



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LORRAINE HANSBERRY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12x214

PRINCIPAL: DAVID CINTRON

EMAIL: DCINTRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
David Cintron	*Principal or Designee	
Princess Andrews	*UFT Chapter Leader or Designee	
Jacquelyn Edwards	*PA/PTA President or Designated Co-President	
Deborah Robinson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vanessa Tricoche	CBO Representative, if applicable	
Victor Willert	Member/CSA	
Fidelita Zohoski	Member/ SLT Chairperson	
Marcia Abraham	Member/ UFT Designee Alternative	
Francis Robinson	Member/Teacher	
Jasmin Pujols	Member/Parent	
Janil Rhodes	Member/Parent	
Lizette Flores	Member/Parent	
Candida Dejesus	Member/Parent	
Migdalia Moure	Member/Parent	

Sharon Gentle	Member/Parent	
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** 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

- Increase instructional rigor by integrating common core standards-based objectives in student tasks across all content areas.
- Teacher teams will develop and implement at least two units of study that fully integrate common core state standards by June 2013.

Comprehensive needs assessment

- The school is a Title 1 school with a 2011-2012 Progress Report of B. The 2010-2011 NCLB status for the schools is "In Good Standing".

Instructional strategies/activities

- The Elementary school will begin implementing the revised Reading Street curriculum to increase student exposure to non-fiction texts. In addition, the Middle School will begin implementing the Prentice Hall curriculum to increase student exposure to non-fiction texts, to deepen instruction, and to better differentiate tasks.
- All teacher teams will meet weekly (Elementary School) and daily (Middle School) to enhance and revise recently developed units of study to ensure alignment with key Common Core Standards. This process will also assist in eliminating gaps within and across grades.
- Teacher teams will routinely examine student work to develop inter-rater reliability within their teams and to identify gaps in understanding between student outcomes and standard levels of performance.
- Instructional Leads will be identified to participate in network sponsored professional development on aligning units of study with common core learning standards. Instructional Leads will turn-key their learning school-wide.
- Pearson Education will be contracted to provide professional development in ELA and Mathematics. The focus will be on how to align the curriculum with the Common Core Standards, and how to effectively meet the needs of all students.
- Curriculum Design Teams will be created and will meet weekly to revise and to adjust the scope and sequence of the units of study to ensure tighter alignment with key Common Core Standards.
- Establish standardized grading policy and orient staff and general community via staff and family handbooks and information sessions with parents.
- Grade specific and interim benchmark levels for reading in grades K-8 will be established and communicated to parents and students.
- The early childhood reading benchmarks will be used to ensure students are making adequate progress in grades K-2 to meet rigorous promotion requirements.
- Two units of study for each grade in core subject areas will be subject to peer review and the Curriculum Design Team will provide the feedback for next steps.

Strategies to increase parental involvement

- At least three parent workshops will be held throughout the year to introduce parents to the new curriculum and to experience at least one common core aligned activity in ELA and Mathematics on each level (early childhood, elementary school, and middle school).
- The EnGrade program will continue to provide grades 2-8 students and their families with up-to-date achievement data so that interventions and home support can be implemented in a timely fashion.
- Electronic progress reports will be used to communicate with parents more frequently and reported-out to the School Leadership Team.

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:

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

Service and program coordination

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

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

- Deepen the school community's understanding of what high-quality teaching looks like through professional development on four school-selected competencies from Charlotte Danielson's *Framework for Teaching* that support implementation of the Common Core.
- Provide teachers, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observations (at least 6-8), focusing on the four targeted components (1e, 3b, 3c & 3d) and the common core state standards.

