Other <b>Y. Cartagena, Dual Language</b>

### C. Teacher Qualifications [i](#)

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	<b>4</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>974</b>	Total Number of ELLs	<b>198</b>	ELLs as share of total student population (%)	<b>20.33%</b>
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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 parents/guardians of every new student entering P.S. 214K must complete the HLIS, or Home Language Identification Survey, to determine what language(s) the child speaks at home. We offer translated versions of the HLIS in languages such as Spanish, Bengali, Arabic and Mandarin. To ensure accuracy, a trained pedagogue who holds a valid NYC teaching license conducts an informal oral interview with the parents/guardians. When necessary, a staff member - administrator, parent coordinator, teacher, paraprofessional, aide - translates in the family's native language. The ESL coordinator reviews every HLIS as part of the initial screening process of newly enrolled students. If a child is identified as speaking a language other than English, then they are administered a grade appropriate Language Assessment Battery-Revised (LAB-R) exam as a formal initial assessment to measure the child's English-language proficiency level. The three freestanding ESL teachers administer the LAB-R formal assessment within 10 school days of the child's initial enrollment (as per CR Part 154). LAB-R exams are then hand-scored. Students that score below the proficiency level on the LAB-R becoming eligible for state-mandated services for ELLs. Once the LAB-R exam identifies the student as an ELL (English language learner), then the parent is notified and the child is placed in an ESL program as per their parent's choice. Students who speak Spanish at home and score below proficiency on the LAB-R are also administered a Spanish LAB to determine language dominance. In the spring of every school year, every ELL in grades K-5 is administered the NYSESLAT (New York State English as a Second Language Achievement Test) to measure his/her proficiency level in the listening, speaking, reading and writing of English. The results of this test determine whether or not the student continues to be eligible for ELL services. In preparing for the annual NYSESLAT exam, the ESL/Bilingual coordinator uses both the RLAT and RLER reports in ATS to identify the ELLs eligible to take the NYSESLAT exam. The NYSESLAT is administered by all three freestanding ESL teachers, the self-contained grade 1 ESL teacher and the self-contained Dual Language teachers in grades K and 1. All pedagogues follow the NYSESLAT calendar to ensure that the administration of each section - speaking, listening, reading and writing - is completed within the correct time frame. The three freestanding ESL teachers administer the one-on-one speaking exam to each ELL in grades K - 5. Afterwards, the three freestanding ESL teachers administer the listening, reading and writing sections in a whole group setting to each group they service. The ESL/Bilingual coordinator distributes the listening, reading and writing testing materials (as per the NYSESLAT calendar) to the self-contained grade 1 and to the self-contained Dual Language teachers so that they can administer those sections to their ELLs. They ensure that the testing materials are kept in a secure location. A large print edition of each exam section is ordered for the ELL-SWD requiring this particular test accommodation. After the listening, reading and writing sections are administered, the ESL/Bilingual coordinator collects the exam booklets and grids and organizes them as per NYSESLAT delivery instructions. They are kept in a secure location. After being trained, the three freestanding ESL instructors score the writing section using the rubrics provided. NYSESLAT books and grids are then submitted on time to the locations indicated in the testing memo. Once an ELL scores at the proficiency level on the NYSESLAT, he or she is considered a former ELL student and receives bilingual or ESL support as needed. Dual language former ELLs can remain in the dual language program for the length of their tenure.

2.) Once a newly enrolled student is identified as an ELL, an entitlement letter is sent home to the student's parents/guardians in the language indicated on the HLIS. The entitlement letter notifies parents/guardians that their child is eligible for ESL services and they are asked to attend a parent orientation meeting at the school. The parent orientation is held within 10 school days of the student's initial enrollment date, and the date and time of the meeting is indicated in the entitlement letter. Regarding parent outreach, ESL staff

receives support from classroom teachers to ensure that entitlement letters are received by parents and to remind parents to attend the parent orientation meeting. The ESL/Bilingual coordinator is present at dismissal to remind parents about the orientation meeting and also communicates this information to parents in Spanish. The parent coordinator reminds parents about the orientation meeting at dismissal and also communicates this information to parents in Bengali. At the regularly-held orientation meetings, parents/guardians of newly identified ELLs are informed of the different ESL programs that are available in New York City: transitional bilingual education, dual language and freestanding ESL. A video describing the different program choices is shown in the parents' native language. In addition, they also receive a copy of the ELL Parent Brochure in both English and in their native language, which provides information on ELL identification and eligibility, the three types of ELL programs, and ways parents can participate in their child's education. ESL teachers and the school's parent coordinator conduct the orientation session and convey this information in the parents' native language. Afterwards, parents/guardians have the opportunity to ask questions before completing the Program Selection form and Parent Survey. If a parent/guardian does not attend an orientation meeting, both the Spanish-speaking ESL/Bilingual coordinator and the Bengali-speaking parent coordinator meet with parents one-on-one at dismissal to communicate this information to them. The ESL/Bilingual coordinator, together with the parent coordinator, make phone calls home to schedule one-on-one meetings with parents so that they are aware of the ESL program choices for their child (ren). Also, the ESL/Bilingual coordinator sends a letter home to parents/guardians to invite them to attend a parent orientation meeting during parent/teacher conferences, which take place in November and March. The letters are translated by school staff in the parents' native languages.

3.) As mentioned above, entitlement letters are sent to parents/guardians in their native languages immediately after the student is identified as an ELL (within 10 days of initial enrollment). The ESL/Bilingual coordinator maintains a record of parents who received the entitlement letter and keeps a copy of each entitlement letter on file in the ESL office. The ESL/Bilingual coordinator distributes the entitlement letter to classroom teachers to send home, and classroom teachers support the ESL/Bilingual coordinator in ensuring that parents both receive and understand the entitlement letter. The ESL/Bilingual coordinator also meets with individual students to convey to them both the purpose and importance of the entitlement letters that are sent home. Peers who speak the students' native language assist with translation. As mentioned above, both the parent coordinator and the ESL/Bilingual coordinator conduct parent outreach at dismissal to communicate to parents the purpose of the entitlement letter and to encourage them to attend the parent orientation meeting. Both the parent coordinator and the ESL/Bilingual coordinator have close ties to the community around the school. Informal meetings take place regularly in the neighborhood outside of school hours. At the parent orientation meetings, parents/guardians receive the Program Selection form and Parent Survey in both English and in their native language. The ESL teachers and parent coordinator offer translation services to assist parents/guardians in choosing the ESL program model most appropriate for their child. Time is provided at the orientation for parents to complete and sign both forms, which indicate the ESL program requested by the parents. Afterwards, the ESL staffs informs parents of the ESL programs currently offered by the school. The ESL/Bilingual coordinator collects the completed forms and maintains a record of parents who have attended the parent orientation meeting and completed the Program Selection form and Parent Survey. The ESL/Bilingual coordinator then contacts parents/guardians who do not attend the orientation to ensure that they understand all three program choices in New York City (transitional bilingual education, dual language and freestanding ESL) and complete and sign the required Program Selection form and Parent Survey. The Spanish-speaking ESL/Bilingual coordinator meets with parents one-on-one during the school day and at dismissal. At these meetings, the Bengali-speaking parent coordinator assists with translation. Parents also receive a letter in their native language inviting them to meet with the ESL/Bilingual coordinator during parent teacher conferences, which take place in November and March, and at Meet the Teacher night in September. The Bengali-speaking parent coordinator also provides parent outreach support to ensure that parents/guardians are made aware of their child's ESL status and complete and sign the abovementioned forms. This takes place in the community, at dismissal and at Meet the Teacher night and parent/teacher conferences. Completed and signed forms, along with sign-in sheets and agendas, are kept on file at the school, and program choice is added to the student's profile in ATS. If we do not receive a program selection form, then the child is placed in a transitional bilingual class by default as per CR Part 154.

