



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** MICHAEL FRIEDSAM SCHOOL  
**DBN (i.e. 01M001):** 19K214  
**Principal:** PATRICIA TUBRIDY  
**Principal Email:** PTUBRID3@SCHOOLS.NYC.GOV  
**Superintendent:** JOYCE STALLINGS-HARTE  
**Network Leader:** JOANNE BRUCELLA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Patricia Tubridy	*Principal or Designee	
Virginia Blair	*UFT Chapter Leader or Designee	
Bernadette Dowery	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Maria Rudman	Member/ UFT	
Heidi Banwer	Member/ UFT	
Mahfuja Sultana	Member/ Parent	
Fatema Hossain	Member/ Parent	
Barbara Lindgren	Member/ UFT	
Katie Lapham	Member/ UFT	
Oryia Allaham	Member/ Parent	
Mst Shaheen Sultana	Member/ Parent	
Elizabeth Franqui	Member/ Parent	
	Member/	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By June 2014, Students with Disabilities will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

### **Comprehensive Needs Assessment**

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

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

### **Instructional Strategies/Activities**

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

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

##### **Activity 1: Providing Students with Disabilities Opportunities to Improve Skills in Reading & Writing:**

- Continuation of programs such as Raz-Kids, Writing A-Z, Reading A-Z, Vocabulary A-Z, Success Maker Collaborate, Scantron and Essential Skills to help students gain skills in reading and writing through technology.
- Data from Scantron and N Y Citywide Expectations (ARIS) will be used to identify consistent strengths and target students' weaknesses in reading
- Differentiated instruction will be tailored within classrooms to meet the students' needs
- Small group instruction by experienced educational assistants who collaborate with the classroom teachers to identify the strengths and address the needs of Students with Disabilities.
- Students will participate in extended day sessions on Mondays and Tuesdays from 2:20-3:10
- SETSS teacher will assist mandated students and include Tier 2 and Tier 3 students as a result of our Response to Intervention (RTI) plan
- ESL teachers will assist ELLs
- 5th grade students will participate in the Nutrition and Art program.
- After school enrichment on Wednesday and Thursday or Saturday for low performing students.
- 4<sup>th</sup> Grade students will participate in History Through Art residency with the NY Historical Society
- AIS support services provided for student

##### **Activity 2: Professional Development:**

- Special Education teachers trained in the Wilson Language Program and RTI a will administer the program to Students with Disabilities in grades 1 and 2
- Mentoring program for newly hired Special Education Teacher
- Curriculum analysis is and will continue to be guided by the Common Core Learning Standards in reading and writing across the disciplines. The Network liaison will continue to work with teachers as they apply DOK levels and align the selected CCLS to the curriculum
- Common Core planning periods will provide teachers with the opportunity to apply cohesive strategies for administration of a curriculum that addresses the standards.
- Common planning preparation periods to address students' weaknesses across the grades is in place and will continue to be scheduled

- Grade-level Inquiry team preparation periods will identify student strengths and address students' weaknesses across the subgroups
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods, provided by the Network, will be turn-keyed with the staff. DOK levels and alignment to the CCLS will serve as reference points when looking at student work samples.
- SESIS, IEP Writing, STARS, Danielson's Framework, Ready Gen, and Go Math training
- Ongoing ARIS workshops for teachers will identify trends to inform instructional grouping
- Special Education teachers participate on an inquiry team to identify trends and instructional needs for students with disabilities
- ICT teachers received professional development for team teaching

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

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

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

1. Grade-level inquiry Teams for Effectiveness will meet multiple times a year to review results from assessments such as benchmarks, Scantron, monthly writing reports to evaluate effectiveness of programs and will revise as necessary
2. Grade-level inquiry Teams for Effectiveness will meet multiple times a year to review results from assessments such as benchmarks, Scantron, monthly writing reports to evaluate effectiveness of programs and will revise as necessary

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

1. September 2013 through June 2014
2. September 2013 through June 2014

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

1. Extended day on Mondays & Tuesdays from 2:20-3:10 focusing on small group literacy instruction  
Data Specialist to monitor student progress  
Consumable instructional materials for use during extended day programs  
Software programs and internet-based programs for the students with disabilities (IXL, Raz-Kids, Reading A-Z, Rally Essential Skills, Success Maker Collaborate)
2. Extended day on Tuesdays from 3:10-4:00 focusing on small group literacy instruction

***Strategies to Increase Parental Involvement***

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

1. Incorporation of Special Education design into PA meetings conducted by Assistant Principal for Students with Disabilities/ Grades K-5/ ELLs  
International Night for K-5 in May 2014  
Academic themes where parents are invited to participate throughout the year  
Adult ESL classes offered weekly  
ESL afterschool program

Workshops on the following: ARIS conducted by Data Specialist to teach parents to analyze data by trends in order to better refine instructional practices for students within subgroups; Home/School Connection on successful practices conducted by Guidance Counselor to ensure that parents are provided with tools to assist their child.

**Budget and Resource Alignment**

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<ul style="list-style-type: none"> <li>By June 2014, 75% of the students in grades K, 1, 2 will demonstrate progress by moving two or more developmentally appropriate levels as measured by the Fountas and Pinnell benchmarks.</li> </ul>

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> <li>In response to data collected at the end of last year as indicated by Tiered assessment data, running records, unit assessments that determined that students are reading below their developmentally appropriate reading levels. This will also be more closely aligned for students meeting the revised levels defined by the Common Core Learning Standards.</li> </ul>

**Instructional Strategies/Activities**

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

<p><b><u>Activity 1: Providing Students in Grades K-2 to Improve Skills in Reading:</u></b></p> <ul style="list-style-type: none"> <li>Implementation of Pearson Ready Gen Reading Program for grades K-2</li> <li>Continuation of programs such as Imagine Learning, Raz-Kids, Writing A-Z, Reading A-Z, Vocabulary A-Z, Success Maker Collaborate and Essential Skills to help students gain skills in reading and writing through technology</li> <li>Teacher- student conferences during reading</li> <li>Data from Pearson’s Ready Gen assessments and Scantron is used to target students’ weaknesses in reading</li> <li>Running records to assess reading progress</li> <li>Unit assessments administered at the end of each reading unit to determine comprehension of fiction and non-fiction text.</li> <li>Differentiated instruction within classrooms to meet the students’ needs throughout balanced literacy</li> <li>Extended day sessions on Mondays and Tuesdays from 2:20-3:10 focusing on small group reading instruction</li> <li>Class field trips that support topics within the curriculum and will be aligned to non -fiction</li> <li>ELL push in and pull out teacher will work with the classroom teacher on developing reading skills and strategies</li> <li>Implementation of Reading Tracker to monitor students’ Fountas and Pinnell levels</li> <li>SETSS teacher will instruct mandated students and include Tier 2 and Tier 3 students in SETSS program. Implementation of phonemic awareness will be achieved through the Wilson Language program.</li> </ul>
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**Activity 2: Professional Development:**

- Grades K, 1 and 2 teachers will receive training focused on the Pearson’s Ready Gen Reading program, thus enabling classroom teachers and supporting staff to implement the components of the program in response to student’s strengths and needs alignment with the CCLS.
- Using data to guide small group instruction to ensure that students are progressing to appropriately developmental instructional and independent levels.
- Analyze the curriculum to ensure implementation of the CCLS.
- Curriculum analysis is and will continue to be guided by the Common Core Learning Standards in reading and writing across the disciplines.
- Common planning preparation periods will allow for collaboration among the early childhood teachers to ensure that content is being applied to the curriculum.
- Grade level inquiry teams to identify student’s strengths and address students’ weaknesses in an effort to design whole, small and individualized instruction.
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods to ensure its alignment to standards and rubrics.
- Special Education teachers trained in the Wilson Language Program will administer the program to Tier 2 and Tier 3 students in the early childhood grades.
- Ongoing ARIS workshops for teachers to record and set goals for student progress.
- ICT teachers receive professional development for team teaching

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

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

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

1. Class at a glance updated at least 4 times a year to evaluate students’ progress in reading using Fountas and Pinnell levels and writing using standardized rubrics
2. Class at a glance updated at least 4 times a year to evaluate students’ progress in reading using Fountas and Pinnell levels and writing using standardized rubrics

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

1. September 2013-June 2014
2. September 2013-June 2014

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

1. Extended day on Mondays & Tuesdays from 2:20-3:10 focusing on small group literacy instruction  
Data Specialist per session to monitor student progress  
Consumable instructional materials for use during extended day program  
Software programs and internet-based programs for the students with disabilities (IXL, Raz-Kids, Reading A-Z, Imagine Learning, Rally Essential Skills, Success Maker Collaborate, Waterford Vocabulary)
2. Extended day on Tuesdays from 3:10- 4:00 focusing on small group literacy instruction  
Data Specialist per session to monitor student progress

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

**Involvement Policy (PIP).**

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

- Parent Orientation for students in early childhood grades in September 2014
- Parent Coordinator shares strategies for parents of early childhood learners.
- Learning Leaders assisting within classrooms on a regular basis
- Parent/Teacher conferences held in November 2013 & March 2014 will inform parents of academic progress and will share student generated portfolios.
- Events posted on our website
- International Night for students in K-5 in May 2014
- Parent participation in class trips of early childhood classrooms
- Workshops on the following: ARIS conducted by Data Specialist to examine how trends in data from selected programs can assist teachers in determining early strengths and needs, K-2 parent workshops, Parents as Partners academic workshops as directed by the DOE –October 2013

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, at least 66.4% of English Language Learners (ELLs) will make progress in one of three ways: 1.) advancing one overall proficiency level on the NYSESLAT, 2.) making a total scale score gain of 43 points on the NYSESLAT, or 3.) scoring at or above the Intermediate Level on the NYSESLAT for those students with one data point. All ELLs will be included in the determination of AMAO 1.