Comprehensive needs assessment

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

Instructional strategies/activities

- The Charlotte Danielson, "Framework for Effective Teaching" will be introduced at the beginning of the school year. Faculty conference break-out sessions throughout the remainder of the year will be used to facilitate further in-depth study of each component and element.
- One NYC Lead Teacher will be hired to provide additional professional development and support, and to establish a model classroom which highlights the four key components identified as the focus for school-wide implementation, reflection, and feedback. Monthly new teacher support meetings will provide additional focused support on the four competencies.
- Teachscape will be contracted to provide onsite and virtual professional development to key stakeholders in order to build capacity for using the Framework to improve teaching school wide.
- Over the course of the school year, all faculty will view at least 4 classroom videos together, record low-inference observations, and dig deeply into 1-2 competencies at a time to discuss strategies for providing feedback and strengthening teacher practice.
- Each team will facilitate at least two teacher-to-teacher team inter-visitations and formative classroom observations followed by debrief sessions before June 2013.
- Supervisors will be provided with professional development on how to use the Framework to collect anecdotal evidence of teaching and learning, and how to better engage teachers in reflective collaboration to improve teacher practice.
- Focused administrative and core team walkthroughs will be held monthly to provide timely feedback to teachers that are aligned with the Framework via the Teachscape Classroom Walkthrough Tool.

- Teacher professional growth plans will be aligned with the “Framework for Effective Teaching” and include ongoing reflective feedback and progress updates. Teachers will monitor their progress by collecting evidence of improved student outcomes.
- Monthly observational evidence and feedback will be collected and aggregated.
- Monthly classroom walkthrough results will be collected and analyzed.
- Formal and informal observations will be organized over six to eight observation cycles to ensure alignment with walkthrough results.

Strategies to increase parental involvement

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

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:

- Network sponsored Charlotte Danielson certification trainings for principal/APs.

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Improve overall student performance by expanding youth and adolescent support systems into the instructional program.
- Student participation rate on the 2013 Learning Environment Survey will be at least 95%, and at least 85% of all students will report that there is someone they can go to for help when something is bothering them, need additional support, and feel they are well-known by at least one adult in the school.

Comprehensive needs assessment

- The overall student rating for engagement decreased to a .9 on the 2011-2012 Learning Environment Survey; indicating a need for improved student relations to boost student achievement.

Instructional strategies/activities

- The 4Rs (Reading, Writing, Respect, and Resolution) curriculum will be expanded to include grades PreK-8; sessions will be streamlined for grades 3-8 and increased to 3 times per week. Two consultants will be hired to support teachers and teacher teams in supporting students' development of social-emotional competencies.
- The Social Emotional Learning Team will be formed with representation of key stakeholders, which consist of teachers, counselors, school aides, and administrators. The team will revise the school wide scope and sequence, as well as set and monitor goals for SEL programming.
- The Morningside Center will be contracted to provide ongoing professional development and 1:1 coaching to all middle school and elementary school advisors focused on conducting effective student advisories and the effective use of the 4R's and Be the Change Curricula, with an emphasis on new advisors. In addition whole group team building and skill building, professional development will be provided on a monthly basis.
- The peer mediation program will be expanded to include all grades for the first time since its inception and the roster of peer mediators and responsibilities will be expanded to include "on-call" mediators to provide coverage for every period of the school day.
- Conflict resolution will be added to the elementary model through the integration of Peace Helpers. Teachers will receive professional development and guidance in how to support student leaders. Peace Helpers will be provided with direct support from the Morningside consultant throughout the year.
- Three periodic student surveys will be administered in September/October, January, and March.
- Student pass rates and average performance data will be exported from STARS and Engrade.
- 2012 Learning Environment Survey participation rate.

Strategies to increase parental involvement

- The school and PTA will partner with a contracted provider to provide families with a three part workshop series on "Peace in the Family." Parents will complete the series with a toolbox for building their children's skills for social emotional development.
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing

leadership skills;

- Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

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:

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

Service and program coordination

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

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

• Significantly increase the percentage of English Language Learners and students with individualized education plans (IEP) performing at or above grade level.
English Language Arts

- The average proficiency rate for ELL students will increase .10 to 2.35 as measured by the 2013 State ELA test.
- The average proficiency rate for IEP students will increase .14 to 2.40 as measured by the 2013 State ELA test.
- Students will increase at least 3 levels on the F&P assessment.