4.) The placement of newly identified ELLs into a particular program is based on the parent choice that is indicated on the Program Selection form. As stated above, during the parent orientation meeting, parents are informed - in their native language - of the three program choices in New York City. The Spanish-speaking ESL/Bilingual coordinator meets with the parents/guardians who do not attend an orientation session to communicate to them the ESL program choices. If needed, the parent coordinator provides translation services in Bengali. If there are 15 or more parents/guardians of ELLs of a same language in two contiguous grades who request transitional bilingual education, then the school will form a bilingual class in that language. As of October 2011, P.S. 214K has freestanding ESL programs in each grade. The push-in model is used in grades 2-5. Grade 1 has a self-contained ESL class to service beginner and intermediate ELLs while an ESL teacher pulls out the advanced ELLs. ESL teachers also pull out ELLs in kindergarten, and Special Education and grade 2 advanced ELLs. If a Spanish-speaking ELL is identified in kindergarten or grade 1, he/she has the opportunity to receive ESL services through our self-contained Dual Language classes (Spanish/English). A placement letter is then

distributed to parents (in their native language) informing them of the ESL program their child has been placed in. The ESL/Bilingual coordinator distributes these placement letters to classroom teachers to ensure they are sent home. The Spanish-speaking ESL/Bilingual coordinator also meets with individual students to ensure that they understand the purpose of the placement letter and deliver it to their parents/guardians. If needed, the students' peers assist with translation in the students' native language. The ESL/Bilingual coordinator maintains a record of the parents/guardians who received the placement letter and a copy of each letter is kept on file in the ESL office. At the beginning of each school year, ESL staff analyze NYSESLAT scores to identify ELLs who are entitled to continue receiving ESL services (ELLs who have not yet reached the proficiency level on the NYSESLAT). Continued Entitlement letters are then distributed to parents of these students (in parents' home languages) to inform them that their child will continue receiving ESL services. The ESL/Bilingual coordinator distributes these letters to classroom teachers to ensure that they are sent home to parents. The ESL/Bilingual coordinator also meets with individual students to ensure that they understand the purpose of the continued entitlement letter and deliver it to their parents. The ESL/Bilingual coordinator maintains a record of the parents who received the continued entitlement letter and a copy of each continued entitlement letter is kept on file in the ESL office. The same procedure is followed in distributing non-entitlement letters to parents of students who tested proficient on the LAB-R and therefore do not require ESL services. Parents of students who tested proficient on the NYSESLAT receive a non-entitlement/transition letter in the parents' native language informing them that their child is no longer entitled to ESL services and advising parents what to do should they wish for their child to remain in a bilingual class. The procedure described above is also followed in the distribution of these letters, and copies of each non-entitlement/transition letter is kept on file in the ESL office.

5.) The current trend is that the majority of our parents - 90% - select freestanding ESL as their first choice while 10% select the Dual Language program.

6.) Yes, the program models offered at P.S. 214K are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	1												2
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1												1
<b>Push-In</b>			2	2	2	2								8

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>11</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	198	Newcomers (ELLs receiving service 0-3 years)	167	Special Education	15
SIFE	6	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	3

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	14	0	0	0	0	0	0	0	0	14
ESL	153	6	13	28	0	1	3	0	1	184
<b>Total</b>	<b>167</b>	<b>6</b>	<b>13</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>198</b>

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
<b>TOTAL</b>	<b>0</b>													

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 L	EP																		
Spanish	7	6	7	5															14	11
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>Bengali</u>		8		4															0	12
<b>TOTAL</b>	7	14	7	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	23

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>11</u>	Number of third language speakers: <u>12</u>
Ethnic breakdown of EPs (Number): African-American: <u>7</u> Asian: <u>16</u> Hispanic/Latino: <u>27</u> Native American: <u>    </u> White (Non-Hispanic/Latino): <u>    </u> Other: <u>    </u>	

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	8	12	18	15	18	11								82
Chinese	1													1
Russian														0
Bengali	24	20	17	13	11	10								95
Urdu				1										1
Arabic	1	1			1									3
Haitian														0
French														0
Korean														0
Punjabi			1											1
Polish														0

## 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
Albanian														0
Other					1									1
<b>TOTAL</b>	<b>34</b>	<b>33</b>	<b>36</b>	<b>29</b>	<b>31</b>	<b>21</b>	<b>0</b>	<b>184</b>						

## 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.
  - 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?

1.) Currently, a full-time, certified ESL instructor uses the pull-out model to service most kindergarten ELLs. However, we are moving towards adopting the push-in model to service all ELLs not in the Dual Language program or self-contained first grade ESL class. In kindergarten, one beginner group is pulled out for 8 periods per week. A kindergarten advanced group is pulled out for 4 periods per week (as per CR Part 154 mandating 180 minutes of ESL per week). In addition, the ESL instructor pulls out a mixed group of advanced kindergarteners and first graders as well as a mixed group of beginner/intermediate kindergarteners and first graders. The ELLs who receive pull-out, freestanding ESL services spend the majority of their day in all-English content instruction and are brought together from various classes for English-acquisition-focused instruction. The remaining ELLs in kindergarten receive ESL services through the kindergarten Dual Language class, which is taught by a certified bilingual instructor.

In grade 1, a full-time, certified ESL/common branch instructor provides ESL instruction to newcomer beginner and intermediate ELLs in a self-contained ESL class. In addition, some grade 1 ELLs are pulled-out and serviced in one of the two mixed kindergarten/grade 1 pull out classes (1 for beginners/intermediates and 1 for advanced) as mentioned above. The remaining grade 1 ELLs receive ESL through the grade 1 Dual Language class, which is taught by a certified bilingual instructor.

The two Dual Language classes (one in kindergarten and the other in grade 1) are self-contained and the classroom teachers use the 50/50 Dual Language model by alternating the language by day (Spanish/English). ELLs of varying English proficiency levels are integrated with native English speakers so that all students develop second language skills while learning content in both languages. The primary language acquisition goals of this program are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and in the target language (Spanish) for all students. Students receiving freestanding ESL services through both the pull-out and

## A. Programming and Scheduling Information

self-contained models are taught in English using ESL methodologies and native language support. These classes include a language arts instructional component - English language arts instruction and English as a second language instruction - and a content area, non-fiction instructional component. The native languages and heritage of ELLs are acknowledged and integrated into lessons.

Two full-time, certified ESL instructors push-in to monolingual classes in grades 2, 3, 4 and 5 during the literacy block for two consecutive periods per day. There is one push-in ESL class in each of these four grades. We have adopted a co-teaching model, which allows the ESL teacher to work with ELLs during content, non-fiction instruction in collaboration with regular classroom teachers to provide English language acquisition and vocabulary support while retaining content instruction time. The first period consists of heterogeneous groupings while during the second period, students are divided into homogeneous groups for ESL-supported guided reading instruction that utilizes ESL methodologies. This model addresses the ESL needs of the beginner, intermediate and advanced ELL.

Additionally, a small number of Special Education ELLs are pulled out from grades 3, 4 and 5. The groupings are heterogeneous. We provide paraprofessional services to special needs bilingual students in a 4/5 self-contained special education class and in a 4<sup>th</sup> grade CTT class. We have 3 paraprofessionals working one-on-one in 3 self-contained classes.

ELLs in all of the abovementioned programs receive their mandated number of ESL instructional minutes as per CR Part 154: 360 minutes a week for beginning and intermediate ELLs (2 units) and 180 minutes a week for advanced ELLs (1 week).

2.) The self-contained grade 1 ESL teacher uses ESL strategies throughout all areas of instruction and provides the core content that elementary school students receive from self-contained common branch classroom teachers. As per CR Part 154, NLA (Native Language Arts) support occurs 25% of the time. Beginning and intermediate ELLs receive 360 minutes (2 units) of ESL instruction per week while advanced ELLs receive 180 minutes (1 unit) of ESL instruction. Advanced students receive 180 minutes per week of ELA instruction. In the kindergarten and grade 1 Dual Language classes, language arts is taught through NLA (Native Language Arts), ESL, and ELA instruction. A 90-minute period is allocated for literacy instruction, which includes ESL strategies for ELA instruction. Content areas - science, social studies and math - are taught in both English, using second-language acquisition strategies such as pictures and scaffolding, and in the target language (Spanish). Native language arts (Spanish) instruction occurs as follows: beginner ELLs receive 60 - 90 minutes per day, intermediate ELLs receive 45 - 60 minutes per day while advanced ELLs receive 45 minutes per day. Our dual language program uses the 50/50 model by alternating language by day. Beginning and intermediate ELLs receive 360 minutes (2 units) of ESL instruction per week while advanced ELLs receive 180 minutes (1 unit) of ESL instruction. Advanced students receive 180 minutes per week of ELA instruction.

Freestanding ESL classes, in which NLA (native language arts) support occurs 25% of the time, are taught by 3 full-time, certified ESL instructors as follows:

\*ESL instructor for grades K, 1 and 2 (all pull-out): 1 kindergarten beginner group (8 periods per week), 1 kindergarten advanced group (4 periods per week), 1 mixed kindergarten and grade 1 beginner/intermediate group (8 periods per week), 1 advanced mixed kindergarten and grade 1 advanced group (4 periods per week), 1 advanced grade 2 group (4 periods per week).

\*ESL instructor for grades 2 and 5 (all push-in): grade 2 - push-in to one grade 2 class for two periods per day during literacy block; grade 5 - push-in to one grade 5 class for two periods per day during literacy block.

