



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 226X – THE NADIA J. PAGAN SCHOOL

DBN (i.e. 01M001): 10X226

Principal: GLORIA DARDEN

Principal Email: GDARDEN@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: PETRINA PALAZZO

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
Gloria Darden	*Principal or Designee	
Freddie Escobar	*UFT Chapter Leader or Designee	
Carmen Cruz	*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	
Shirley Johnson	Member/ Parent	
Maria Rodriguez	Member/ Parent/Title I	
Doniel De Leon	Member/ Parent	
Jenny Paredes	Member/ Parent	
Douglas Manzella	Member/ CSA	
Melissa Erberti	Member/ UFT	
Alayna Becker	Member/ UFT	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 10X226

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	514	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	70	# SETSS	N/A	# Integrated Collaborative Teaching	48
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	26	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	92.6%	% Attendance Rate		92.9%	
% Free Lunch	93.8%	% Reduced Lunch		3.3%	
% Limited English Proficient	23.9%	% Students with Disabilities		15.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		23.2%	
% Hispanic or Latino	75.0%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	10.18	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		4.6%	
% Teaching with Fewer Than 3 Years of Experience	31.8%	Average Teacher Absences		5.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.7%	Mathematics Performance at levels 3 & 4		8.5%	
Science Performance at levels 3 & 4 (4th Grade)	90.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>1. Collaboration amongst the teachers and staff members</p> <p>Ongoing Professional Development to support teacher practice and student outcomes</p> <p>Regular review of data and allocated time in schedules for teachers and staff to articulate next steps</p> <p>Parent communication via monthly newsletters, 226 website, phone messenger, parent bulletin board, parent handbook, and progress reports in addition to report cards; which are given 3 x throughout the school year</p> <p>Last year we met the following goals in the 2012-2013 SCEP:</p> <p>Goal 5: As measured by the 2012-2013 Learning Environment Survey on the school report card, the score for Parent Communication will increase from 7.9 to 8.4; the score of Engagement will increase from 7.9 to 8.4, moving the school from below average to slightly above average. This will be accomplished with the Focus School Funding allocation for families by partnering highly qualified external organizations and agencies.</p> <p>Goal 3: By June 2013, 80% of teachers at P.S. 226x will have strengthened their evaluative process for measuring the progress of students such that instructional plans and practices are modified based on student data. This will be measured by evidence of curriculum maps/pacing guides and teachers lesson plans aligned with current data, as well as observations and student work.</p> <p>Goal 1: By June 2013 all teachers will engage in professional development activities to review student's goals, including sub group populations to impact student achievement. Through the collaboration of teachers reviewing student work and progress monitoring data, specifically subgroup populations, we expect to improve ELA progress data by 3%.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
<p>2. In ELA we had expected: Through the collaboration of teachers reviewing student work and progress monitoring data, specifically subgroup populations, we expect to improve ELA progress data by 3%</p> <p>Last year we did not meet the following goals of our SCEP:</p> <p>Goal 2: By June 2013, P.S. 226x will have revamped 3/10 curriculum unit guides in math and 8/10 in ELA across all grade levels. (Prek-5) These unit guides will be aligned to the common core learning standards, incorporate higher order questioning, and have a wide range of rigorous experiences and choices to provide high levels of appropriate challenge for all students to maximize their learning. 60% of students in grades K-3 students will move at least 4 reading levels as measured by F & P Assessment. 60% of students in grades K-3 will move to level 3 (at benchmark) from level 2 (strategic) as measured by baseline and end line. This will be measured by the April 2013 New York State ELA and Mathematics test for grades 3-5 and teacher created assessments for grades PreK-2 60% of students in grades 3-5 will have 25% gains in the area of ELA and 20% gains in the progress of our 4th and 5th grade students as measured by the New York State Exams</p> <p>Goal 4: By May of 2013 we expect to reduce the perception of teachers negative reports by 80% as measured by the 2012-2013 Learning Environment Survey</p>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>3. One of our greatest challenges, of which we still face is parent involvement as parents are not engaging actively in the process of working on the school plan</p> <p>Goal 2: While curriculum maps were revamped, resources were not all common core aligned. For example, P.S. 226 was still utilizing Everyday Mathematics which is not a CCLS aligned program in 2012-2013.</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<p>4. Teachers on the SLT actively engaged in and worked on parts of the SCEP of which were discussed with the whole staff through the lens of The Danielson Framework</p> <p>Goal 1: Teachers engaged in professional development, analyzed student data, and developed next steps for student success.</p> <p>Goal 3: 80% of teachers at P.S. 226 have strengthened their evaluative process for measuring the progress of students such that instructional plans and practices were modified based on student data.</p> <p>Goal 5: Parent communication will increase from 7.9 to 8.4; the score for engagement will increase from 7.9 to 8.4 as measured by the 2012-2013 Learning Environment Survey [Our actual communication was calculated at 8.6 and 8.1; therefore, we have shown progress in both parent communication and parent engagement</p>			
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
<p>6. The changes to the NYS Test was difficult as standards were fully aligned to the Common Core Learning Standards of which students did not have a solid foundation of CCLS nor did they have a Common Core Aligned math curriculum.</p>			