**Comprehensive Needs Assessment**

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

For the 2013-2014 school year, P.S. 214K has a total of 152 ELL students: 115 ELLs have 0-3 years of service, 36 have 4-6 years of service and 1 is considered a long-term ELL (six+ years of completed service). On the 2013 NYSESLAT and 2013 LAB-R, 38 ELLs scored at the beginner level, 28 are intermediates and 68 are advanced. A school wide focus will be on providing targeted services to aid advanced students, and ELLs with 4-6 years of service, in reaching the proficiency level (and exiting the ESL program) on all 4 components of the NYSESLAT, particularly on the reading and writing sections.

**Instructional Strategies/Activities**

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

✓ **Strategies/activities that encompass the needs of identified subgroups**

**Activity 1: Providing ELLs Opportunities to Improve Skills in Reading & Writing:**

- Self-contained ESL class in grade 4 to service students at the beginning, intermediate and advanced levels by a licensed ESL/common branch teacher
- The push-in model has been implemented in grades K, 1, 2, 3 and 5. The ESL and classroom teachers co-teach for two periods/4 days a week during the literacy block. Language proficiency Common Core standards and written responses to topics are incorporated into every lesson.

- Self-contained Dual Language classes in kindergarten, first and second grades serviced by licensed bilingual education teachers.
- Continuation of Imagine Learning licenses for beginning and intermediate ELL level students
- Raz-Kids online program for leveled independent reading comprehension practice for ELL learners.
- Fast-Forward pilot program for beginning ELLs and ELL SWDs.
- Differentiated instruction in all classes based on NYSESLAT subgroups.
- Small group intervention program for SIFE students and ELL SWDs.
- SETTS and AIS (ELA and math) intervention for tier #2 and tier #3 students
- General education classroom teachers and ESL teachers will collaborate in Common Core State Standards inquiry teams to analyze student work.
- Use of technology including Smart boards, laptops and iPads for programs such as Imagine Learning, AWARD Reading, Rally Education and Raz-Kids.
- Weekly meetings among ESL staff to assess the effectiveness of instructional strategies and activities.
- Small group instruction based on ELA and NYSESLAT results during extended day on Mondays and Tuesdays from 2:20-3:10
- Item analysis of periodic assessments to assist the ESL and classroom teacher in developing whole, small group and individual instruction.
- NYSESLAT test preparation focus on writing for long term ELLs
- Pearson’s Ready GEN ELA program in grades k to 5 – NYCDOE Core Curriculum program that supports Common Core Learning Standards and promotes literacy through content- area, non-fiction and fiction materials. ESL instructors differentiate and scaffold for ELLs.
- Data from reading diagnostic tools such as SRI and Fountas and Pinnell is used to target students’ weaknesses in reading and writing. ELA benchmarks and NYC Performance Assessments are also used for this purpose.
- Content area trade books and text books are available in Spanish
- Dictionaries and glossaries (picture dictionaries) are available to all ELLs.

**Activity 2: Professional Development:**

- Teacher inquiry teams, guided by the Common Core Learning Standards in reading and writing across the disciplines, to analyze student work.
- Common planning preparation periods to address students’ weaknesses across the grades is in place and will continue to be scheduled
- ICT, ESL and classroom teachers received professional development for team teaching for the push in model
- Inquiry teams preparation periods will identify student strengths and address students’ weaknesses across the subgroup
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods, provided by the Network, will be turn-keyed with the staff. DOK levels and alignment to the CCLS will serve as reference points when looking at student work samples.
- Ongoing ARIS workshops for teachers will identify trends to inform instructional grouping
- An ESL staff member attended the four-session ELL Institute offered by the NYCDOE last school year.
- ESL teachers attend PD at the CFN regarding compliance issues
- ESL teachers participate on an inquiry team to identify trends and instructional needs for ELLs
- ESL teachers participate in Ready GEN and Go Math PD as well as PD for Danielson’s Framework
- ESL teachers receive PD on special education issues such as ELAND and the referral/evaluation process.

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

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

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

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

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

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

- September 2013-June 2014
- September 2013-June 2014

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

- Extended day on Monday & Tuesdays from 2:20-3:10 focusing on small group literacy instruction  
Data Specialist per session to monitor student progress  
Consumable instructional materials for use during extended day program  
SIFE/ ELL afterschool and Saturday programs  
Software programs and internet-based programs for ESL students (IXL, Raz-Kids, Reading A-Z, Imagine Learning, System 44)
- Extended day on Tuesdays from 3:10-4:00 focusing on small group literacy instruction  
Data Specialist per session to monitor student progress

**Strategies to Increase Parental Involvement**

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

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

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

By June 2014, Students with Disabilities will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 & 4 on the NYS Math assessment.

#### **Comprehensive Needs Assessment**

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

- Based on data from school year 2011-2012 and 2012-2013 our school is identified as a school in good standing. However, data from school year 2012-2013 indicates a decrease in mathematics scores. Therefore, maintaining this status is a concern.

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

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

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

##### **Activity 1: Providing Students with Disabilities Opportunities to Improve Skills in Mathematics:**

- Continuation of programs such as IXL, Engage NY and Think Central to help students gain skills in mathematics through technology
- Data from Scantron will be used to identify consistent strengths and target student's weaknesses in mathematics
- Differentiated instruction will be tailored within classrooms to meet the students' needs
- Small group instruction by experienced educational assistants who collaborate with the classroom teachers will identify the strengths and address the needs of students with disabilities.
- Students will participate in extended day sessions on Mondays and Tuesdays from 2:20-3:10
- SETSS teacher will assist mandated students and include Tier 2 and Tier 3 students
- Purchasing NYC DOE endorsed Go Math for grades K-5
- If budget allows, providing students with the opportunity to participate in April Test Preparation Program focusing on strengthening mathematics skills
- Enrichment afterschool programs in math on Wednesday and Thursday or Saturday for low performance students.
- Students will participate in Science in Residency grant.

##### **Activity 2: Professional Development:**

- Mentoring program for newly hired Special Education Teacher
- Curriculum analysis will continue to be guided by the Common Core Learning Standards in mathematics across the disciplines.
- Common planning preparation periods to address students' weaknesses across the grades are in place and will continue to be scheduled.
- Grade-level Inquiry teams preparation periods will identify student strengths and address students' weaknesses across the subgroup.
- Protocol for looking at student work during common preparation periods and Common Core Learning Standards periods, provided by the Network, will be turn-keyed with the staff. DOK levels and alignment to the CCLS will serve as reference points when looking at student work samples.
- SESIS training
- Ongoing ARIS workshops for teachers will identify trends to inform instructional grouping.
- Danielson's Framework and Go Math workshops
- Special Education teachers participate on an inquiry team to identify trends and instructional needs for students with disabilities.

- ESL teachers participate on an inquiry team to identify trends and instructional needs for ELLs
- ICT teachers received professional development for team teaching
- Special education teachers receive training on IEP analysis

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

1. Administrators for Grades 3-5 / Students with Disabilities/ ELLs, General Education teachers, Special Education teachers, SETSS / IEP Teacher, AIS teacher, Data Specialist, 2 ESL Teachers, F-Status Teacher
2. Administrators for Grades 3-5 / Students with Disabilities/ ELLs, General Education teachers, Special Education teachers, SETSS / IEP Teacher, AIS teacher, Data Specialist, 2 ESL Teachers, F-Status Teacher

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

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

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

1. September 2013-June 2014
2. September 2013-June 2014

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

1. Extended day on Mondays & Tuesdays from 2:20-3:10 focusing on small group mathematics instruction  
Data Specialist per session to monitor student progress  
Consumable instructional materials for use during extended day program  
Software programs and internet-based programs for the students with disabilities (IXL, Rally Essential Skills)
2. Extended day on Tuesdays from 3:10-4:00 focusing on small group mathematics instruction  
Data Specialist per session to monitor student progress

***Strategies to Increase Parental Involvement***

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

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

***Budget and Resource Alignment***

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
---	----------	---	----------	-----------	-----------	-----------	---	--------

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

3.