\*ESL instructor for grades 3 and 4: push-in to one grade 3 class for two periods per day during literacy block; push-in to one grade 4 class for two periods per day during literacy block.

Beginning and intermediate ELLs receive 360 minutes (2 units) of ESL instruction per week while advanced ELLs receive 180 minutes (1 unit) of ESL instruction per week. ESL levels are determined by performance on the LAB-R and NYSESLAT exams. These minutes are distributed into equal daily allotments.

3.) In delivering instruction in the content areas in kindergarten through grade 2, P.S. 214K is using Houghton Mifflin Harcourt's Journeys program, a new core reading program that supports the Common Core Standards and promotes literacy through content-area, non-fiction materials. It also provides scaffolding for ELLs. Spanning the content areas, language support cards build background, promote oral language, and develop high-utility vocabulary and academic language. The leveled readers, which are used in guided reading groups, offer sheltered text that connect to the main selection's topic, vocabulary, skill and strategy. An accompanying CD provides models for oral reading fluency. For English Language Arts (ELA) instruction, Grades 3, 4 and 5 use the Balanced Literacy framework, incorporating all major components such as the Read-Aloud, Shared Reading, Guided Reading and Independent Reading. The material used during the literacy block is predominately non-fiction and supports both the social studies and science curriculums for each grade. The ESL teachers that push-in to classes in these grades scaffold the content and incorporate ESL teaching strategies to convey information to students. For instruction in mathematics, P.S. 214K uses the Everyday Mathematics program, which utilizes a hands-on, practical approach to mathematics instruction. Spanish-language versions of Everyday Mathematics are available for Spanish-speaking ELLs needing native language support. Additionally, ELLs in grades 2 - 5 practice math skills through various apps (applications) on the iPad. Every classroom containing a high number of ELLs has a Smartboard, which is used to support instruction across the content areas. Not only

## A. Programming and Scheduling Information

does it provide visuals and opportunities for shared reading, but it also gives ELLs an opportunity to participate in interactive activities. Instructors of ELLs, including classroom teachers, create lessons and use materials that are highly engaging to students and offer students opportunities to make connections to their own lives and past experiences. Particular attention is paid to incorporating grade-specific Common Core language proficiency standards into daily lessons. Teachers ensure a print-rich environment in their classrooms and use sheltered instruction strategies and scaffolding techniques to make content comprehensible for ELLs. Techniques and strategies include the use of visuals to accompany vocabulary, sentence starters and graphic organizers for writing, realia, gestures and native language support. To further support our ELL students, we are using the Imagine Learning program as an interactive technology component to ELA literacy. ELLs also practice independent reading and comprehension skills on computers through Raz-Kids.com and EducationCity. In the kindergarten and grade 1 Dual Language classes, instruction in the target language (Spanish) takes place every other day, and the Senderos reading program (the Spanish-equivalent of Journeys) is used to teach Spanish literacy. We use a 50/50 Dual Language model by alternating language by day.

4.) We administer the LAB-R in Spanish to new admits whose home language is a language other than English and who do not test at the proficiency level on the English LAB-R. We administer the EL SOL exam twice a year to ELLs in our Dual Language program whose native language is Spanish. Also, informal and formal assessments are given in Spanish in these classes. In grades 3, 4 and 5, ELLs are able to take the Math and Science state examinations in their native language.

5.) At P.S. 214K we identify and support newly enrolled ELLs in grades 3 -5 who have interrupted formal education (SIFE). In addition to providing them with their entitled minutes of ESL instruction and NYSESLAT test preparation, SIFE students receive help in all the content areas through our Extended Day program and through our SES After School and Saturday Academy programs. SIFE students also receive small group instruction and English literacy support through AIS programs such as Read 180 and System 44, a phonemic program for ELLs in grades 3, 4 and 5. SIFE students also improve their ELA skills through online reading programs such as Imagine Learning and Raz-Kids. In addition, seven iPads are available to SIFE students to help them with phonics, decoding and sight words, among other skills. For Spanish-speaking students, Everyday Math books are available in Spanish. We are also building native language libraries in each ESL classroom. Content area trade books and text books are currently available in Spanish. ESL instructors differentiate instruction to help make content comprehensible to SIFE students. Content area books are available at a variety of reading levels and are used during the small group, guided reading period of the literacy block. In providing additional ESL instruction to SIFE students, an ESL teacher meets with a small group of beginner SIFE students in grades 3 and 4 for two periods per week (in addition to their entitled minutes). As our budget allows, we are also offering to SIFE students an After School enrichment ESL program one day per week.

\*Newcomers (ELLs with less than three years in the NYC public school system) receive their entitled minutes of ESL instruction and NYSESLAT test preparation in addition to being offered small group instruction through the abovementioned AIS services. Native language materials in the content areas are also available to support newcomers. We also offer ELA and Math test preparation both during the school day and through the Extended Day program, and after school through the SES After School and Saturday Academy programs. Our goal is that both SIFE and ELLs who are newcomers will attain at least a 5% gain on the NYSESLAT in Speaking/Listening and Reading/Writing. As our budget allows, we are also offering ELLs an After School enrichment program one day per week.

\*ELLs receiving ESL services for 4 - 6 years are also eligible for the abovementioned AIS services and they are invited to participate in the Extended Day program and SES After School and Saturday Academy programs in order to receive additional help in ELA and Math. They receive NYSESLAT test preparation through their mandated ESL services, and our goal is to have these students reach the proficiency level on the NYSESLAT exam. As our budget allows, P.S. 214 will hire a certified ESL teacher to teach writing to small groups of students. The focus will be on helping these ELLs improve their reading and writing skills on both the ELA and the NYSESLAT exams. Written responses to topics are incorporated into every lesson in ESL classes.

\*Long-term ELLs receive their entitled minutes of ESL instruction and NYSESLAT test preparation. In order to reach the proficiency level on the NYSESLAT exam, our focus is to help these ELLs improve their reading and writing skills as these are the sections of particular difficulty for them. As our budget allows, P.S. 214K will hire a certified ESL teacher to teach writing to small groups of students. The focus will be on helping these ELLs improve their reading and writing skills on both the ELA and the NYSESLAT exams. Also, written responses to topics are incorporated into every lesson in ESL classes. Long-term ELLs are also eligible for the abovementioned AIS services and they are invited to participate in the Extended Day program and SES After School and Saturday Academy programs for both Math and ELA test preparation.

6.) ELL-SWDs whose IEP mandates bilingual instruction receive native language support throughout the day from a paraprofessional assigned to them. The grade 4 CTT class and the grade 4/5 self-contained 12-1-1 Special Education class each have one bilingual paraprofessional. ELL-SWDs in CTT and 12-1-1 classes receive ESL services from a pull-out ESL instructor as per the number of minutes mandated by their NYSESLAT performance levels. In addition, teachers of ELL-SWDs differentiate instruction to make content more comprehensible. Non-fiction books, such as the Fountas & Pinnell Leveled Literacy Intervention program and Journeys leveled

## A. Programming and Scheduling Information

readers, are used during guided reading. Additionally, a language objective that supports Common Core Standards is incorporated into lessons. Grammar and other English-language skills are taught through content and vocabulary. A grade-level phonics and word study text is also made available to ELL-SWDs. In addition, teachers of ELL-SWDs utilize intervention strategies in the classroom. These include the use of realia, picture cards and interactive activities on the Smartboard. Teachers also use graphic organizers and sentence starters to help students organize their ideas.

7.) ELL-SWDs are placed in CTT classes that are taught by both a certified Special Education teacher and a Common Branch teacher. They receive instruction across all content areas alongside non-disabled peers. Intervention strategies are used and content-area materials are made available at a wide range of reading levels. An ESL teacher provides mandated ESL services to ELL-SWDs for eight periods per week. The ESL services include NYSESLAT test preparation. Additionally, ELL-SWDs in grades 2 - 5 who are not in a CTT class benefit from the push-in ESL model since two teachers teach the literacy block each day. Adopting the push-in model makes guided reading more consistent and effective. ELL-SWDs are also invited to participate in our Extended Day program and SES After School and Saturday Academy programs. As our budget allows, we are also offering ELL-SWDs an After School enrichment ESL program one day per week. To further maximize time spent with non-disabled peers, ELL-SWDs participate in a wide range of social and instructional activities alongside non-disabled peers: lunch, recess, ballroom dancing, gym, field trips, holiday dances, movie night, math and literacy game night, among other activities.