Math

- The average proficiency rate for ELL students will increase .06 to 2.73 as measured by the 2013 State Math test.

The average proficiency rate for IEP students will increase .10 to 2.77 as measured by the 2013 State Math test.

Comprehensive needs assessment.

***School did not meet AYP in ELA for students with disabilities and English Language Learners as reported on the 2012-2013 School Differentiated Accountability.
School achieved a score of 4.9 on the NYC 2011-2012 Progress Report***

Instructional strategies/activities

- Flexible teacher programs will be designed to ensure that special education teachers on each grade level (Elementary School) and subject area teachers (Middle School) will provide SETSS support and/or intervention services to the grades they teach. Middle school special educators will also be departmentalized and aligned to content specific teams.
- English Language Learners will be grouped according to proficiency level and class. The ESL Service providers will implement a “push-in” model of support at least 90% of the instructional week, and will be added to the grade and/or department team. The language objectives and curriculum foci will be tightly aligned with the ELA curriculum goals and common core learning standards.
- School wide inquiry teams will be formed with representation from every grade and subject area to generate a school wide action plan targeting special populations. The team will meet bi-monthly to monitor school wide progress and ensure all teams are aligned with a clear focus.
- The Achieve 3000 and VMath Intervention Programs will be fully implemented with the focus on students with IEPs and ELLs in grades 3-8. At least three professional development workshops will be provided on how to best use these programs to target students’ needs.
- In the early childhood grades (K-2) Read Well will be used as the intense intervention program for students with IEPs, ELLs, and low performers.
- Re-design the expanded learning time enrichment program that includes recreational components for students with IEPs in ELA to increase instructional time by six additional hours per week. At least one ESL licensed teacher and one Special Education Teacher will be hired in the program and implement the

Voyager Passport and Journeys curricula.

- Morning tutoring program will be designed for additional small group instruction with the focus on writing skills and mechanics.
- Professional development will be provided on how to integrate ESL methodology and strategies for supporting students with disabilities in ELA and all core subject areas through Fordham University.
- Professional development and weekly support will be provided by a trained expert in students with special needs from the NYC DOE Office of Students with Special Needs and English Language Learners to the middle school Social Studies team with a focus on integrating ELA common core standards in the subject areas.
- An expert curriculum development team will be organized to revise curriculum plans and to support teacher teams in developing rigorous instructional tasks that are differentiated and allow for multiple entry points.
- Fountas and Pinell Benchmark Assessment System will be administered and aggregated three times during the year.
- Performance Series Assessment will be administered on a quarterly basis to track student progress

Strategies to increase parental involvement

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

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:

- Title III funds will be used to expand after school program and to purchase the Language! Curriculum.
- Title I and FSF will be used to purchase Journeys Curriculum and Writing program to target.
- Professional development will be funded with FSF.

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Significantly increase the percentage of students performing at or above grade level in English Language Arts and Mathematics.
- The percent of students achieving proficiency in ELA will increase to 40% and in 65% in Mathematics as measured by the 2013 NYS State Test.

Comprehensive needs assessment

- Student performance scored a B on the 2011-2012 NYC Progress Report.