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

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p style="text-align: center;">SETSS</p> <p style="text-align: center;">Extended Day</p> <p style="text-align: center;">Read 180/System 44</p>	Small Group	During the day & during extended day
<b>Mathematics</b>	<p style="text-align: center;">F Status teacher for Grades 4-5</p> <p style="text-align: center;">Extended Day</p>	Small Group	During the day & during extended day
<b>Science</b>	<p>Double prep periods of science for Grades K-5</p> <p>STEM Grant Grade 4</p> <p>Garden Grant Grades 3 &amp; 4</p> <p>Grade 4 spring test prep program</p>	Small Group	During the day & after school
<b>Social Studies</b>	Social Studies curriculum maps used during literacy block providing differentiation	Small Group	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Small Group & One to one	During the day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>✓ Mentors for newly hired special education teachers</li> <li>✓ Inter-visitations to classrooms modeling best practices in both ELA and mathematics</li> <li>✓ Professional development opportunities provided by the Network and on site to apply the Common Core Learning Standards in units of study</li> <li>✓ ESL teachers are and will continue to receive regular professional development through our CFN office</li> <li>✓ Common Core and Teacher Inquiry collaboration periods set aside for ESL and general education teachers to collaborate and plan based on student data/Common Core Learning Standards</li> <li>✓ General education teachers who have not received their minimum 10 hours of ESL training will have this provided by the ESL coordinator</li> <li>✓ Teachers will create goals to improve teacher effectiveness and regularly meet with supervisors to ensure these goals are met</li> <li>✓ Frequent informal observations of teachers where teachers are provided on-going feedback to improve teaching practices</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>✓ Mentors for newly hired special education teachers</li> <li>✓ Professional Development team created to turn-key topics including but not limited to: Danielson's Framework for Teaching, Ready Gen, Go Math</li> <li>✓ Professional Development on Tuesdays from 3:10-4:00</li> <li>✓ Inter-visitations to classrooms modeling best practices in both ELA and mathematics</li> <li>✓ Professional development opportunities provided by the Network and on site</li> <li>✓ ESL teachers are and will continue to receive regular professional development through the Office of English Language Learners</li> <li>✓ Common Core and Teacher Inquiry collaboration periods set aside for teachers to collaborate and plan based on student data/Common Core Learning Standards</li> <li>✓ Teachers will create goals to improve teacher effectiveness and regularly meet with supervisors to ensure these goals are met using Danielson's Framework for Teaching</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>✓ \$100 per child listed as Students in Temporary Housing set aside; this money is used for items such as supplies, uniforms and trips as needed</li> <li>✓ After school and Saturday Academy for SIFE and ELL Students</li> <li>✓ After school and Saturday Academy for students scoring a Level 1 or Level 2 last year on the NYS Assessments in ELA and Math</li> </ul>

- ✓ F Status teacher hired for math support for students scoring a Level 1 or Level 2 on last year's NYS Mathematics Assessment
- ✓ Read 180 teacher supporting students scoring a Level 1 or Level 2 on last year's NYS ELA Assessment

**SWP Schools Only**

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

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

Pre-K social worker provides the following supports for the staff, as well as the community:

- ✓ In class support two days a week
- ✓ Conducting observations and providing guidance for parents on the referral process
- ✓ Workshops for families on topics such as transitioning into Pre-K, transitioning into kindergarten, helping your child enjoy reading
- ✓ Kindergarten open house in June for Pre-K families
- ✓ Curriculum aligned to the Foundation for the Common Core for Pre-Kindergarten

**Measures to Include Teachers in Decisions Regarding Assessments**

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

- ✓ We followed the DOE's directive to create a Measures of Student Learning Committee (4 members selected by the UFT, 4 members selected by the principal), this committee met numerous times to determine the measures to be used for the teachers within the building
- ✓ Teachers meet during common planning and CCLS periods to determine assessment measures to be used as a grade.
- ✓ Common planning and CCLS periods are used to analyze student work and assessments to improve student progress
- ✓ Bi-monthly reports for ELA and Mathematics are submitted to supervisors for review and feedback on improving instruction

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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## Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level such as but not limited to:
  1. ARIS Training
  2. How to Help Your Child Succeed in School
  3. Workshops to introduce parents to programs used within the school
  4. Parent and teacher extended conferences to discuss low performers and classroom strategies
  5. Parents as Partners Training
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing assistance to parents in understanding City, State and Federal standards and assessments through workshops including:
  1. Grade appropriate standards
  2. State Assessments
  3. Looking at Your Child's Work
  4. Parent-Teacher Communication
  5. ARIS Training
  6. ESL Workshops
  7. Adult ESL Course
  8. Expanded conferencing schedule for low performance on state assessment
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
  1. Written Correspondence
  2. Parent Coordinator to serve as link between school and family
  3. School Messenger in English, Spanish & Bengali
  4. School Website
  5. Report card conference and interim progress reports
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
  1. Parent Involvement
  2. How to Bring Parents into the Classroom, in collaboration with Learning Leaders

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, 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:

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

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

#### **I. School Responsibilities**

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

- Pearson ReadyGen Literacy Program and Comprehensive Balanced Literacy for Grades K-5
- Go Math/Engage NY Math Programs in grades K-5
- Professional Development for teachers focusing on the Common Core Learning Standards, curriculum analysis and maps, differentiated instruction, guided reading, conferencing, data analysis
- Teacher Inquiry Teams focusing on the student assessment and using data to differentiate instruction.
- Test preparation in grades 3, 4, 5 to prepare students for state exams in ELA, Math, and Science using Title I SWD as budget allows.
- Standards based professional development
- AIS services for during school for those at risk students in ELA, Math
- Implementation of Smart Boards in all ESL, Bilingual, SWD self contained and collaborative team teaching classrooms to provide an interactive teaching approach for content area instruction
- Grade-level Data Inquiry Team to provide an analysis of school wide data and report on the performance trends of the school

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

- Conducting parent-teacher conferences in the fall (November 2013) and spring (March 2014)
- Continuation of School Messenger system to inform parents of upcoming events in English, Spanish & Bengali
- Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved

- Continuation of school website where upcoming events, school report card, school policies, parent resources are posted (information can be translated to Spanish)
- Providing notices related to school policies in English, Spanish and Bengali
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year
- Prepare 5<sup>th</sup> grade students and parents for the transition to middle school
- Prepare Pre-K students for kindergarten enrollment

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Through written correspondence in English, Spanish and Bengali
- Scheduled appointments during teacher's preparation periods
- Parent- teacher conferences
- Telephone conference
- Email correspondence
- PA Meetings

*Provide general support to parents by:*

- Provide parents opportunities to volunteer and participate in their child's class through activities such as: becoming Learning Leaders, class trips, classroom observations with the teacher's permission
- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities such as:
  - ARIS Training by the Data Specialist
  - Home/School Connection on Successful Practices conducted by Guidance Counselor
  - Cyber bullying conducted by Director of Safety & Youth Development
  - Middle School Articulation conducted by Guidance Counselor
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

## **II. Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- Ensure that my child comes to school rested by setting a schedule for bedtime
- Check and assist my child in completing homework tasks
- Provide my child with suitable study conditions at home- desk or table, proper lighting, books and supplies.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of my child's extracurricular time
- Encourage my child to follow school rules and regulations

- Volunteer in my child’s school or assist from my home as time permits
- Participate, as appropriate, in the decisions relating to my child’s education
- Communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- Participate in training offered by the school
- Take part in the school’s Parent Association or School Leadership Team
- Be familiar with the new policies on school service and anti bullying campaigns
- Share responsibility for the improved academic achievement of my child
- Provide the school with updated timely contact information

### **III. Student Responsibilities:**

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

2.

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

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

## Part I: School ELL Profile

### A. School Information

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>214</b>
School Name <b>Michael Friedsam School</b>		

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

Principal <b>Patricia Tubridy</b>	Assistant Principal <b>Theresa Vlantis</b>
Coach	Coach
ESL Teacher <b>Katie Lapham</b>	Guidance Counselor <b>Tabitha Lewis</b>
Teacher/Subject Area <b>Maria Rudman, 4<sup>th</sup> grade</b>	Parent <b>Bernadette Dowery</b>
Teacher/Subject Area <b>Gabriella Johnson, ESL teacher</b>	Parent Coordinator <b>Zakir Uddin</b>
Related Service Provider <b>Virginia Blair</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	<b>3</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>893</b>	Total number of ELLs	<b>152</b>	ELLs as share of total student population (%)	<b>17.02%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	152	Newcomers (ELLs receiving service 0-3 years)	115	ELL Students with Disabilities	20
SIFE	3	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	12									12
ESL	103	3	10	36		9	1		1	140
Total	115	3	10	36	0	9	1	0	1	152

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	4	2	6	5	2	6													12	13
Bengali	0	10	0	6	0	6													0	22
SELECT ONE																			0	0
<b>TOTAL</b>	4	12	6	11	2	12	0	0	0	0	0	0	0	0	0	0	0	0	12	35

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

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 13      Number of third language speakers: 22

Ethnic breakdown of EPs (Number):

African-American: 5      Asian: 29      Hispanic/Latino: 22  
 Native American:          White (Non-Hispanic/Latino):          Other:    

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	12	8	13	13	15								70
Chinese		2												2
Russian														0
Bengali	18	17	6	9	5	5								60
Urdu														0
Arabic	1	1	2			3								7
Haitian														0
French														0
Korean														0
Punjabi				1										1
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	28	32	16	23	18	23	0	0	0	0	0	0	0	140

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	7	7	3	4	5								38

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)	1	9	10	2	4	2								28
Advanced (A)	8	17	14	7	18	4								68
Total	21	33	31	12	26	11	0	0	0	0	0	0	0	134

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	4	2	0	24
4	8	7	1		16
5	18	3			21
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15		6		1		1		23
4	12		6						18
5	19		4						23
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		10		1		17
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In assessing early literacy skills, P.S. 214 uses the benchmarks in the ReadyGEN ELA curriculum and both the EngageNY and NYC ELA and math Performance Assessments in grades 3-5. Teachers also use Fountas and Pinnell in kindergarten through grade 2, and SRI in grades 3-5. In addition, teachers use running records on RazKids and Award Reading for assessing the literacy progress of at-risk students and ELLs. Rally Education is another tool we use to assess the comprehension skills of students in grades 3-5. Student data from Imagine Learning is also used in tracking student progress. Teachers in all grades assess literacy skills on a quarterly basis. In assessing Spanish-language literacy skills, El Sol is administered to our dual language students in kindergarten, grade 1 and grade 2. This year, P.S. 214 will be piloting the FastForWord program for our bilingual and ESL students in K-5. It is an online reading intervention that strengthens the key pathways in the brain to help students learn and to absorb information faster. Using data from these assessments, classroom teachers collaborate with ESL teachers to address the specific learning needs of our ELL students. We use the data to shape instruction and to form groups.