### 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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

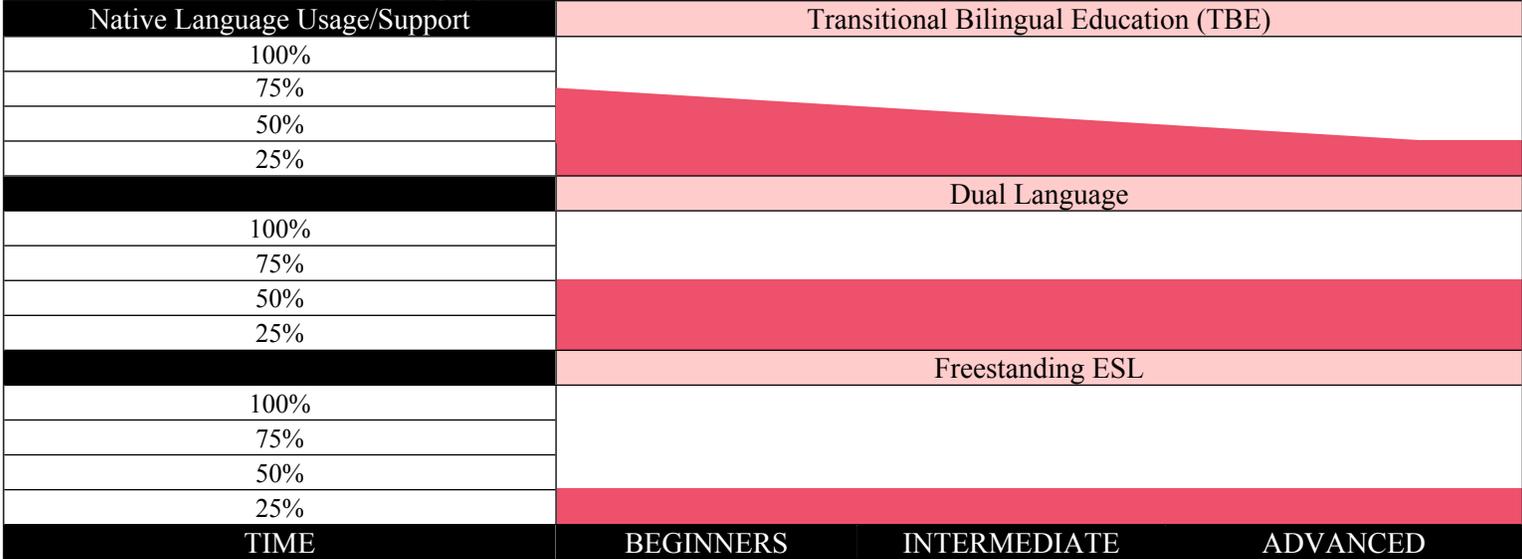
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 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**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.) In servicing our ELL students requiring literacy intervention services, P.S. 214K has implemented the push-in, co-teaching model of ESL instruction in grades 2 - 5. A self-contained ESL class for beginner and intermediate ELLs is available in grade 1. Other intervention services include the Read 180 program and System 44, a phonemic program for ELLs in grades 3, 4 and 5, and SETTS. The new Journeys reading program in grades K - 2 has an intervention component (strategies and materials), and online programs such as Imagine Learning (reading skills and vocabulary development), EducationCity (math and reading skills), IXL.com (math skills) and Raz-Kids (leveled reading comprehension practice) are also available to ELLs requiring intervention services. Students can also gain valuable ELA and math skills through the use of targeted iPad applications. With regards to targeted math intervention, P.S. 214 uses a two- period math block model. This prolonged, uninterrupted period of math instruction gives teachers more opportunities to differentiate instruction and to diversify activities, including the use of manipulatives and games. A math cluster teacher also provides differentiated math instruction to classrooms requiring additional math support. For Spanish-speaking students receiving freestanding ESL services, Spanish-language textbooks and trade books are available in Everyday Math, science and social studies. The online literacy program Imagine Learning also has a Spanish-literacy component. ELLs in the kindergarten and grade 1 Dual Language classes receive native language instruction in both literacy (Spanish) and in the content areas. There are three science cluster teachers offering science instruction to all classes in grades K - 5, and ESL instructors integrate grade-specific social studies and science themes/curriculum into freestanding ESL classes. ELLs also receive targeted intervention in math and ELA through our Extended Day program and through SES After School and Saturday Academy programs. As the budget allows, we plan to offer an after school program for SIFE/newcomer students in grades 2-5, which will target the skills they are lacking in both ELA and math.

9.) We support former ELLs who have already reached proficiency on the NYSESLAT by placing them in ESL push-in classes in grades 2 - 5, if space allows. This way they are supported by being exposed to ESL scaffolding techniques and methodologies, among other benefits. Former ELLs are also permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. They are given extended time (time and a half) on the NY State exams in math, ELA and science. Former ELLs are also invited to attend our Extended Day program and the SES After School and Saturday Academy programs. Continued support is also available through ESL instructors.

10.) For the 2011 - 2012 school year, we have extended the Dual Language program to include grade 1 as well as kindergarten. Next year we plan to offer the Dual Language program in grade 2 as well. In place of the Core Knowledge program, which expired in June 2011, we have adopted the Journeys core reading program in grades K - 2. This year we also have a grade 1 self-contained ESL class for newcomer beginner and intermediate ELLs. We are also considering purchasing the Waterford Early Learning program for grades K - 2. Waterford is an online educational program in ELA, math and science. We also plan to purchase 1 struggling reader collection and 1 easy to read biographies collection.

11.) The transitional bilingual education (TBE) program has been discontinued due to lack of demand and continuity. In grades K - 2, the Core Knowledge pilot program ended in June 2011.

12.) ELLs are afforded equal access to all school programs. As stated in the previous sections, all ELLs are invited to attend our Extended Day program and SES After School and Saturday Academy programs, which offer support in Math and ELA. Letters in both English and in the students' native languages are distributed to parents with information about these programs, and SES forms are available in Spanish as well as in English. Bengali-speaking families receive information about SES programs through Bengali-speaking recruiters who are hired by SES providers and provide parent outreach. In addition, in October a letter in Spanish and Bengali went out to parents inviting them to attend a meeting at school in order to receive native language support in completing the SES forms. P.S. 214K also utilizes the

SchoolMessenger service to conduct parent outreach with regards to these programs and other school activities. During parent teacher conferences and Meet the Teacher night, Spanish and Bengali-speaking staff are available on every floor to assist with language needs. Report cards are now available in the parents' native languages. Additionally, ELLs are eligible for intervention and AIS services, which include Read 180, System 44 and SETTS. ELLs have the right to be evaluated for a possible learning disability and they are eligible for special education programs and services in accordance with the individualized education program (IEP). School counseling is also available to ELLs. The guidance counselor who, among other duties, helps parents of ELLs with the middle school application process, receives language support/translation services through the Bengali-speaking parent coordinator and through a Spanish-speaking aide. P.S. 214K has a Spanish-speaking social worker, and a Bengali-speaking parent coordinator. Classroom teachers work with ESL staff to identify students who may require an evaluation and/or additional intervention services. The Spanish-speaking ESL/Bilingual coordinator and Bengali-speaking parent coordinator meet with parents, teachers and administrators throughout the entire referral process. Also, P.S. 214K is building its native language libraries across the grades. Currently, content area materials - math, social studies and science - are available in Spanish. We also have dictionaries and glossaries for ELLs to use. ELLs also participate in school activities such as field trips, summer school enrichment and mandated programs, school performances, ballroom dancing, hoilday dances, Math and Literacy Night, Multicultural Night and Native Language Literacy and Diversity Night.

13.) With regards to technology, P.S. 214K uses SmartBoards, SuccessMaker, Imagine Learning and Raz-Kids to support the diverse learning needs of our ELL students. Both Imagine Learning and Raz-Kids offer ELLs support in ELA while SuccessMaker is a computer software program that delivers essential reading and math instruction. Lenovo and Think Pad lap tops and iPads are also available in our ESL classroom as well as desktop computers. For ELA instruction, grades K - 2 uses the Journeys core reading program, which provides scaffolding for ELLs. Spanning the content areas, language support cards build background, promote oral language, and develop high-utility vocabulary and academic language. The leveled readers, which are used in guided reading groups, offer sheltered text that connect to the main selection's topic, vocabulary, skill and strategy. An accompanying CD provides models for oral reading fluency. Grades 3 - 5 use the Balanced Literacy framework, incorporating all major components such as the Read-Aloud, Shared Reading, Guided Reading and Independent Reading. In these grades, literacy is taught through the use of grade-specific social studies and science topics and materials. ESL instructors consult with classroom teachers to ensure that grade-specific content area curriculums and standards are incorporated and reinforced in both push-in and pull-out ESL classes. Test preparation materials are also available to prepare ELLs for the NYSESLAT. For instruction in mathematics, P.S. 214K uses the Everyday Math program and Math Steps. Spanish editions of both programs are available. We use the Kaplan program for test preparation in ELA, math and science. Our kindergarten and grade 1 Dual Language programs use the Journeys core reading program for ELA instruction and its Spanish equivalent - Senderos - for Spanish language arts. For math, our Dual Language programs use both the English and Spanish versions of Everyday Math and Math Steps.