- The Elementary school will begin implementing the revised Reading Street curriculum to increase student exposure to non-fiction texts. The Middle School will begin implementing the Prentice Hall curriculum to increase student exposure to non-fiction texts, to deepen instruction, and to better differentiate tasks.
- Guided by the school wide inquiry team, teacher teams will engage in focused inquiry in every class to increase proficiency for the lowest performing students. Team goals will be aligned with the school-wide focus of improving performance, especially in English Language Arts using effective differentiation strategies.
- Cohort of accelerated students will be selected to participate in the expanded day Regents program and Saturday tutorial.
- Each team will systematically review student work to measure and monitor student progress against key standards, using the process of examining student work and data.
- Teachers will receive more frequent and focused feedback on the level of rigor in all lessons from Core Team members.
- Study group will be formed and support will be provided to identify team leaders on how to sustain a professional learning community, and to increase their own leadership capacity.
- Professional development on how to organize and use formative assessments to drive standards-based lessons will be provided so that teacher teams can leverage the results to modify the curriculum and focus on students' gaps in understanding.
- The "Teachscape Resource Library" will be purchased and used by teacher teams to learn effective strategies for accelerating student learning, using a self-guided approach to learning.
- Three instructional coaches will provide targeted support and professional development with a focus on English Language Arts and Social Studies (elementary school and middle school).

- Interim Data will be collected through the following:
Assessments
Pre, Midline, and Post Tests
Performance Series On-demand writing and process writing tasks
Vocabulary and Grammar Tests

Teacher-made Unit Tests
Fountas & Pinell Benchmark Assessment System

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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:

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

Service and program coordination

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

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	Read Well, Small Group Instruction, Readers are Leaders, AIS Service Providers, Expanded Learning Time (After School Program), Achieve3000	Small Group, Push-in Services, Pull out Services, Differentiated Instruction	Before School Begins, During , After school, and Saturdays
Mathematics	Voyager Math, Envision Math, Impact Math, Small Group Instruction, AIS Service Providers, Expanded Learning Time- Morning Side(After School Program)	Small Group, Push In Services, Pull out Services, Differentiated Instruction	Before School Begins, During , After school, and Saturdays
Science	Textbooks, LAB Work, Living Environment	Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips	During school days, After school, Saturdays
Social Studies	Common Core writing tasks, Prentice Hall, Trade Books, Food/Coat Drives, Penny Harvest	Small Group, Push-in Services, Pull out Services, Differentiated Instruction, Field Trips	During school days and After school

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Art, puppets, toys and games, film, Computer activities, A.I.D.P., 4Rs, and Be the Change, Reading, Writing, Responsibility, and Conflict Resolution, National Lemonade Day, Cookshop, Advisory, Peer Mediation, Each One Reach One Mentoring Program, Open Airways for School Program, P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions</p>	<p>Individual Counseling, Small Group, Push-in and Pull-out services, Home visit</p>	<p>During school days</p>
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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.

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

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

When interviewing prospective applicants, demonstration lessons will be focused on key components on The Charlotte Danielson, "Framework for Effective Teaching".

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

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

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

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	945	Total Number of ELLs	99	ELLs as share of total student population (%)	10.48%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	8	11	4	8	10	19	16	14					96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									2					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	6	8	11	4	9	10	19	16	16	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