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

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

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

Exam results show that students in grades K – 2 are less proficient in listening and speaking than students in grades 3 - 5. For students in grades 3-5, a big focus will continue to be on improving their reading and writing skills. As such, Common Core and Danielson-aligned written responses to lessons/topics, which contain a language/grammar component, take place on a daily basis in all freestanding ESL classes (push-in and pull-out) by ESL instructors and the collaborating classroom teachers. This reinforces the initiatives of all classroom teachers at P.S. 214K as writing has been identified as an area in need of improvement on the ELA exam. P.S. 214 uses Annual Measurable Achievement Objectives to determine how much progress ELLs have made on the NYSESLAT from year to year. We achieved our AMAO I target for the 2012-2013 school year, which requires that 65.3% of ELLs make progress in one of the three ways. In addition, we achieved our AMAO II target for the 2012-2013 school year; more than 13.7% of our ELLs tested proficient on the 2013 NYSESLAT.

4. For each program, answer the following:

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

All of our ELLs in grades 3-5 are serviced via freestanding ESL. With respect to the New York State tests in Math and Science, ELLs are performing no better in their native language as compared to ELLs taking the tests in the English language. The majority of ELLs choose to take the exams in English. On the 2013 Common Core Math exam, most ELLs received level 1 and level 2 scores. 15 ELLs in grade 3 received a level 1 score on the math exam as compared to 12 ELLs and 19 ELLs in grades 4 and 5 respectively. 6 ELLs in grades 3 and 4 received a level 2 on the math exam as compared to 4 ELLs in grade 5. No students in grades 4 and 5 tested received level 3 and 4 scores, however in grade 3, 1 student received a level 3 score and 1 student received a level 4 score. This shows that ELLs in grade 3 outperformed ELLs in grades 4 and 5 on the 2013 CCSS math test. The periodic assessments in math will provide the data that both teachers and school leadership need in order to target instruction to ELLs performing below grade level. With the exception of ELL-SWDs, ELLs in these grades receive ESL through the push-in model during the literacy block.

The results of the 2013 Common Core ELA exam show us that the ELLs who were eligible to take the exam mostly scored at levels 1 and 2. In grade 4, fewer ELLs received a level 1 score than in grades 3 and 5. There were no level 4 scores. In grade 3, 2 ELLs received a level 3 and 1 student in grade 4 received a level 3 score. No students in grade 5 received a level 3 score. Overall, grade 4 ELLs outperformed grades 3 and 5. In order to pass the ELA, ELLs in grades 3 - 5 need to receive as much intervention and support as possible

from classroom teachers, ESL instructors and AIS teachers. Teachers need to work together to identify and address the areas of weakness with regards to ELA. The data from periodic ELA assessments will help teachers focus on specific ELA skills. Additional instructional support for ELLs in math and ELA will be achieved through the Extended Day program, After-School programs, and ESL services. Also, we have identified that our lowest performing students are the male hispanic demographic.

The results of the 2013 4<sup>th</sup> grade science exam contrast strikingly with the results of the 2013 ELA and math exams. 65% of our 4<sup>th</sup> grade ELLs passed the science exam (10 received a score of 3 and 1 received a score of 4). This shows that ELLs perform better on exams that test the knowledge and content learned in class.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ELL students take part in RtI screening to assess whether their literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. The screeners we use for RtI include (but are not limited to) Fountas and Pinnell and RazKids running records, SRI, and periodic benchmark assessments for math and ELA. Formative and summative assessments (NYSESLAT and ELA, Math state tests) are being used to measure students' progress. This year, both the ReadyGEN ELA curriculum and the GO Math! program contain assessment and benchmarks as part of the curriculum. With regards to implementing RtI, all students receive rigorous, evidence-based Tier 1 instruction focused on promoting language and literacy development: oral and written language, word reading and spelling skills, fluency and reading comprehension. The ReadyGEN program is used for ELA and GOMath! is used for math. Periodic performance assessments are included in the curricula and provide teachers with data to guide instruction. In measuring student growth, the NYC Performance Assessments are administered in September - to provide us with a baseline in ELA and math - and again at the end of the school year. Tier II students receive proactive support in the form of small guided reading groups, conferencing with the teacher, peer to peer interventions and online resources. Tier II students also participate in the extended day program and our after school and Saturday academies. In addition, the focus is on scaffolding instruction with the use of graphic organizers, intensive vocabulary teaching of Tier 1, 2 and Tier 3 content specific vocabulary, as well as reading from various resources. For additional help, Tier II students participate in the extended day program and in our after school and Saturday academies. If the student continues to struggle and is not making adequate progress, we consider Tier III interventions, which include intensive 1-on-1 instruction and collaboration with intervention teachers and other service providers.

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

We use home language and ESL ATS reports to identify the second languages represented at P.S. 214K. Individual teachers also poll their own students at the beginning of the year to identify students' home languages. P.S. 214 offers a dual language (Spanish/English) program in grades K, 1 and 2. Also, our RTI instruction makes direct and appropriate connections to ELLs' community values, identities, and languages. For example, teachers create lessons on current events in Bangladesh and various Latin American countries. Teachers also use students' native language in lessons wherever possible. Spanish cognates are highlighted and vocabulary specific to students' backgrounds are discussed (i.e. sari and rickshaw). Teachers utilize math and trade books that are available in Spanish at all levels, and Spanish and Bengali-speaking teachers translate when/if necessary.

7. For dual language programs, answer the following:

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

Our Dual Language program is currently offered in K, 1 and 2 only. The classroom teachers use the EL SOL program to assess students, both EPs and ELLs, in the target language (Spanish). Senderos, the Spanish-equivalent of the Journeys core reading program,

also contains diagnostic and comprehensive screening assessments and benchmark and unit tests in Spanish. The classroom teachers use other formal and informal assessments to gauge grade-specific student mastery of Spanish-language skills in the areas of speaking, listening, reading and writing. Because the Dual Language program is offered only in K, 1 and 2, at this time we are unable to provide an explanation of how EPs are performing on state assessments such as the yearly ELA and math tests. Regarding city assessments, our school uses the NYC Performance Assessments to measure student growth in ELA and math. We are presently assessing the proficiency level of EPs in English Language Arts through Fountas and Pinnell running records, teacher observations, student conferencing, Imagine Learning monthly data, and through assessments provided by the ReadyGEN Core Curriculum program. The primary language acquisition goals of the Dual Language program are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and in the target language (Spanish) for all students.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ESL staff and administrators analyze NYSESLAT scores to evaluate the success of our ESL programs. We examine the scores of each individual ELL from year to year to ensure that all ELLs are going up at least one performance level (i.e. from beginner to intermediate, intermediate to advanced), and that advanced students are achieving proficiency on the NYSESLAT. The APAO targets guide our analysis. For performance that is stagnant, we identify the area - listening, speaking, reading and writing - that is most difficult for the student. This data helps shape instruction to ensure student progress. We also use the data to identify long-term ELLs and to determine how we can improve instruction to help these ELLs achieve proficiency. As writing is the focus area for the 2013-2014 school year, we pay particular attention to students' written responses to evaluate the success of our instruction. We look to see that students are mastering both the grade-specific skills outlined in the Common Core Standards and the skills needed to achieve proficiency on the NYSESLAT. Push-in ESL instructors collaborate with classroom teachers to develop and analyze assessments and create rubrics that are aligned to the Common Core Standards and the skills assessed on both the NYSESLAT and the ELA exams. Data from the ReadyGEN Core Curriculum reading assessments also helps ESL instructors and classroom teachers target instruction in grades K - 5. For students in grades 3 - 5, both ESL instructors and classroom teachers use data from the ELA exam and benchmarks to determine how instruction can be targeted for ELLs. ESL instructors and classroom teachers also use monthly data from Imagine Learning to assess student success.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) We offer translated versions of the HLIS in languages such as Spanish, Bengali, Arabic and Mandarin. To ensure accuracy, a trained pedagogue who holds a valid NYC teaching license - in most cases the ESL/bilingual coordinator - conducts an informal oral interview with the parents/guardians at the time of initial registration to determine students' home language(s); whether or not newly admitted students are eligible for LAB-R testing. When necessary, a staff member - administrator, parent coordinator, teacher, paraprofessional, aide - translates in the family's native language at the time of initial registration. Also, ESL coordinator reviews every HLIS as part of the initial screening process of newly enrolled students. If a child is identified as speaking a language other than English, then they are administered a grade appropriate Language Assessment Battery-Revised (LAB-R) exam as a formal initial assessment to measure the child's English-language proficiency level. The two freestanding ESL teachers administer the LAB-R formal assessment within 10 school days of the child's initial enrollment (as per CR Part 154). LAB-R exams are then hand-scored. Students that score below the proficiency level on the LAB-R become eligible for state-mandated services for ELLs. Once the LAB-R exam identifies the student as an ELL (English language learner), then the parent is notified and the child is placed in an ESL program as per their parent's choice. Students who speak Spanish at home and score below proficiency on the LAB-R are also administered a Spanish LAB to determine language dominance.

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.