14.) Our kindergarten and grade 1 Dual Language programs are taught by certified bilingual (Spanish) teachers. Spanish, the target language, is taught through both the content areas and through Spanish literacy. All components of the Journeys core reading program - from textbooks to leveled readers - are available in Spanish through the Senderos program. Likewise, both Everyday Math and Math Steps are available in Spanish. In our freestanding ESL program, two of the three ESL teachers are fully certified bilingual (Spanish/English) teachers and offer Spanish-language support. Everyday Math and Math Steps are available in Spanish as well as content area trade books and leveled readers. Glossaries and dictionaries also make up native language libraries in ESL classrooms. Other school personnel - paraprofessionals, parent coordinator, aides and administrators - are available to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. Also, teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies extend to after school programs as well as summer school.

15.) Both the instruction provided and the materials and programs used with our ELLs are age and grade level and cognitively appropriate. Our freestanding ESL and Dual Language programs are comprised of students who are all in the same grade. Our Special Education pull-out program contains ELL-SWDs in grades 3, 4 and 5.

16.) In the spring of each year, as the budget allows, P.S. 214K offers a 15-week after school program for newcomers and SIFE students to catch them up on critical math and ELA skills. Through a Title 1 grant, P.S. 214K offers a summer enrichment program to ELLs in grades 2 - 5. Students are exposed to as many different real world experiences as possible, which provide newcomers with knowledge that they can apply to a variety of academic contexts. Accompanied by parents and teachers, our ELLs gain meaningful experiences through field trips to different places in New York City, including college campuses. Afterwards, students reflect on their experiences through reading and writing activities. In addition, laptops are available in summer school so that ELLs can access online ELA and Math programs during the summer. In the spring of each year, ELLs transitioning from pre-kindergarten to kindergarten are identified as possible candidates for the Dual Language program, and parents of these students are invited attend informational meetings about this program. School staff is on hand to offer translation services in the parents' native languages. During summer registration, Bengali and Spanish-speaking staff are available to help translate documents for newly enrolled ELLs and their parents.

17.) P.S. 214K does not offer language electives.

### 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)?

1.) There are 2 classes in P.S. 214K's Dual Language program: a kindergarten self-contained class and a grade 1 self-contained class. Both classes are taught by certified bilingual (Spanish/English) teachers. The target language (Spanish) is used 50% of the time for both EPs and ELLs.

2.) Each Dual Language class is self-contained and is taught by one instructor. Therefore all of the EPs and ELLs are together in the same classroom and are integrated 100% of the instructional day.

3.) Language instruction alternates by day in the content areas. Additionally, students receive literacy instruction simultaneously in both the native and target languages. For example, on day 1 all instruction - both literacy and the content areas - is in English while on day 2 all instruction - both literacy and the content areas - is in Spanish. All instruction - in both languages - is carried out by the self-contained Dual Language teacher. Each day there is a two-period math block and a two-period literacy block. What is taught in English is mirrored in Spanish the following day. The Journeys core reading program is used for ELA while its Spanish equivalent, Senderos, is used for Spanish language arts. The content areas are integrated into the two reading programs. Cluster teachers provide instruction in English in the areas of science, art, math, physical education, music and computers.

4.) P.S. 214K uses a self-contained Dual Language model for our kindergarten and grade 1 Dual Language classes. All of the Dual Language students (both EPs and ELLs) are in these classes and they are taught by fully certified bilingual (Spanish/English) teachers.

5.) In our Dual Language classes, both languages are taught at the same time (simultaneously). Our Dual Language classes are self-contained and the students are together in the same classroom for the entire day. The instructor makes accommodations and differentiates instruction for students struggling with emergent literacy. The Imagine Learning program, which helps ELLs acquire vocabulary and literacy skills, is available in Spanish and in English. Other online programs that are utilized to help with literacy are Starfall.com, EducationCity.com and Raz-Kids.com.

## 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.) P.S. 214K provides extensive and ongoing professional development for teachers, principals, paraprofessionals, the parent coordinator and guidance counselor, related service providers, and the SBST. Professional Development is coordinated by a Professional Development Team which includes the principal, assistant principals, and teachers. A Common Core Curriculum Mapping team has been formed and consists of teachers from each grade. This team meets regularly and receives guidance and support from a network curriculum specialist. All teachers meet as a grade for one period per week for the sole purpose of analyzing the Common Core Standards and carrying out curriculum mapping. A supervisor (assistant principal or principal) attends these meetings, and ESL staff provide insight into differentiating instruction for ELLs and incorporating Common Core language proficiency standards into lessons. Also, ESL teachers are members of the school's Data Inquiry Team and our newly formed collaborative teacher inquiry teams, which are supported by school administrators and our Data Specialist. Currently, our main focus is on identifying the lowest performing 1/3 of students in each grade, including ELLs, and establishing an intervention plan that best supports them in achieving grade level academic performance. In grades 3 - 5, the teams use data from Acuity and ELA and Math scores to identify and target instruction to students who are close to advancing to the next performance level (high level 1, 2 and 3 students).

P.S. 214K ensures that all personnel providing instruction or other services to ELLs receive appropriate professional development in order to heighten their appreciation for the students' native languages and cultures, and to ensure that appropriate instructional and support services are provided. Professional Development workshops - both within and outside of the school - cover topics such as effective communication with parents, parent involvement, specialized training for the School Leadership Team (SLT) and the parent coordinator, analyzing student data to drive instruction, differentiated instruction, guided reading and flexible grouping, conferencing, ARIS training provided by the Data Inquiry Team and data specialist, SESIS training by a Special Ed instructor and an assistant principal, Common Core Standards training, Response to Intervention (RTI), and training on the Journeys reading program, including intervention for ELLs. Intervisitation to other classes in the building or to other schools also take place. Full-day professional development sessions for all staff members occur in September, at the start of the new school year, and on Election Day and Brooklyn-Queens Day. P.S. 214K staff and teachers also receive 50 minutes of professional development per week during the Extended Day period. During these weekly professional development sessions, teachers, staff and administrators, as well as outside sources, come together to participate in activities such as data development and analysis, curriculum mapping, Common Core Standards analysis, and developing best practices for ESL instruction through our push-in, collaborative teaching model. The abovementioned topics are also covered during this time. Common branch teachers of ELLs also receive training in SmartBoard and iPad technology and other programs used in instructing ELLs. As part of the Title I-funded summer enrichment program, school administrators, ESL and common branch teachers attend professional development sessions on topics such as Brain Research and ELLs, Language Challenges vs. Language Disabilities, Looking at ELL Data, Native Language instruction and Best Practices through Summer Enrichment Program Portfolio Sharing.

Throughout the school year, ESL instructors attend ESL workshops at the CFN for training in practices that are most effective in working with ELLs. Compliance matters are also discussed at these workshops. In addition, the ESL/Bilingual coordinator, along with an administrator, attends professional development sessions on topics such as writing Title I and Title III grants, completing the LAP and BESIS, and utilizing new technology, such as iPads, to support ELLs, among other topics. The school principal attends a monthly Principals' Conference that is organized by the CFN. At these meetings, CFN specialists and support staff provide school leaders with the latest information they need in order to remain in compliance, including policies concerning ELLs. The assistant principal in charge of testing attends one to two professional development sessions per term to learn about the latest testing regulations, including accommodations for ELLs. The assistant principal who oversees the Special Ed program at the school receives professional development on all matters concerning SWDs, including ELLs. She has received SESIS training and supports school staff, including ELLs servicing SWDs, in navigating this new online system.

2.) Our guidance counselor receives SEMS training to help students, including ELLs, transition from elementary to middle school. She is informed of the different middle school program choices and she assists individual ELLs in selecting and applying to a program that best supports his/her needs. The guidance counselor, along with the parent coordinator, are responsible for distributing information to parents and to classroom teachers. Parents are invited to attend district middle school fairs, and in December the guidance counselor will lead a seminar on the middle school choice process. She receives language support from the parent coordinator and school aides. In helping ELLs and their parents/guardians understand the middle school application process, the guidance counselor and fifth grade teachers receive language support from Spanish and Bengali-speaking staff, including ESL instructors, aides and the parent coordinator. Resources, such as booklets and application forms, are made available in Spanish.