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

Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

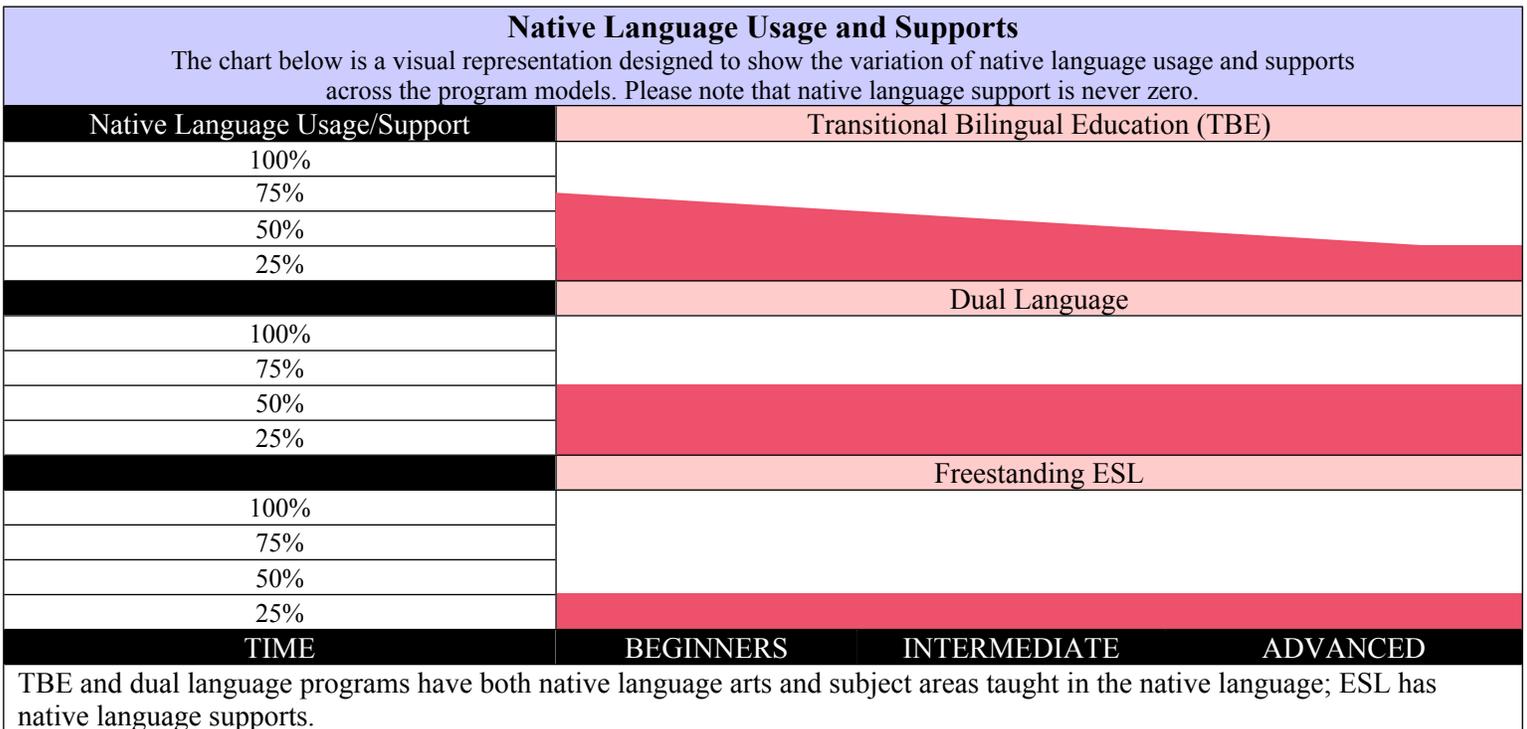
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

10. NA

11. NA

12. Curricular and Extracurricular Programs/Services offered:

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

ELLs are informed of these programs by their classroom teachers and ESL teachers.

All students automatically are enrolled in Small Group Instruction, 4Rs, Read Well, P.B.I.S. Low-performing ELLs (as well as other at-risk students) are given priority in enrollment for Morning Tutorial, AIS, and Each One, Reach One. ELLs are reserved spots in the Expanded Learning Time Program and have equal access to all other programs.

The Expanded Learning Time for ELLs is taught by Melissa Maehara, ESL Teacher, from 3:00 pm - 6:00 pm Mondays-Thursdays. This program is funded through Title III monies. Material used for the program is the Journeys I program. The rationale behind the program is to provide Advanced ELLs with extra support in order to perform at grade level on the State ELA test. The goal of the program is to provide ELLs with vocabulary enrichment and comprehension strategies in order to perform at grade level on the State ELA test. Furthermore, the program provides extracurricular enrichment activities (cooking, yoga, art (in varying mediums), and free gym time) and homework help. The program is divided into three periods: tutoring, recreational activity, and homework help. Once students finish a Journeys I "Expedition," the teacher tries to take students on a field trip that connects to the content explored in the unit to further students understanding of the material.