Once a newly enrolled student is identified as an ELL, an entitlement letter is sent home to the student's parents/guardians in the language indicated on the HLIS. The entitlement letter notifies parents/guardians that their child is eligible for ESL services and they are asked to attend a parent orientation meeting at the school. The parent orientation is held within 10 school days of the student's initial enrollment date, and the date and time of the meeting is indicated in the entitlement letter. Regarding parent outreach, ESL staff receives support from classroom teachers to ensure that entitlement letters are received by parents and to remind parents to attend the parent orientation meeting. The ESL/Bilingual coordinator is present at dismissal to remind parents about the orientation meeting and also communicates this information to parents in Spanish. The parent coordinator reminds parents about the orientation meeting at dismissal and also communicates this information to parents in Bengali. At the regularly-held orientation meetings, parents/guardians of newly identified ELLs are informed of the different ESL programs that are available in New York City: transitional bilingual education, dual language and freestanding ESL. A video describing the different program choices is shown in the parents' native language. In addition, they also receive a copy of the ELL Parent Brochure in both English and in their native language, which provides information on ELL identification and eligibility, the three types of ELL programs, and ways parents can participate in their child's education. ESL teachers and the school's parent coordinator conduct the orientation session and convey this information in the parents' native language. Afterwards, parents/guardians have the opportunity to ask questions before completing the Program Selection form and Parent Survey. If a parent/guardian does not attend an orientation meeting, both the Spanish-speaking ESL/Bilingual coordinator and the Bengali-speaking parent coordinator meet with parents one-on-one at dismissal to communicate this information to them. The ESL/Bilingual coordinator, together with the parent coordinator, make phone calls home to schedule one-on-one meetings with parents so that they are aware of the ESL program choices for their child (ren). Also, the ESL/Bilingual coordinator sends a letter home to parents/guardians to invite them to attend a parent orientation meeting during parent/teacher conferences, which take place in November and March. The letters are translated by school staff in the parents' native languages.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

The placement of newly identified ELLs into a particular program is based on the parent choice that is indicated on the Program Selection form. As stated above, during the parent orientation meeting, parents are informed - in their native language - of the three program choices in New York City. The Spanish-speaking ESL/Bilingual coordinator meets with the parents/guardians who

do not attend an orientation session to communicate to them the ESL program choices. If needed, the parent coordinator provides translation services in Bengali. If there are 15 or more parents/guardians of ELLs of a same language in two contiguous grades who request transitional bilingual education, then the school will form a bilingual class in that language. As of September 2013, P.S. 214K has freestanding ESL programs in each grade. The push-in model is used in grades K, 1, 2, 3 and 5. Grade 4 has a self-contained ESL class to service beginner, intermediate and advanced ELLs. ESL teachers also pull out ELLs in Special Education. If a Spanish-speaking ELL is identified in kindergarten, grade 1 and grade 2, he/she has the opportunity to receive ESL services through our self-contained Dual Language classes (Spanish/English). A placement letter is then distributed to parents (in their native language) informing them of the ESL program their child has been placed in as per parents' program choice. The ESL/Bilingual coordinator distributes these placement letters to classroom teachers to ensure they are sent home. The Spanish-speaking ESL/Bilingual coordinator also meets with individual students to ensure that they understand the purpose of the placement letter and deliver it to their parents/guardians. If needed, the students' peers assist with translation in the students' native language. The ESL/Bilingual coordinator maintains a record of the parents/guardians who received the placement letter and a copy of each letter is kept on file in the ESL office. The ESL coordinator records parents' program choice information in the ELPC screen in ATS (within 20 school days of enrollment), including the date of LAB-R administration, whether the parent was provided with information about ELL programs, which program the parent chose, and in which program the student was placed. At the beginning of each school year, ESL staff analyze NYSESLAT scores to identify ELLs who are entitled to continue receiving ESL services (ELLs who have not yet reached the proficiency level on the NYSESLAT). Continued Entitlement letters are then distributed to parents of these students (in parents' home languages) to inform them that their child will continue receiving ESL services. The ESL/Bilingual coordinator distributes these letters to classroom teachers to ensure that they are sent home to parents. The ESL/Bilingual coordinator also meets with individual students to ensure that they understand the purpose of the continued entitlement letter and deliver it to their parents. The ESL/Bilingual coordinator maintains a record of the parents who received the continued entitlement letter and a copy of each continued entitlement letter is kept on file in the ESL office. The same procedure is followed in distributing non-entitlement letters to parents of students who tested proficient on the LAB-R and therefore do not require ESL services. Parents of students who tested proficient on the NYSESLAT receive a non-entitlement/transition letter in the parents' native language informing them that their child is no longer entitled to ESL services and advising parents what to do should they wish for their child to remain in a bilingual class. The procedure described above is also followed in the distribution of these letters, and copies of each non-entitlement/transition letter is kept on file in the ESL office.

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

In the spring of every school year, every ELL in grades K-5 is administered the NYSESLAT (New York State English as a Second Language Achievement Test) to measure his/her proficiency level in the listening, speaking, reading and writing of English. The results of this test determine whether or not the student continues to be eligible for ELL services. In preparing for the annual NYSESLAT exam, the ESL/Bilingual coordinator uses both the RLAT and RLER reports in ATS to identify the ELLs eligible to take the NYSESLAT exam. The NYSESLAT is administered by the two freestanding ESL teachers with assistance from certified teachers. All pedagogues follow the NYSESLAT calendar to ensure that the administration of each section - speaking, listening, reading and writing - is completed within the correct time frame. The two freestanding ESL teachers administer the one-on-one speaking exam to each ELL in grades K - 5, and adhere to the new statewide scoring rules that require that the Speaking subtest be scored by a teacher who is not the student's teacher of English as a second language or English language arts. Afterwards, the two freestanding ESL teachers administer the listening, reading and writing sections in a whole group setting to each group they service. Students in Grades 3-5 mark their answers to multiple-choice questions on the separate, machine-scannable answer sheets. Students in Grades K-2 mark their answers in their test booklets. The ESL teachers then transcribe the students' responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers place their names on the answer sheets as mentioned in the administrator's manual. Students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions: the Reading subtest may not be read to any student and the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. Furthermore, the following guidelines are implemented before administering the listening, reading and writing subtests. The classroom teacher organizes the classrooms so that they reflect appropriate testing conditions. Literacy based materials are removed or covered. All testing materials are picked up by the administrators prior to testing and placed in a class package. The administrator and assigned teacher actively proctor and closely supervise the test throughout the entire testing period. Students are under close supervision at all times during the administration of the tests and may not use any of the following: unauthorized notes, printed materials, scrap paper, or electronic tools or devices. When students enter the testing room, proctors ensure that students do not bring any unauthorized materials such as those listed above. Students are informed prior to

taking the test they may not use cell phones or other communication devices during the test as it is written in the guidelines. There are no time constraint for the reading and writing subtests. The NYSESLAT materials are secure documents and they are carefully safeguarded by the ESL Department and the Principal. All sealed packages of secure test materials are stored in a secure location and maintained under strict security conditions throughout the entire testing period.

Once the listening, reading and writing sections are administered, the ESL/Bilingual coordinator collects the exam booklets and grids and organizes them as per NYSESLAT delivery instructions. After being trained, the two freestanding ESL instructors, along with licensed teachers, score the writing subtest using the rubrics provided. All of the student responses to the constructed response questions are scored by a committee of teachers. No one teacher scores more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet. No teacher who is a student's teacher of English as a second language or English language arts scores any of the constructed-response questions in that student's Writing subtest booklet. NYSESLAT books and grids are then submitted on time to the locations indicated in the testing memo. Once an ELL scores at the proficiency level on the NYSESLAT, he or she is considered a former ELL student and receives bilingual or ESL support as needed. Dual language former ELLs can remain in the dual language program for the length of their tenure.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  The current trend is that the majority of our parents - 85% - select freestanding ESL as their first choice while 13% select the Dual Language program and 2% select TBE. The program models offered at P.S. 214K are aligned with parent requests with the exception of TBE, which we currently do not have. Bilingual education is offered in grades K-2 through our Dual Language program. If 15 or more parents in the same grade or in two contiguous grades choose TBE as their program choice, we are required to open a TBE class. Parent Program choice is entered into the ELPC screen in ATS within 20 days of enrollment.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Currently, a full-time certified ESL instructor uses the push-in model to service the kindergarten ELLs. In kindergarten a certified ESL teacher co-teaches with a classroom teacher during the literacy block for two consecutive periods per day. This model addresses the beginner, intermediate and advance ELL requirements (as per CR Part 154 mandating instruction for ESL per week). The remaining ELLs in kindergarten receive ESL services through the kindergarten Dual Language class, which is taught by a certified bilingual instructor.

In grade 1, a full-time certified ESL instructor uses the push-in model to service the first grade ELLs. The certified ESL teacher co-teaches with a classroom teacher during the literacy block for two consecutive periods per day. This model will address the beginner, intermediate and advance ELL requirements (as per CR Part 154 mandating instruction for ESL per week). The remaining grade 1 ELLs receive ESL through the grade 1 Dual Language class, which is taught by a certified bilingual instructor.

The three Dual Language classes (one each in kindergarten, grade 1 and grade 2) are self-contained and the classroom teachers use the 50/50 Dual Language model by alternating the language by day (Spanish/English). ELLs of varying English proficiency levels are integrated with native English speakers so that all students develop second language skills while learning content in both languages. The primary language acquisition goals of this program are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and in the target language (Spanish) for all students. Students receiving freestanding ESL services are taught in English using ESL methodologies and native language support. These classes include a language arts instructional component - English language arts instruction and English as a second language instruction - and a content area, non-fiction instructional component. The native languages and heritage of ELLs are acknowledged and integrated into lessons.

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

Grade 4 ELLs receive ESL instruction in a self-contained ESL class. The instructor is certified in ESL and also has a common branch license. ELLs of varying English proficiency levels are integrated and the classroom teacher utilizes ESL methodologies to address the needs of the ELLs.

Additionally, a small number of Special Education ELLs are pulled out from grades 1, 2, 3, 4 and 5. The groupings are heterogeneous. We provide paraprofessional services to special needs bilingual students in a first grade ICT class and in a fifth grade self-contained special education class. We have 2 paraprofessionals working one-on-one in 2 self-contained classes.