3.) Most staff at P.S. 214K have completed the minimum 7.5 hours of training. The ESL office maintains a record of all staff members

who have completed the training. Sign-in sheets and agendas from past training sessions are kept on file and teachers are given a certificate showing that they have completed the training. A copy of the certificate is placed in the teacher's file. An ESL instructor will provide training to staff who haven't yet completed the hours. Topics to cover include the ELL identification process, the various stages of second language acquisition, language challenges vs. language disabilities, practices that are most effective in teaching ELLs, and ELL assessments (identifying what the ELA and NYSESLAT have in common). Teachers will examine the latest research on instructing ELLs and will use the Common Core Standards to guide them in creating differentiated lessons and activities to meet the needs of ELLs. A focus will be on incorporating into lessons the grade-specific skills outlined in the language proficiency, speaking and listening sections of the Common Core Standards. Teachers will also explore the four sections of the NYSESLAT for each grade band and will highlight the tasks and skills that overlap with the ELA exam.

## 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.) Parents of newly identified ELLs are requested to attend a parent orientation session, which is offered at various times throughout the year. At these sessions, parents learn about the three different ESL programs in New York City and the programs currently available at P.S. 214K. They are given the opportunity to ask questions and to communicate their needs to us. The program selections that parents make at the orientation influence the type of ESL programs offered at P.S. 214K. Parents also have the opportunity to meet with ESL instructors at parent teacher conferences (in November and March) and at Meet the Teacher night, which is held in September. ESL and other staff members are available to offer language support in Spanish and Bengali. This year, parents are volunteering at the school as Learning Leaders to support classroom instruction, among other duties. Parents regularly accompany classes on field trips. During the summer enrichment program for ELLs, parents are encouraged to participate as much as possible. They go on field trips and learn about higher education opportunities through visits to local colleges. Parents also participate in the annual Thanksgiving feast for students in grades 4 and 5. They help prepare meals from their culture/country. Also, an ESL instructor organizes regular Movie Nights for students and their parents and leads the ESL department in organizing Multicultural Night in the spring, which parents attend, and Native Language Literacy and Diversity Night in December. Parents are encouraged to participate in the latter by conducting a read aloud of a book written in their native language. Parents/guardians, together with their children, participate in Math and Literacy Games Night, Father and Son Night and our annual Flag Day ceremony.

2.) P.S. 214K partners with SES programs to offer ELA and Math tutoring to students, including ELLs, in grades K-5. Community outreach - in both English and in the parents' native language - is conducted to inform parents of the ELA and Math tutoring services that are available after school and on Saturdays at P.S. 214K. SES providers use Bengali and Spanish-speaking recruiters to reach out to parents in the community. The SES forms are available in Spanish as well as in English. The Bengali-speaking parent coordinator conducts parent outreach in Bengali and offers assistance in completing the application forms. A letter in Bengali is sent home to parents informing them of this service. Also, parents receive written information in their native language regarding the ESL Adult Education classes that are offered in the evenings at P.S. 214K. The parent coordinator and school aides also assist in communicating to parents in their native language that this program exists. P.S. 214K collaborates with the NYC Adult Education program to provide this service to parents.

3.) Upon registration, the parents of newly enrolled ELLs are required to complete a variety of forms, some of which are available in the parents' native languages (such as the HLIS). School staff, such as administrators, aides, teachers and the parent coordinator, are available to assist with the parents' language needs. These initial forms give us a better idea of the needs of parents and students, including language needs. At the beginning of each school year, parents/guardians are required to complete blue cards which contain critical biographical and medical information for each student. School staff, such as aides, administration, teachers and the parent coordinator, are available to help with the parents' language needs.

P.S. 214K, along with the parent coordinator, parents and the School Leadership Team, will develop a Parent Involvement Survey to assess the content and effectiveness of the school's parental involvement policy in improving school quality. The evaluation identifies barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. P.S. The survey will be conducted at the May PTA meeting, under the direction of the parent coordinator and PTA president.

We use data from the spring Learning Environment Survey, which is available in the parents' home languages, to evaluate the needs of the parents. Parents have the option to complete either a written or online version of the survey. At the March parent teacher conference, school staff assist parents in completing the survey, particularly with regards to the online version. Paper surveys are completed, sealed and collected by school staff. We recruit Bengali and Spanish-speaking ELLs in grade 5 to assist parents with this process. Parents also play a critical role in a bimonthly School Leadership Team (SLT) meetings. For example, they have a say in how Title I funds are spent. Our Bengali-speaking parent coordinator creates a welcoming school environment for parents, works with the principal to address parent issues and concerns at the school, and conducts outreach to engage parents in their child's education. In addition to parent/teacher conferences and Meet the Teacher night, teachers and other school staff, including administrators, meet informally with parents at dismissal. During this time parents voice their needs to school staff. Parents/guardians are also encouraged to make an appointment with the school principal to discuss any concerns they may have. Our Bengali-speaking parent coordinator offers translation as well as school

aides and ESL staff. Our Spanish-speaking assistant principal has regular contact with parents at dismissal and discusses their needs with them at that time as well. The school utilizes the SchoolMessenger phone message system to communicate with parents in a variety of language. We also have a school website through iChalk, which parents can use to contact individual staff members. iChalk is available in English, Spanish and Bengali.

4.) The parent coordinator and paraprofessionals offer translation services in Bengali. A Bengali paraprofessional provides written translations for the school, and an Assistant Principal and the ESL/Bilingual coordinator provide written translations of information in Spanish. Many staff members are available to provide Spanish-language translation services to parents: an Assistant Principal, classroom teachers, paraprofessionals, school aides, and ESL instructors. Report cards are also available in the parents' home languages. P.S. 214 also offers parents a variety of workshops. Parent workshop topics include: ESL parent orientation meetings, Homework Help, How to Prepare Your Child for Pre-K and Kindergarten, nutrition, health and parenting workshops, How to Help Your Child Study, curriculum content area workshops, Acuity and Scantron workshops, ARIS training, Common Core Standards information sessions, Dual Language workshops, Middle School Application Process workshop, among other topics. Translation services are provided by school staff and the parent coordinator as well as through SchoolMessenger, which is described below. Parents are also invited by classroom teachers to participate in classroom celebrations, and they conduct classroom visits.

Parents voice their needs and concerns at bimonthly SLT meetings. Additionally, in reaching out to parents and updating them on school initiatives, P.S. 214 offers parents SchoolMessenger, a phone service, in English, Spanish and Bengali. In the short time that we have used this program, our PTA meetings and attendance at workshops and parent teacher conferences have increased immensely. We have also purchased eChalk, which is a website designed for our school that is a resource for students, teachers and parents. It is used in three languages: English, Spanish and Bengali. Through our school website, parents know what is going on from week to week and can send electronic messages to school staff. Teachers use the site to inform parents of class events, and other school happenings, and to post homework assignments. Parents are invited to attend ESL Adult Education classes that are offered Monday, Tuesday and Wednesday evenings from 5:45 - 9:00 pm. P.S. 214 collaborates with the NYC Adult Education program to provide this service to parents. In further responding to parents' needs, we are offering more extracurricular activities that take place after school and involve both parents and students: Math and Literacy Game Night, Multicultural Night, Movie Nights, among others. A parent resource room has also been created to allow parents the opportunity to access information online. As we adopt more and more online educational programs, letters go out to parents containing username and password information so that their children can access online ELA and math programs at home: Raz-Kids, EducationCity and IXL (math). In addition, letters are distributed to parents in their native languages to inform them of the After School programs we offer, such as the SIFE program (as budget allows), the Title I Summer Enrichment Program and the aforementioned SES programs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	20	17	11	5	4	4								61
Intermediate(I)	0	17	11	8	7	6								49
Advanced (A)	21	6	14	16	20	11								88
Total	41	40	36	29	31	21	0	0	0	0	0	0	0	198

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	<b>I</b>	1	11	3	1	0	1							
	<b>A</b>	0	15	14	5	6	7							
	<b>P</b>	0	4	10	17	20	11							
READING/ WRITING	<b>B</b>	1	12	5	1	0	2							
	<b>I</b>	0	15	7	8	6	6							
	<b>A</b>	0	2	11	14	19	11							
	<b>P</b>	0	5	5	0	1	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	10	2	0	25
4	5	9	2	0	16
5	7	11	1	0	19
6					0
7					0
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	7		12		6	1	0		26
4	2		8	1	7	1	0		19
5	2	2	7	6	7	1	0	0	25
6									0
7									0
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	2		4		7	1	3	1	18
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				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**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:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

In assessing early literacy skills, P.S. 214 uses ECLAS-2 in kindergarten through grade 3, and El Sol in the kindergarten and grade 1 Dual Language classes. The Journeys core reading program also contains assessments. Using data from these assessments, classroom teachers collaborate with ESL teachers to address the learning needs of our ELL students. We use the data to shape instruction and to form groups.