Additionally, we did not meet our goal to reduce teacher's prior negative perceptions of the school as indicated in our School Learning Environment; however, progress was made – For example: Most students treat teachers and staff at my school with respect went from 5.4 to 6.1.

At this point all teachers have been fully trained around the common core learning standards and have fully implemented all CCLS aligned curriculum to students. For example, last year we utilized Everyday Mathematics as per the NYC DOE program of choice. This was not a CCLS aligned curriculum 2012-2013. This year we have fully implemented the GO MATH program which is a CCLS aligned program.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

8. Lack of parental involvement, but one of the ways we will work through this issue is by working around parent schedules so that they will be able to attend school meetings and/or events.

List the 13-14 student academic achievement targets for the identified sub-groups.

9. 37% of Students (7 of 19) in our bottom third in MATH will make at least one year of progress as indicated in their scale score (Out of the total 19 students in the bottom third: 47% are ELLs, 21% are Former ELLs, 32% are IEP. All students identified are economically disadvantaged)

Describe how the school leader(s) will communicate with school staff and the community.

10. Grade Meetings
Parent Meetings/Workshops
PD Trainings
E-mail, Weekly FYI, 226 Website, and Morning Message

Describe your theory of action at the core of your school's SCEP.

11. : If our school leadership team and teaching staff work collaboratively to review and analyze data and use the results of this data to plan and engage in purposeful professional development, then student outcomes will improve.

Describe the strategy for executing your theory of action in your school's SCEP.

12. Weekly/Monthly Meetings
Vertical Inquiry and Horizontal Grade Level Inquiry Team Meetings to Review Student work and analyze ELA and Math Data
Implementation of AIS (Small group instruction) as well as Afterschool and other ELT Programs
Additional support in grades 3-5 for extended day (Small group instruction) around Mathematics
Use of 4 consultants for areas of: ELA, Math, ELL students, and Teacher practice for New Teachers and Tenured teachers around the Danielson Framework

Via the weekly PDs, teachers have the opportunity to review their data in class, across grade-level, and across the school to look at student achievement and/or gaps of which teachers then plan next steps for remediating student academic deficiencies. Teachers look at the particular needs of the sub-group population, which include the bottom 1/3 of students, when planning out lessons and determining multiple points of entry to support students in reaching grade level standards.

List the key elements and other unique characteristics of your school's SCEP.

13. We have conducted a Needs Assessment for teachers and staff members to determine additional next steps to support instructional practice. Additionally to support our SCEP goals around the Danielson Framework teachers have submitted specific goals in reflection of their needs around the Danielson Framework.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

14. Teachers and Staff will be fully aware of school goals as they will be posted throughout the building
Teachers and administration will meet monthly to review student data in alignment with the SCEP goals
Teachers will provide feedback around the use and quality of the consultants who are supporting them
Collection of inquiry data templates will be collected and reviewed to note student growth
Data and information around the progress made towards the SCEP will be shared with the School Leadership Team

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As per the 2012-2013 Quality Review – We will work towards developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of teachers will utilize the Danielson Framework to develop a coherent set of beliefs about how students learn best as well as design curricula that is meaningful and meets the needs of students collaboratively and with the guidance and support of consultants. **This will be monitored through analysis of advance observation data and review of lesson plans and other artifacts that capture domains 1 & 4.**