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

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)?

The self-contained grade 4 ESL teacher uses ESL strategies throughout all areas of instruction and provides the core content that elementary school students receive from self-contained common branch classroom teachers. As per CR Part 154, NLA (Native Language Arts) support occurs 25% of the time. Beginning and intermediate ELLs receive 360 minutes (2 units) of ESL instruction per week while advanced ELLs receive 180 minutes (1 unit) of ESL instruction. Advanced students receive 180 minutes per week of ELA instruction.

In the kindergarten, grade 1 and grade 2 Dual Language classes, language arts is taught through NLA (Native Language Arts),

ESL, and ELA instruction. A 90-minute period is allocated for literacy instruction, which includes ESL strategies for ELA instruction. Content areas - science, social studies and math - are taught in both English, using second-language acquisition strategies such as pictures and scaffolding, and in the target language (Spanish). Native language arts (Spanish) instruction occurs as follows: beginner ELLs receive 60 - 90 minutes per day, intermediate ELLs receive 45 - 60 minutes per day while advanced ELLs receive 45 minutes per day. Our dual language program uses the 50/50 model by alternating language by day. Beginning and intermediate ELLs receive 360 minutes (2 units) of ESL instruction per week while advanced ELLs receive 180 minutes (1 unit) of ESL instruction. Advanced students receive 180 minutes per week of ELA instruction.

Freestanding ESL classes, in which NLA (native language arts) support occurs 25% of the time, are taught by 2 full-time, certified ESL instructors as follows:

\*For ELLs with disabilities, an ESL instructor pulls-out students in grades 1, 2, 3, 4 and 5. Beginner and intermediate ELLs receive 8 periods of ESL instruction/week while advanced ELLs receive 4 periods of ESL instruction/week.

\*ESL instructors push in during the 2-period literacy block for grades K, 1, 2, 3 and 5 (all push-in).

\*ESL instructor for grades K, 1, 2, 3 and 5: push-in to the class for two periods per day during literacy block. During this period of time the ESL certified teacher and the classroom teacher work in collaboration using the ReadyGen core curriculum and differentiating instruction according to the needs of the students.

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

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

In delivering instruction in the content areas in kindergarten through grade 5, P.S. 214K is using the ReadyGEN program, a new core reading program that supports the Common Core Standards and promotes literacy through content-area, fiction and non-fiction materials. It also provides scaffolding and vocabulary support for ELLs. The rigorous instruction is based on content areas aligned to the Common Core Reading and Writing Standards to build on background knowledge, various literacy skills, promote oral language, and to develop tier 1, 2 and 3 vocabulary and academic language. Journeys and Fountas and Pinnell leveled readers are used in guided reading groups and complement ReadyGEN topics. Instruction is differentiated and supported for all English as a Second Language Learners including Students with Disabilities. The RTI model is used to support students of all levels with high quality and rigorous tiered instruction. For instruction in mathematics, P.S. 214K uses the Go Math program, which utilizes a hands-on, practical approach to mathematics instruction. Spanish-language versions of Everyday Mathematics are available for Spanish-speaking ELLs needing native language support. Additionally, ELLs in grades 2 - 5 practice math skills through various apps (applications) on the iPad. Classroom teachers work as a grade to create curriculum maps for social studies and science. They adhere to the grade-specific skills/content outlined in the Common Core State Standards in creating the maps. Teachers also utilize EngageNY for content area lessons.

Every classroom containing a high number of ELLs has a Smartboard, which is used to support instruction across the content areas. Not only does it provide visuals and opportunities for shared reading, but it also gives ELLs an opportunity to participate in interactive activities. Instructors of ELLs, including classroom teachers, create lessons and use materials that are highly engaging to students and offer students opportunities to make connections to their own lives and past experiences. Newcomer ELLs receive extra support not only in developing their oral fluency and literacy skills, but in math instruction as well by an ESL certified teacher. Particular attention is paid to incorporating grade-specific Common Core language proficiency standards into daily lessons. Teachers ensure a print-rich environment in their classrooms and use sheltered instruction strategies and scaffolding techniques to make content comprehensible for ELLs. Techniques and strategies include the use of visuals to accompany vocabulary, sentence starters and graphic organizers for writing, realia, gestures, TPR and native language support. To further support our ELL students, we are using the Imagine Learning program as an interactive technology component to ELA literacy. ELLs also practice independent reading and comprehension skills on computers through Raz-Kids.com and RallyEducation. In the kindergarten and grades 1 and 2 Dual Language classes, instruction in the target language (Spanish) takes place every other day, and the Senderos reading program (the Spanish-equivalent of Journeys) is used to teach Spanish literacy. We use a 50/50 Dual Language model by alternating language by day.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We administer the LAB-R in Spanish to new admits whose home language is a language other than English and who do not test at

the proficiency level on the English LAB-R. We administer the EL SOL exam twice a year to ELLs in our Dual Language program whose native language is Spanish. Also, informal and formal assessments are given in Spanish in these classes. In grades 3, 4 and 5, ELLs are able to take the Math and Science state examinations in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? All ELLs take the NYSESLAT each spring. This state test assesses their proficiency levels in the listening, speaking, reading and writing of English. We also administer the ELL periodic assessment, once in the fall and again in the spring, to evaluate ELLs in all four modalities of English acquisition. In addition, ESL and classroom teachers use a variety of formal and informal assessments throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. Newcomers (ELLs with less than three years in the NYC public school system) receive their entitled minutes of ESL instruction and NYSESLAT test preparation in addition to being offered small group instruction through the abovementioned services. Native language materials in the content areas are also available to support newcomers. We also offer ELA and Math test preparation both during the school day and through the Extended Day program, and after school through our After School Program and Saturday Academy programs. As our budget allows, we are also offering to newcomer ELLs an After School enrichment program.

c. ELLs receiving ESL services for 4 - 6 years are also eligible for the abovementioned AIS services and they are invited to participate in the Extended Day program and our After School and Saturday Academy programs in order to receive additional help in ELA and Math. They receive NYSESLAT test preparation through their mandated ESL services, and our goal is to have these students reach the proficiency level on the NYSESLAT exam.

d. Long-term ELLs receive their entitled minutes of ESL instruction and NYSESLAT test preparation. In order to reach the proficiency level on the NYSESLAT exam, our focus is to help these ELLs improve their reading and writing skills as these are the sections of particular difficulty for them. In addition, written responses to topics are incorporated into every Common Core-aligned lesson in ESL classes. Long-term ELLs are also eligible for the abovementioned AIS services and they are invited to participate in the Extended Day program and After School and Saturday Academy programs for both Math and ELA test preparation.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs whose IEP mandates bilingual instruction receive native language support throughout the day from a paraprofessional assigned to them. The grade 5 12-1-1 class and the grade 1 ICT Special Education class each have one bilingual paraprofessional. ELL-SWDs in ICT and 12-1-1 classes receive ESL services from a pull-out ESL instructor as per the number of minutes

mandated by their NYSESLAT performance levels. In addition, teachers of ELL-SWDs differentiate instruction to make content more comprehensible. Fiction and non-fiction books from the ReadyGen reading program, as well as content-rich and ReadyGEN-content aligned resources from the Fountas & Pinnell Leveled Literacy Intervention program and from the Journeys program, are used during guided reading. Additionally, a language objective that supports Common Core Standards is incorporated into lessons. Grammar and other English-language skills are taught through content and vocabulary. A grade-level phonics and word study text is also made available to ELL-SWDs. Teachers of ELL-SWDs utilize intervention strategies in the classroom. These include the use of realia, picture cards and interactive activities on the Smartboard. Teachers also use graphic organizers and sentence starters to help students organize their ideas.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are placed in ICT classes that are taught by both a certified Special Education teacher and a Common Branch teacher. They receive instruction across all content areas alongside their non-disabled peers. ELL-SWDs who are placed in 12-1-1 classroom setting receive instruction by a Special Education teacher supported by a paraprofessional. Intervention strategies are used and content-area materials are made available at a wide range of reading levels. An ESL teacher provides mandated ESL services to ELL-SWDs for eight periods per week in the form of pull-out model. The ESL services include NYSESLAT test preparation. ELL-SWDs are also invited to participate in our Extended Day program and SES After School and Saturday Academy programs. As our budget allows, we are also offering ELL-SWDs an After School enrichment ESL program one day per week. To further maximize time spent with non-disabled peers, ELL-SWDs participate in a wide range of social and instructional activities alongside non-disabled peers: lunch, recess, ballroom dancing, gym, field trips, holiday dances, movie night, math and literacy game night, among other activities.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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