The LAB-R and NYSESLAT exams show that the greatest needs of our ELLs are in reading and writing. As a result, and to help students prepare for the NYSESLAT exam, ESL teachers, in collaboration with classroom teachers, are focusing on improving both the reading and writing skills of our ELLs. ELLs receive additional support in reading and writing through our AIS teachers, Extended Day program, SES after school and Saturday Academy programs and, as budget allows, through a SIFE/Newcomer after school program.

Exam results show that students in grades K – 2 are less proficient in listening and speaking than students in grades 3 - 5. For students in grades 3-5, a big focus will continue to be on improving their reading and writing skills. As such, written responses to lessons/topics, which contain a language/grammar component, take place on a daily basis in all freestanding ESL classes (push-in and pull-out) by ESL instructors and the collaborating classroom teachers. This reinforces the initiatives of all classroom teachers at P.S. 214K as writing has been identified as an area in need of improvement on the ELA exam. Also, the data shows that the majority of ELLs in grade 1 are at the beginner and intermediate levels, particularly with regards to reading and writing. To help these ELLs improve English-language proficiency, newcomer ELLs at the beginner and intermediate levels learn together in a self-contained ESL class, which is taught by a certified ESL teacher. Additionally, all ESL classes (both push-in and pull-out) are utilizing technology such as the SmartBoard, Lenovo and Think Pad laptops, iPads, Imagine Learning and Raz-Kids.

With respect to the New York State tests in Math and Science, ELLs are performing no better in their native language as compared to ELLs taking the tests in the English language. The majority of ELLs choose to take the exams in English. On the Math exam, most ELLs received level 1 and level 2 scores. 7 ELLs in grade 3 received a level 1 score on the math exam as compared to 2 ELLs and 4 ELLs in grades 4 and 5 respectively. This shows that a big push needs to be made to help these 7 ELLs pass the math exam. 12 ELLs in grade 3 received a level 2 score. Identifying and addressing their weaknesses in math will help these ELLs perform at or above grade level on the grade 4 exam. The periodic assessments in math will provide the data that both teachers and school leadership need in order to target instruction to ELLs performing below grade level. On the Science exam, most of the ELLs received either a level 3 or a level 4. Note that these results pertain to ELLs in grades 3 - 5 ONLY. With the exception of ELL-SWDs, ELLs in these grades receive ESL through the push-in model during the literacy block.

The results of the state ELA exam show us that the ELLs who were eligible to take the exam mostly scored at level 1 and level 2. 13 ELLs in grade 3 received a level 1 score as compared to 5 ELLs and 7 ELLs in grades 4 and 5 respectively. In order to pass the ELA, the current grade 4 ELLs (last year's third graders) need to receive as much intervention and support as possible from classroom teachers, ESL instructors and AIS teachers. Teachers need to work together to identify and address the areas of weakness with regards to ELA. The data from periodic ELA assessments will help teachers focus on specific ELA skills. Additional instructional support for ELLs in math and ELA will be achieved through the Extended Day program, After-School programs, and ESL services. During the 2010 - 2011 school year, our ELL students did not make AYP according to the New York State Report Card.

The ELL Periodic Assessments are administered to ELLs in grades 3 to 5. The ESL/Bilingual coordinator and the school principal are responsible for ordering the assessments. The assessments are useful to students in that the students gain practice in taking the NYSESLAT test, particularly the listening section. Scores are available online and ESL instructors and administrators use the data to identify trends and to determine which area(s) - listening, speaking, reading and writing - students are weak in. This data shapes instruction and helps both ESL teachers and collaborating classroom teachers group students. The reading and writing scores are particularly useful to ESL and collaborating classroom teachers who are preparing ELLs for the ELA. These two sections reinforce the skills that students need in order to be successful on the ELA. Administrators and ESL instructors use the data to help shape instruction in grades K - 2 to ensure that ELLs acquire the skills needed to be successful on the NYSESLAT. An initiative for the 2011 - 2012 school year is to identify the similarities between the NYSESLAT and the Journeys core reading program assessments in grades K - 2 so that the skills needed for both are reinforced by ESL instructors and collaborating classroom teachers alike.

Our Dual Language program is currently offered in kindergarten and grade 1 only. The classroom teachers use the EL SOL program to assess students, both EPs and ELLs, in the target language (Spanish). Senderos, the Spanish-equivalent of the Journeys core reading program, also contains diagnostic and comprehensive screening assessments and benchmark and unit tests in Spanish. The classroom teachers use other formal and informal assessments to gauge grade-specific student mastery of Spanish-language skills in the areas of speaking, listening, reading and writing. Because the Dual Language program is new and offered only in kindergarten and grade 1, at this time we are unable to provide an explanation of how EPs are performing on State and City Assessments. We are presently assessing the proficiency level of EPs in English Language Arts through the ECLAS assessment program, running records, teacher observations, Imagine Learning monthly data, and through assessments provided by the Journeys core reading program. The Journeys assessments include benchmark and unit tests, diagnostic assessments to document the progress of struggling readers, weekly assessments for phonics, vocabulary, comprehension, language arts and fluency, and constructed-response items for key comprehension skills. The primary language acquisition goals of the Dual Language program are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and in the target language (Spanish) for all students.

ESL staff and administrators analyze NYSESLAT scores to evaluate the success of our ESL programs. We examine the scores of each individual ELL from year to year to ensure that all ELLs are going up at least one performance level (i.e. from beginner to intermediate, intermediate to advanced), and that advanced students are achieving proficiency on the NYSESLAT. For performance that is stagnant, we identify the area - listening, speaking, reading and writing - that is most difficult for the student. This data helps shape instruction to ensure student progress. We also use the data to identify long-term ELLs and to determine how we can improve instruction to help these ELLs achieve proficiency. As writing is the focus area for the 2011-2012 school year, we pay particular attention to students' written responses to evaluate the success of our instruction. We look to see that students are mastering both the grade-specific skills outlined in the Common Core Standards and the skills needed to achieve proficiency on the NYSESLAT. Push-in ESL instructors collaborate with classroom teachers to develop and analyze assessments and create rubrics that are aligned to the Common Core Standards and the skills assessed on both the NYSESLAT and the ELA exams. Data from the Journeys core reading assessments also helps ESL instructors and classroom teachers target instruction in grades K - 2. For students in grades 3 - 5, both ESL instructors and classroom teachers use data from the ELA exam and periodic assessments, such as Acuity, to determine how instruction can be targeted for ELLs. ESL instructors and classroom teachers also use monthly data from Imagine Learning to assess student success.

### **Additional Information**

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

## **Part VI: LAP Assurances**

**School Name: The Michael Friedsam School**

**School DBN: 19K214**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **19K214** School Name: **Michael Friedsam School**

Cluster: **2** Network: **212**

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

**Part A: Needs Assessment Findings**

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

Upon registration, parents/guardians of new students complete the HLIS (Home Language Identification Survey) to indicate the language (s) spoken at home. Translated versions of the HLIS are available for parents/guardians whose home language is not English. The form also informs the school of the language in which parents prefer to receive information (both written and oral). The school's pupil secretary is responsible for reviewing all blue cards to ensure that the parents' preferred written and oral language (s) reflects the student's biographical information in ATS. Also, parents communicate their language needs (both written and oral) to various staff members at our school: the principal, the school secretaries, the Bengali-speaking parent coordinator, the Spanish-speaking aides, assistant principal, ESL staff, teachers, among others.

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.

Bengali and Spanish are the two main foreign languages at P.S. 214K. While we generally have no problems with the written translations in Spanish, some of our Bengali families find it difficult to read the written translations produced outside of the school. In general, we find it more productive to translate forms and letters orally into Bengali. This is mostly done by our Bengali-speaking parent coordinator. Bengali parents needing clarification either call the parent coordinator or come to the school for assistance. Our ESL department reviews HLIS forms throughout the school year and informs the administration and staff of written translation and oral interpretation needs. To ensure that parents receive the correct written translation, school staff refer to ATS reports to verify home language. The school secretaries and Bengali-speaking parent coordinator also play a major role in identifying and reporting written translation and oral interpretation needs. As mentioned above, the school's pupil secretary indicates parents' preferred written and oral language (s) in ATS. During parent/teacher conferences, teachers notify school staff members of their oral interpretation needs. Out-of-classroom teachers, school aides, paraprofessionals, the parent coordinator and an assistant principal are all available during this time to translate for teachers. Language needs are also reported to the school during PTA

and School Leadership Team meetings and through the Learning Environment Surveys.