13. ESL teachers are not responsible for delivering content are instruction. Instructional materials used to support ELLs:

- Read Well (K-2)
- Language! The Comprehensive Literacy Curriculum (3-8)
- Performance Series (3-8)
- Passport Reading Journeys I (middle school)
- iOpeners (all grades)
- Language! Everyday English: For Newcomers to English (Beginners/SIFE)
- Libraries populated by English books, translations of English books, and native language books

14. Native Language support is delivered through the use of the following:

- Bilingual dictionaries

- Spanish libraries
- Bilingual paraprofessionals/teachers/administration

15. ELL services, support and resources correspond to ELLs proficiency level on the NYSESLAT and where they place into according to program assessments. Programs used are grade specific.

16. Orientation sessions are held late in the summer for newly admitted middle school students to familiarize newcomers with school rules, policies, and meet teachers. These sessions are open to all newly enrolled students and their parents.

17. NA

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

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

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

- BER
- Bronx BETAC
- QTEL
- Teachers College

E. Parental Involvement

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

1. Parental involvement includes:

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

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

2. School partners include:

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

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

4. Parental involvement activities offer:

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

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)	4	3	2	2	1	7	2	2	2					25

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	6	2	4	3	8	4	6	5					41
Advanced (A)	1	2	0	3	6	4	10	8	2					36
Total	8	11	4	9	10	19	16	16	9	0	0	0	0	102

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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.

Analyzing Assessment Data

1. Assessment tools used are as follows:

- Fountas and Pinnell (reading level)
- Performance Series (GLE)
- Language! Program Placement Tests (word recognition, spelling, comprehension, and lexile)
- Journeys I Program Placement Tests (lexile)

Fountas and Pinell and Performance Series has shown that most ELLs read 2-3 years below grade level. The Language! Program initial assessments reveals that some ELLs are beginning readers with negative lexiles. Consequently, we revised the ESL curricula materials used in order to accelerate student progress.

2. There is no definitive pattern with NYSESLAT proficiency levels across the grades.

- Early Childhood (K-2): Beginners/Intermediate
- Elementary (3-5): Beginners→Advanced
- Middle School (6-8): Beginners or Advanced

3. According to the 2011 NYSESLAT, data patterns across the modalities show that many students (particularly LTEs) are Proficient/Advanced in the combined listening/speaking modality and are struggling with the combined reading/writing modality.

Targeting ELLs' writing skills:

- Language! Program's scaffolded approach to building paragraphs/essays "Blueprint for Writing"
- Journeys I Program's short/extended response questions

Targeting ELLs' reading skills:

- Read Well's letter recognition and fluency building exercises
- Language! Program's phonemic awareness exercises and fluency drills
- Language! Program's sight words/essential words
- Language! Program's scaffolded approach to understanding main idea/supporting details "Blueprint for Reading"
- Journeys I low level high-interest narrative/expository texts

- 4a. As stated above, there is no no definitive pattern with NYSESLAT proficiency levels across the grades. All ELLs are tested in English only—the language of their instruction.

b. Teacher use of ELL Periodic Assessments entails:

- Targeting instruction during morning tutorial and after school
- Targeting instruction within class inquiry groups

- Creating ideal groupings of students for cooperative learning opportunities
- c. P.S. 214 has yet to receive nor administer the ELL Periodic Assessments for this school year.
5. NA
6. The success of our ESL program is evaluated by calculating:
- how many students advanced by one proficiency level by the end of the NYSESLAT testing period, or maintained the same proficiency level and made a total scale score gain of 43 points between two consecutive years (AMAO I)
 - the percentage of students exiting the ESL program by attaining proficiency in all NYSESLAT modalities (AMAO II)
- and comparing these evaluations to specific targets for each year.