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

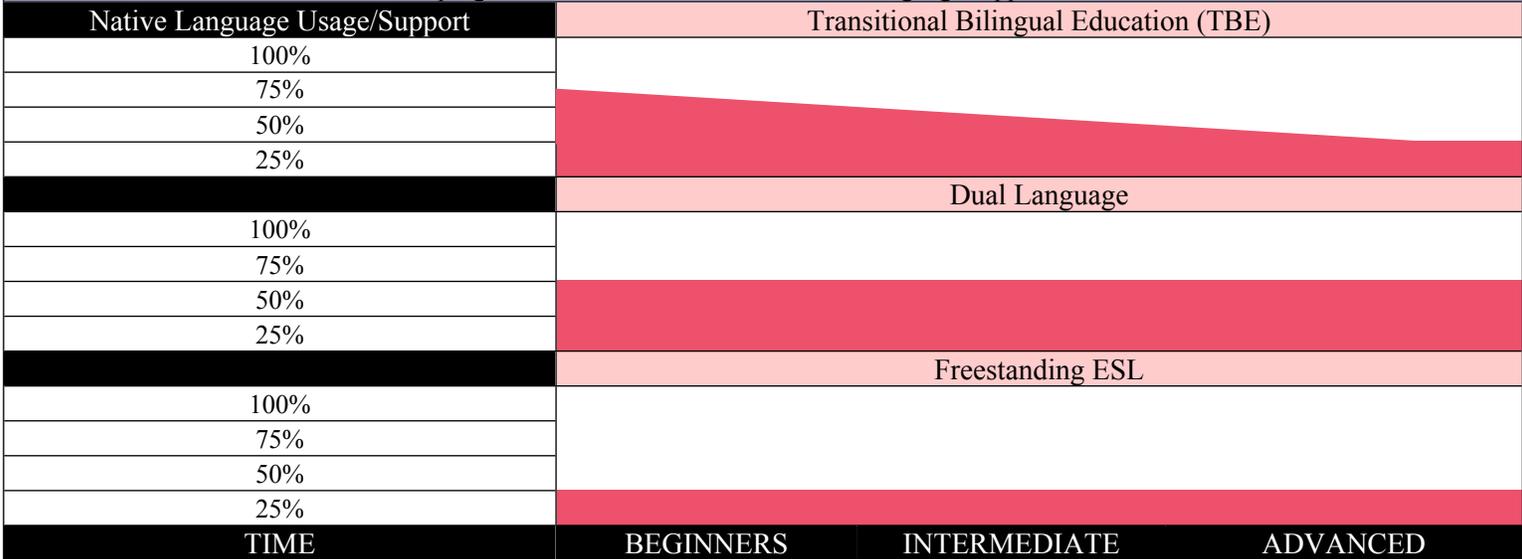
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

At P.S. 214K we identify and support - by tiered intervention - all ELLs including SWDs and students with interrupted formal education (SIFE). In addition to providing them with their entitled minutes of ESL instruction and NYSESLAT test preparation, intervention programs are created by PS 214K to help in reading, math and all the content areas through our Extended Day program, after school and Saturday Academies, SETTS and through the AIS reading teacher who utilizes the System 44 program focusing on phonics and phonological awareness. SIFE students in grades 3, 4 and 5 also receive (in addition to their entitled minutes) small group instruction by a ESL certified teacher. This program focuses on oral language development, English literacy, and math instructional support. SIFE students also improve their ELA skills through online reading programs such as Imagine Learning, FastForWord and Raz-Kids. In addition, seven iPads are available to SIFE students to help them with phonics, decoding and sight words, among other skills. For Spanish-speaking students, Everyday Math books are available in Spanish. We are also building native language libraries in each ESL classroom. Content area trade books and text books are currently available in Spanish. ESL instructors differentiate instruction to help make content comprehensible to SIFE students. Content area books are available at a variety of reading levels and are used during the small group, guided reading period of the literacy block. As our budget allows, we are also offering to SIFE students an After School enrichment ESL program one day per week. Newcomers (ELLs with less than three years in the NYC public school system) receive their entitled minutes of ESL instruction and NYSESLAT test preparation in addition to being offered small group instruction through the abovementioned services. Native language materials in the content areas are also available to support newcomers. We also offer ELA and Math test preparation both during the school day and through the Extended Day program, and after school through our After School Program and Saturday Academy programs. As our budget allows, we are also offering ELLs an After School enrichment program.

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

We have implemented extra periods for our newcomers to focus on oral English language development and acquisition as well as phonics, decoding and reading comprehension. Content area support, such as math, is also provided. Students will be provided one extra period per day five days a week to have their particular learning needs met. This program's effectiveness is proven by the data that shows that our newcomers have reached and even outperformed their grade level peers in the past. Our other intervention strategies - SETTS, AIS, Extended Day and after school and Saturday academies - ensure that every ELL is getting his/her particular learning needs met.

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

We offer ELA and Math test preparation through the Extended Day program which focuses on ELA on Mondays and Math on Tuesdays. Students work in small groups on tasks aligned to the Common Core Standards. We also offer After School and Saturday Academy programs for our ELLs including SIFE and SWDs. As our budget allows, we are also offering ELLs an After School enrichment program. The ReadyGEN ELA curriculum is new this year and is being used in grades K-5 to prepare students for the rigorous work of the new Common Core State Standards. Our new math curriculum, GOMath!, also serves this purpose. In addition, we are piloting a new reading intervention program called Fast ForWord. In this online program, ELLs work independently to strengthen the key pathways in the brain that help students learn, so they can pay closer attention to their teachers, absorb information faster, and remember what they are taught.

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

We are discontinuing the Journeys reading program and the Envisions Math program because they do not match the level of rigor called for by the Common Core State Standards (CCSS). The ReadyGEN and GOMath! programs are offered by the NYCDOE and better reflect the demands of the CCSS.

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

ELLs are afforded equal access to all school programs in PS 214K. We also offer to ELLs ELA and Math test preparation through the Extended Day program, which focuses on ELA on Mondays and Math on Tuesdays. Students work in small groups on tasks aligned to the Common Core Standards. We also offer After School Program and Saturday Academy programs for our ELLs including SIFE and SWDs. As our budget allows, we are also offering ELLs an After School enrichment program. ELLs are also have access to our online reading and math programs (IXL, Rally Education and RazKids), which they can use both at school and at home. ELLs are included in all school programs and functions such as field trips, field day, Flag Day, ballroom dancing, and

swimming.

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

At P.S 214K all students, including ELLs, follow the school ReadyGen reading curriculum and GO Math! curriculum, which are aligned to the Common Core State Standards. In order to differentiate for our subgroups, ESL teachers provide support to ELLs and ELLs SWDs by using non-fiction and fiction materials from our Fountas and Pinnel and Journeys leveled libraries. We incorporate technology into our daily instruction. ESL and classroom teachers utilize the SmartBoard for shared reading. Images are paired with words and concepts in order to aide ELLs in the development of their English-language acquisition. The System 44 program, which is used by our AIS teacher in servicing at-risk students including ELLs, focuses on phonics and phonological awareness. Online reading intervention programs such as Imagine Learning, FastForWord, Raz-Kids and Rally Education are also used in supporting the diverse learning needs of our ELLs. In addition, seven iPads are available to help ELLs with phonics, decoding and sight words, among other skills. For Math, students are able to access the IXL math online tutorial and practice both at home and at school. Our ESL classrooms, as well as our computer lab, are equipped with several laptops and desktops for students to access these programs at school. For Spanish-speaking students, Everyday Math books are available in Spanish at all levels. We are also building native language libraries in each ESL classroom. Content area trade books and text books are currently available in Spanish. We also provide students with English-Spanish and English-Bengali picture dictionaries as well as English glossaries and dictionaries. ESL instructors differentiate instruction to help make content comprehensible to SIFE students. Content area books are available at a variety of reading levels and are used during the small group, guided reading period of the literacy block.

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

Our kindergarten, grade 1 and grade 2 Dual Language programs are taught by certified bilingual (Spanish) teachers. Spanish, the target language, is taught through both the content areas and through Spanish literacy. All components of the Journeys core reading program - from textbooks to leveled readers - are available in Spanish through the Senderos program. Likewise, both Everyday Math and Math Steps are available in Spanish. In our freestanding ESL program, one ESL teacher is a fully certified bilingual (Spanish/English) teacher and offers Spanish-language support. Everyday Math and Math Steps are available in Spanish as well as content area trade books and leveled readers. Glossaries and dictionaries also make up native language libraries in ESL classrooms. Other school personnel - paraprofessionals, parent coordinator, aides and administrators - are available to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. Also, teachers group students of the same language for certain activities so that they can assist each other and respond in the native language. These strategies extend to after school programs as well.

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

The services correspond to ELLs' ages and grade levels, including SWDs and SIFE students, since all teachers of ELLs follow the core curriculum programs: ReadyGEN and GOMath! ESL and classroom teachers differentiate instruction of these materials to meet the specific learning needs of each student. Our freestanding ESL and Dual Language programs are comprised of students who are all in the same grade. We have two Special Education pull-out program: one containing ELL-SWDs in grades 1 and 2 and another for ELL-SWDs in 3, and 5.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

Newcomers (ELLs with less than three years in the NYC public school system) receive their entitled minutes of ESL instruction and NYSESLAT test preparation in addition to being offered small group instruction through the abovementioned services. Native language materials in the content areas are also available to support newcomers. We also offer ELA and Math test preparation both during the school day and through the Extended Day program, and after school through our After School Program and Saturday Academy programs. As our budget allows, we are also offering ELLs an After School enrichment program. Students also receive access to various online reading programs such as Raz-Kids and Rally Education that focus on listening, reading and comprehension skills. The IXL tutorial provides practice for math skills. In addition, Imagine Learning and FastForWord software programs are available to help new arrivals with their oral language development and their phonics skills. These programs are available to all students throughout the school year.

18. What language electives are offered to ELLs?

The Spanish language is used in our Dual language programs in grades K, 1, 2.

19. For schools with dual language programs:

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

a.) There are 3 classes in P.S. 214K's Dual Language program: a kindergarten self-contained class, a grade 1 self-contained class and a grade 2 self-contained class. These classes are taught by certified bilingual (Spanish/English) teachers. The target language (Spanish) is used 50% of the time for both EPs and ELLs.

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

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

d.) P.S. 214K uses a self-contained Dual Language model for our kindergarten, grade 1 and grade 2 Dual Language classes. All of the Dual Language students (both EPs and ELLs) are in these classes and they are taught by fully certified bilingual (Spanish/English) teachers.