Instructional Strategies/Activities

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

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

1. All pedagogues will be actively engaged in professional development around the Domains of the Danielson Framework **so that teachers learn to norm their understanding of the Danielson competencies and use the framework when planning their instruction.**
2. Teachers will be trained on ARIS learn and other resources to support their understanding and organize their inquiry work around student data
3. **Teachers will analyze student work against the CCLS and make curricular adjustments to meet needs of all students**
4. **Teachers will review lesson plans to ensure that there are multiple points of entry for our various subgroups such as Gen-Ed, IEP, ELLs, and Hold Overs**

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

1. Administration, Consultants, and out of school professional development trainings. Resources such as professional articles and other literature as well as video clips from Teachscape & ARIS Learn will be utilized for training purposes

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

1. Monthly review of units of study in ELA and Mathematics
2. Monthly review of end of unit data in Mathematics
3. Weekly review of consultant logs of teacher support
4. **Analysis of student work data**
5. **Review of teacher observation data**
6. **Analysis of benchmark data and NYS ELA and Math Testing Data**

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

1. September 2013 to June 2014

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

1. Time built into schedule for weekly meetings for each grade level, clusters, ICT/SC teachers, bilingual teachers, and Professional Development on Mondays and Tuesdays for 37.5 minutes
2. **Consultants will work with select teachers in 10-12 week cycles**

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Teachers will extend to students classroom opportunities that encourage partner talk and discussion around thought provoking questions enabling them to engage in reflective and critical thinking in order to improve their learning.

Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of teachers will have high order questions embedded into their daily lesson plans as measured by formal and informal observations and review of lesson plans.

Instructional Strategies/Activities

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

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

1. All pedagogues will meet weekly to discuss higher order thinking questioning and will embed higher order questions in lesson plans. Students will be extended turn and talk and discussion opportunities around higher order questions. Teachers will look at Bloom's Taxonomy and the Depth of Knowledge to determine the level of questions that they are asking students during their lessons across content areas. Teachers will engage in a peer review, and teachers will rate each other on the level of questions that are being asked in order to elicit student thinking and create organic discussion in the classroom. Teachers will review with administration Domain 3b (Questioning) of the Danielson Framework in order to deepen their understanding of the Framework and expectations for effective teacher practice in the use of questioning in the classroom

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

1. Administration, Consultants, teachers and out of school professional development trainings. Resources such as professional articles and other literature as well as video clips from Teachscape & ARIS Learn will be utilized for training purposes

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

- Evidence of use of higher order thinking (HOT) questioning in the classroom through informal and/or formal observations (teachers posing questions, students posing questions, partner and/or small group discussions, and engagement in critical thinking.
- Peer feedback during professional development workshops around HOT questions
- Lesson plans incorporating HOT questions

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

1. September 2013 to June 2014

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

1. Time built into schedule for weekly meetings for each grade level, clusters, ICT/SC teachers, bilingual teachers, and Professional Development on Mondays and Tuesdays for 37.5 minutes

Resources may include but are not limited to:

- Consultants

3. Professional articles
4. Video clips
5. Professional literature
6. Power Point presentations
7. Per-session: Teachers will be offered time to grade assessments, review, analyze, and triangulate data. Teachers will also be given time to plan next steps based on this data. Approximately 9 teachers will participate in per-session for 12 hours on a monthly basis.
8. Per-session: 3 Supervisors will be offered time to oversee the grading and analysis of assessments by teachers, approximately 12 hours on a monthly basis. Internet Websites including NYC DOE Common Core Library, Engage NY, ARIS Learn, ps226.org

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		X		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As stated in our 2010-2011 Quality Review Report –**New teachers and cluster teachers will continue to work towards** strengthening the evaluative process for measuring progress so that instructional plans and practice are modified **based on student data to include multiple points of entry with identified subgroups**

Review Type:	QR	Year:	2010-2011	Page Number:	5	HEDI Rating:	QR 2012-13 - D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 44% (New Teachers and Cluster Teachers) will continue to strengthen their evaluative process for measuring the progress of students such that instructional plans and practices are modified based on student data **and provide multiple entry points to engage all student subgroups of which will be noted in lesson plan**. This will be measured by evidence of curriculum maps/pacing guides and teachers lesson plans being modified as well as teacher goal-setting. Additionally, teachers will review data from our Kaplan tutoring program to cross reference classroom data in order to triangulate data and understand the needs of students.