Additional Information

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

NA

Part VI: LAP Assurances

School Name: P.S. 214

School DBN: 12X214

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Cintron	Principal		10/4/11
Joseph DeRoberts	Assistant Principal		10/4/11
Michelle Gonzalez	Parent Coordinator		10/4/11
Wojciech Schneider	ESL Teacher		10/4/11
Marisol Torres	Parent		10/4/11
Melissa Maehara/ESL	Teacher/Subject Area		10/4/11
	Teacher/Subject Area		1/1/01
Helen Sherman	Coach		10/4/11
	Coach		1/1/01
Xioel Terrera	Guidance Counselor		10/4/11

School Name: P.S. 214

School DBN: 12X214

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
Nancy Castro	Other <u>AP</u>		1/1/01
Victor Willert	Other <u>AP</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **608**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: <u>P.S. 214</u>	DBN: <u>12X214</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

The Expanded Learning Time for ELLs is taught by one certified ESL teacher from 3:30 pm - 6:00 pm Mondays-Thursdays from October to mid-April. Saturday Academy will begin tentatively in December and last until mid-April. Hours have yet to be determined. These programs are taught by a certified ESL teacher. These programs will be funded through Title III monies.

The rationale behind these programs is to provide middle school ELLs (Grades 6-8) with 3+ years of service (particularly Longterm ELLs who are mid-high level 2s on the 2012 NYS ELA Test who are part of the school's inquiry group), with extra support, pushing them to perform at grade level or beyond on the upcoming 2012 NYS ELA Test. The goal of the program is to provide ELLs with vocabulary enrichment, vocabulary defining strategies, comprehension strategies, and short/extended response writing exercises.

The after school Expanded Learning Time is divided into three instructional periods: academic enrichment (direct instruction in phonemic awareness, vocabulary/word study, reading comprehension skills/strategies, writing, speaking and listening skills), a recreational activity, and homework help. The program provides the following recreational activities: cooking, dance, art, martial arts, and gym.

The curriculum used for Expanded Learning Time is Journeys I. Each thematic unit is organized into an "Expedition," incorporating vocabulary-building, reading comprehension skills, and writing skills/exercises. Some of these "Expeditions" will culminate with a field trip to enable students to build further connections with their learning. The curriculum makes use of sound ESL instructional practices/strategies.

Saturday Academy will be divided into reading and math periods. The curriculum used for Saturday Academy will be "Getting Ready for the NYSESLAT and Beyond." Additionally, this program material may be used during Expanded Learning Time.

The language of instruction for all programs is English.

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: The rationale behind professional development for Title III Program teachers is to provide them with the knowledge necessary to best serve our ELL population. We recognize the need for an instructional approach to English Learners that is different than that of a regular class. As a result, a study group will be formed to analyze the most effective ESL strategies and practices. The professional development will be conducted during 10 morning sessions. They will take place every Thursday from 7:30 am to 8:00 am. They will be based on "Making Content Comprehensible for English Learners," a book by Jana Echevarria, MaryEllen Vogt, and Debora Short . The topics to be covered will include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Indicators of Review/Assessment, and Issues of Reading Development and Special Education for English Learners. All teachers who teach English learners will be invited to attend. The following certified ESL teachers will provide the professional development: Melissa Maehara and Wojciech Schneider.

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: While parental engagement activities are offered to all parents, a literacy workshop is offered with a focus on ELL parents. This workshop is a three part series facilitated by the Hispanic Federation and our Parent Coordinator. The three sessions will take place from 9:00 a.m. to 10:30 a.m. on October 24, November 8, and November 28. The rationale behind this workshop is to enable parents to help their students with reading even when they may not speak English themselves. This workshop is offered throughout the earlier parts of the school year on schoolday mornings.

Further workshops are in the process of being planned dealing with the topic of Common Core standards/tasks and the implications they have for ELLs. The rationale behind this workshop is to provide awareness to parents of the academic demands their students face and how better to assist them.

Most workshops are facilitated by the parent coordinator and an expert on the topic presented.

Parents are notified of this activity and other schoolwide activities through flyers (in parents' L1), phone calls, and face-to-face conversations with teachers, administration, and the parent coordinator.

Part E: Budget

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

Allocation Amount: \$0

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