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

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1.) P.S. 214K provides extensive and ongoing professional development for teachers, principals, paraprofessionals, the parent coordinator and the guidance counselor, related service providers, and the SBST. Professional Development is coordinated by a Professional Development Team which includes the principal, assistant principals, and teachers. A Teacher Leadership Team consisting of four teachers and an assistant principal provides Professional Development to all the teachers in the school building, and one of the 50-minute extended day blocks is devoted to providing staff with professional development opportunities at school on a weekly basis. A Common Core Curriculum Mapping team has been formed and consists of teachers from each grade. This team meets regularly and receives guidance and support from a network curriculum specialist. All teachers meet as a grade for one period per week for the sole purpose of analyzing the Common Core Standards and carrying out curriculum mapping to support the new ReadyGEN and GOMath! programs as well as instruction in the content areas (social studies and science). A supervisor (assistant principal or principal) attends these meetings, and ESL staff provide insight into differentiating instruction for ELLs and incorporating Common Core language proficiency standards into lessons. Also, ESL teachers are members of the school's Data Inquiry Team and our collaborative teacher inquiry teams, which are supported by school administrators and our Data Specialist. Currently, our main focus is on identifying the lowest performing 1/3 of students in each grade, including ELLs, and establishing an intervention plan that best supports them in achieving grade level academic performance. In grades 3 - 5, the teams use data from the new baseline assessments and from the new Common Core ELA and Math scores to identify and target instruction to students who are close to advancing to the next performance level (high level 1, 2 and 3 students).

2. P.S. 214K ensures that all personnel providing instruction or other services to ELLs receive appropriate professional development in order to heighten their appreciation for the students' native languages and cultures, and to ensure that appropriate instructional and support services are provided. The trainings that ELL teachers attend include the following topics: Reading and Writing Non-Fiction: Instructional Implications for ELLs; Co-Teaching: How to Have a Successful Push-in ESL Model; Key Principles for ELL Instruction; Text Complexity and ELLs; Teaching Reading and Comprehension to English Learners K-5; and the Institute on RTI for ELLs. Other professional development workshops - both within and outside of the school - cover topics such as effective communication with parents, parent involvement, specialized training for the School Leadership Team (SLT) and the parent coordinator, analyzing student data to drive instruction, differentiated instruction, guided reading and flexible grouping, conferencing, ARIS training provided by the Data Inquiry Team and data specialist, SESIS training by a Special Ed instructor and an assistant principal, Common Core Standards training, Response to Intervention (RTI), and ReadyGEN and GO Math! training. Intervisitation to other classes in the building or to other schools also take place. Full-day professional development sessions for all staff members occur in September, at the start of the new school year, and on Election Day and Brooklyn-Queens Day. P.S. 214K staff and teachers also receive 50 minutes of professional development per week during the Extended Day period. During these weekly professional development sessions, teachers, staff and administrators, as well as outside sources, come together to participate in activities such as data development and analysis, curriculum mapping, Common Core Standards analysis, and developing best practices for ESL instruction through our push-in, collaborative teaching model. The abovementioned topics are also covered during this time. Common branch teachers of ELLs also receive training in SmartBoard and iPad technology and other programs used in instructing ELLs. As part of the Title I-funded summer enrichment program, school administrators, ESL and common branch teachers attend professional development sessions on topics such as Brain Research and ELLs, Language Challenges vs. Language Disabilities, Looking at ELL Data, Native Language instruction and Best Practices through Summer Enrichment Program Portfolio Sharing. In the fall of 2013, ESL teachers are attending professional development for the FastForWord, a new pilot reading intervention program for ELLs.

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

including ELLs. She has received SESIS training and supports school staff, including ELLs servicing SWDs, in navigating this online system.

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

4.) Most staff members at P.S. 214K have completed the minimum 7.5 hours of training. The ESL office maintains a record of all staff members who have completed the training. Sign-in sheets and agendas from past training sessions are kept on file and teachers are given a certificate showing that they have completed the training. A copy of the certificate is placed in the teacher's file. An ESL instructor will provide training to staff who haven't yet completed the hours. Topics to cover include the ELL identification process, the various stages of second language acquisition, language challenges vs. language disabilities, practices that are most effective in teaching ELLs, and ELL assessments (identifying what the ELA and NYSESLAT have in common). Teachers will examine the latest research on instructing ELLs and will use the Common Core Standards to guide them in creating differentiated lessons and activities to meet the needs of ELLs. A focus will be on incorporating into lessons the grade-specific skills outlined in the language proficiency, speaking and listening sections of the Common Core Standards. Teachers will also explore the four sections of the NYSESLAT for each grade band and will highlight the tasks and skills that overlap with the ELA exam.

## D. Parental Involvement

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

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

2.) Parents receive written information in their native language regarding the ESL Adult Education classes that are offered in the evenings at P.S. 214K. The parent coordinator and school aides also assist in communicating to parents in their native language that this program exists. P.S. 214K collaborates with the NYC Adult Education program to provide this service to parents.

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

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

We use data from the spring Learning Environment Survey, which is available in the parents' home languages, to evaluate the needs of the parents. Parents have the option to complete either a written or online version of the survey. At the March parent teacher conference, school staff assist parents in completing the survey, particularly with regards to the online version. Paper surveys are completed, sealed and collected by school staff. We recruit Bengali and Spanish-speaking ELLs in grade 5 to assist parents with this process. Parents also play a critical role in a bimonthly School Leadership Team (SLT) meetings. For example, they have a say in how Title I funds are spent.

Our Bengali-speaking parent coordinator creates a welcoming school environment for parents, works with the principal to address parent issues and concerns at the school, and conducts outreach to engage parents in their child's education. In addition to parent/teacher conferences and Meet the Teacher night, teachers and other school staff, including administrators, meet informally with parents at dismissal. During this time parents voice their needs to school staff. Parents/guardians are also encouraged to make an appointment with the school principal to discuss any concerns they may have. Our Bengali-speaking parent coordinator offers translation as well as school aides and ESL staff. Our Spanish-speaking assistant principal has regular contact with parents at dismissal and discusses their needs with them at that time as well. The school utilizes the SchoolMessenger phone message

system to communicate with parents in a variety of language. We also have a school website through iChalk, which parents can use to contact individual staff members. iChalk is available in English, Spanish and Bengali.

4.) The parent coordinator and paraprofessionals offer translation services in Bengali. A Bengali paraprofessional provides written translations for the school, and an Assistant Principal and the ESL/Bilingual coordinator provide written translations of information in Spanish. Many staff members are available to provide Spanish-language translation services to parents: an Assistant Principal, classroom teachers, paraprofessionals, school aides, and ESL instructors. Report cards are also available in the parents' home languages. P.S. 214 also offers parents a variety of workshops. Parent workshop topics include: ESL parent orientation meetings, Homework Help, How to Prepare Your Child for Pre-K and Kindergarten, nutrition, health and parenting workshops, How to Help Your Child Study, curriculum content area workshops, ARIS training, Common Core Standards information sessions, Dual Language workshops, Middle School Application Process workshop, among other topics. Translation services are provided by school staff and the parent coordinator as well as through SchoolMessenger, which is described below. Parents are also invited by classroom teachers to participate in classroom celebrations, and they conduct classroom visits. Parents voice their needs and concerns at bimonthly SLT meetings. Additionally, in reaching out to parents and updating them on school initiatives, P.S. 214 offers parents SchoolMessenger, a phone service, in English, Spanish and Bengali. Since we have used this program, our PTA meetings and attendance at workshops and parent teacher conferences have increased immensely. We have also purchased eChalk, which is a website designed for our school that is a resource for students, teachers and parents. It is used in three languages: English, Spanish and Bengali. Through our school website, parents know what is going on from week to week and can send electronic messages to school staff. Teachers use the site to inform parents of class events, and other school happenings, and to post homework assignments. Parents are invited to attend ESL Adult Education classes that are offered Monday, Tuesday and Wednesday evenings from 5:45 - 9:00 pm. P.S. 214 collaborates with the NYC Adult Education program to provide this service to parents. In further responding to parents' needs, we are offering more extracurricular activities that take place after school and involve both parents and students: Math and Literacy Game Night, Multicultural Night, Movie Nights, among others. A parent resource room has also been created to allow parents the opportunity to access information online. As we adopt more and more online educational programs, letters go out to parents containing username and password information so that their children can access online ELA and math programs at home: Raz-Kids, Rally Education and IXL (math). In addition, letters are distributed to parents in their native languages to inform them of the After School programs we offer, such as the SIFE program (as budget allows), and the Title I Summer Enrichment Program. In addition, the administration provides monthly workshops for Pre-K and Kindergarten parents. Trainings are offered for parents on ARIS to access their childrens' test scores. Curriculum information sessions on ReadyGen and Go Math are provided to parents as well as test taking strategies prior to the ELA, Math and NYSESLAT state tests.

## **E. Additional Information**

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

## Part VI: LAP Assurances

**School Name: P.S. 214 (Michael Friedsam)**

**School DBN: 19K214**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Tubridy	Principal		11/26/13
Theresa Vlantis	Assistant Principal		11/26/13
Zakir Uddin	Parent Coordinator		11/26/13
Katie Lapham	ESL Teacher		11/26/13
Bernadette Dowery	Parent		11/26/13
Maria Rudman	Teacher/Subject Area		11/26/13
Gabriella Johnson	Teacher/Subject Area		11/26/13
	Coach		
	Coach		
Tabitha Lewis	Guidance Counselor		11/26/13
	Network Leader		
	Other		
	Other		
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 214K School Name: The Michael Friedsam School

Cluster: 2 Network: CFN 210

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$23148

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