## **Part B: Strategies and Activities**

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

For basic written notifications, such as letters about upcoming workshops, parent association meetings, field trips and school celebrations, we use in-house staff (a paraprofessional for Bengali and the ESL Coordinator and an assistant principal for Spanish). We utilize the Translation and Interpretation Unit of the Department of Education for more more complex written translations. The Office of English Language Learners provides our ESL department with translated ESL documents in Bengali, Spanish, Arabic and Mandarin. These forms are accessed online and include, but are not limited to, ELL parent brochures, parent survey and program selection forms, home language surveys and parent notifications informing parents of the status of their child's ELL program eligibility. Our ESL department follows the guidelines set forth in CR Part 154 of the NYS Reporting Requirements for the Education of Limited English Proficient (LEP) Students to ensure the timely provision of translated documents to parents.

In addition to written notifications, P.S. 214K posts signs and notices in English, Bengali and Spanish throughout the school. These notices inform parents of school events, school closings due to holidays, the location of the main office and identification/documentation needed, among other things.

The Department of Education provides our school with translated versions (Bengali and Spanish) of report cards.

P.S. 214K has purchased a web-based program called E-Chalk, which allows teachers to post homework, lessons and class events on a website. The website is available in three languages - English, Spanish and Bengali - and it helps us reach our parents in order to keep them abreast of school events.

P.S. 214K partners with a number of SES programs to offer ELA and Math tutoring to students, including ELLs, in grades K - 5. The SES application forms are available in English and in Spanish, and the parent coordinator leads a workshop to assist Bengali-speaking parents with the SES application process. A letter is sent home in Bengali notifying parents of this service.

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.

We mostly utilize in-house staff for our oral interpretation needs. The parent coordinator and a handful of paraprofessionals and teachers are available to offer oral interpretation services in Bengali. Teachers, including ESL staff, paraprofessionals, aides, custodial staff and an assistant principal provide oral interpretation services in Spanish. Oral interpretation services are needed on a daily basis and occur in a wide variety of settings - both formal and informal. Every day staff members provide oral interpretation services in the main office and on the phone. Oral interpretation services are also available during drop off and dismissal, parent workshops, parent/teacher conferences, assemblies and ceremonies. Spanish and Bengali-speaking staff members are also present at ELL parent orientation meetings that are conducted by the parent coordinator and ESL department on a regular basis. At these meetings, a video describing the various ESL programs is shown in the home languages of the parents.

We have purchased SchoolMessenger, which is a telephone outreach service to parents in their native language. The services calls for attendance, lateness, school events, conferences and workshops. As a result, we have had an increase in attendance at both parent/teacher conferences and PTA meetings.

P.S. 214K partners with a number of SES programs to offer ELA and Math tutoring to students, including ELLs, in grades K - 5. Community outreach - in both English and in parents' native language - is conducted to inform parents of the academic services that are available after school and on Saturdays at P.S. 214K. SES providers use Bengali and Spanish-speaking recruiters to reach out to parents in the community.

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>.

P.S. 214K determines in a timely fashion the primary language (s) spoken by the parent/guardian of each student enrolled in the school and whether or not the parent/guardian requires language assistance. Our pupil secretary maintains in ATS an appropriate and current record of the primary language of each parent/guardian. Other school staff members, such as the administration, the parent coordinator and the ESL staff, use ATS reports to ensure that each parent/guardian receives school notifications and documents in the correct language.

P.S. 214K provides translation and interpretation services to all parents requiring language assistance. We have many bilingual staff members and they are utilized to provide written translations and oral interpretations in the parents'/guardians' primary languages: Bengali and Spanish. We contact the Translation and Interpretation Unit for help if we are unable to provide the language assistance ourselves. P.S. 214K accesses translated versions of important parent documents and notifications through the Department of Education's website. These include, but are not limited to, school signs, the Bill of Parent Rights and Responsibilities, and special education, health, safety, registration, application and selection forms. The ESL department utilizes the Office of English Language Learners' website to distribute to parents in their preferred language ELL parent brochures, parent survey and program selection forms, home language surveys and parent notifications informing parents of the status of their child's ELL program eligibility.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Michael Friedsam	DBN: 19K214
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## 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: Our after school program is designed for newcomer ELLs and SIFE ELLs (students with interrupted formal education) in grades 2 - 5. The differentiated, small group instruction and activities will provide these students with the basic reading, writing and math skills that they may be lacking. Our intention is to narrow their knowledge gap so that these students gain confidence and perform better on the ELA, Math and NYSESLAT exams. English will be the language of instruction. The program will be held after school for one and a half hours a day, two days per week for 16 weeks. It will begin January and will last approximately 16 weeks ending April. The students will be divided up between two certified ESL/bilingual teachers and one content area specialist: one for students at beginner and one intermediate levels and one for advanced. The ESL Teachers will rotate with the content area teacher to service the students. Approximately 15 - 18 students in a group. The program will consist of content subjects concentrating on Literacy, Writing and Math. Technology will be incorporated into the afterschool program using existing software. However, our programming is flexible and the teachers may instead choose to split up the students based on performance levels and skills needed.

The Saturday program will be monitored by an Assistant Principal. A supervisor is need on Saturday because the school building is closed and an administator is there to ensure safety and discipline issues are addressed. Supervisor will also keep the attendance records, make phone calls for absentees and monitor teachers work. The program will consist of three teachers providing instruction for three groups of students consisting of 15 - 18 students in a group. The grades targeted will be grades 2 -5. Three teachers with ESL Bilingual Certifications will deliver instruction. This program will incorporate technology and concentrate on reading and writing skills using software programs that are already in the building such as IXL, Award Reading and Raz Kids. The program will begin on January and end approximately in April lasting for 12 weeks. The students will be here from 9:00 a.m. until 12:00 p.m.

Online existing educational programs procured from NYSTL software moies will be used to support this program: Imagine Learning, Raz Kids and Education City for ELA skills (phonics, vocabulary and reading comprehension), and IXL for math. 8 Lenovo ThinkPads laptop will be purchased and a security cart will be used to support the Afterschool and Saturday programs. NYSESLAT preparation materials, along with phonics and content area books, will also be used for ELL's in our programs.

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To raise the achievement levels of our ELL population, particularly our SIFE students, it is critical that all teachers of ELLs differentiate and scaffold instruction. P.S. 214K staff and teachers receive 50 minutes of professional development each week during the Extended Period day. Beginning in January 2013 and lasting for at least five weeks, the ESL/Bilingual Coordinator will conduct a series of ELL workshops during this period. Teachers of ELLs, including classroom teachers who co-teach with push-in ESL teachers, will attend these workshops. Topics to cover include the ELL identification process, the various stages of second language acquisition, language challenges vs. language disabilities, practices that are most effective in teaching ELLs, and analyzing data from ELL assessments and the ELA exam to shape instruction. Teachers will examine the latest research on instructing ELLs and will use the Common Core Standards to guide them in creating differentiated lessons and activities to meet the diverse learning needs of ELLs. A focus will be on incorporating into lessons the grade-specific skills outlined in the language proficiency, speaking and listening sections of the Common Core Standards. Teachers will also examine the four sections of the NYSESLAT for each grade band and will highlight the tasks and skills that overlap with the ELA exam. Heightening teachers' awareness of the commonalities between the ELA and the NYSESLAT exams makes for more efficient and productive test preparation as critical ELA skills are reinforced.

### 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: Parental involvement is critical in ensuring the academic success of ELLs. At P.S. 214K, we create a welcoming environment so that parents, particularly those of ELLs, feel comfortable and well-informed. Many staff members - from administrators to teachers and aides - speak Spanish and Bengali and offer translation services on a daily basis to parents in both formal and informal settings.

During the 2012 - 2013 school year, the guidance counselor, who receives Bengali-language support from the parent coordinator and Spanish-language support from school aides, teachers and an assistant principal, conducts workshops on the middle school application process. Other workshops that occur after school include information sessions on the Common Core Standards, the Dual Language program, and ARIS, among other topics. The abovementioned staff members are present to offer translation services. In addition, parents and students participate in a number of extracurricular activities. These

**Part D: Parental Engagement Activities**

include Multicultural Night, Native Language Literacy Night, Math and ELA game nights, and movie nights. Also, parents are invited to attend ESL Adult Education classes that are offered Monday, Tuesday and Wednesday nights from 5:40 - 9:00 pm. P.S. 214K collaborates with the NYC Adult Education program to provide this service to parents. Parents are notified of these events through translated written invitations and oral translations through both staff members - the parent coordinator, school aides, teachers and the Spanish-speaking assistant principal, and through SchoolMessenger, a phone services in English, Bengali and Spanish.

Community outreach - in both English and in parents' native language - is conducted to inform parents of the academic services that are available after school and on Saturdays at P.S. 214K.

**Part E: Budget**

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

Allocation Amount: \$23148

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	23,148.00	???