Instructional Strategies/Activities

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

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

1. Beginning/Mid-Year/End-Year Goal-Setting Meetings around Academic and Professional Goals
2. Review of Artifacts such as unit plans, lesson plans, and pacing guides
3. Check-in meetings (grade-level, ICT/SC, Bilingual, and Cluster meetings)
4. **New teachers will meet with a mentor weekly**
5. **New teachers will participate in a 5 week learning cycle around the Danielson Framework**
6. **New teachers and clusters will participate in peer lesson plan reviews and provide one another with feedback around multiple entry points**
7. Students in our bottom third, including IEP, ELL, and Gen-Ed students who are in our intensive population will be invited to participate in our Kaplan Tutoring Program.

8. Data from the Kaplan tutoring program will be utilized to further support teachers in their lesson planning by allowing them to triangulate data.
B. Key personnel and other resources used to implement each strategy/activity
1. All new teachers and clusters 2. Consultants 3. Mentor 4. Administrators
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Of the 44% of teachers identified, it is expected that teachers will show through their lesson plans and unit plans that adjustments have been made to meet the needs of students based on work samples analyzed, and on-going progress monitoring of students from student data. Monitoring will consist of: 2. Review of Baseline, Midline, and Endline testing data will be reviewed as well as periodic assessments and performance tasks. 3. AIS will provide data and progress reports to administration at the end of each 12 week cycle. 4. Student work will be looked at monthly by the administrative team through bulletin board reviews. 5. Classes will be observed more than 4 times per year. 6. Teachers will be given time during selected PD sessions to analyze student work and/or analyze data. 7. New teachers will take part in a 5 week learning cycle around the Danielson Framework 8. Review of Kaplan data and classroom data to make informed decisions to close academic gaps and support students.
D. Timeline for implementation and completion including start and end dates
1. September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Goal setting documents 2. ARIS Learn Assessment & ARIS plan will be reviewed 3. Monthly Unit Plans 4. FOCUS funds will be utilized to have Kaplan Consultants work with students. 5. Educational software from Rosetta Stone and Imagine Learning will be purchased to support our ESL population.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.									
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core		
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement		
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders		

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers, and students. As stated in the 2012-2013 Learning Environment Survey Report – Page 1 Safety and Respect the school was rated by teachers as 7.6 out of 10. Our goal is to move from 7.6 to 8.5

Review Type:	Learning Env. Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, our goal is to increase the number of 7.6 to 8.5 under Safety and Respect as rated by teachers in the Learning Environment Survey Report this year by providing additional training to staff members and additional support to students.

Instructional Strategies/Activities

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

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

1. Special needs teachers will attend PBIS training
2. Teachers will participate in RTI Workshops
3. Teachers will participate in Responsive Classroom Training and will receive books around this program in addition to supplemental professional reading around classroom management
4. Guidance counselors provide support for at risk students
5. SAPPIS will work with at risk students and small group counseling
6. Monthly Safety Meetings and review of OORS data
7. Parent Safety Meeting will be held
8. Students who are at risk will be enrolled in a mentor-check in system by either the guidance counselor or social worker
9. Students who are at risk and showing consistent behaviors of misconduct will be subject to preventative plans being developed for the student
10. Students who are at risk and showing consistent behaviors of misconduct may be placed on an 8 week counseling cycle

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

1. Teachers, Administration, Guidance Counselors, Parent Coordinator, Students, Social Worker, Safety Agent, Nurse, Parents, SAPPIS, and Community Affairs

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

1. UFT Chapter Leader of the School should survey teachers to monitor the change of teachers perception around the level of Safety and Respect in the building
2. OORs reports will be reviewed monthly
3. Guidance Counselors and Social Worker will be met with bi-monthly and guidance logs will be reviewed

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

1. September 2013 to June 2014

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

1. Emotionally responsive professional development literature for 35 teachers
2. Professional development literature for teachers
3. To support responsive classrooms, the following materials will be purchased for 22 classes: Chimes, behavior charts, books for responsive classroom training were purchased for 30 teachers, morning message charts, student certificates for 519 students,
4. Incentives and support for students who are receiving counseling, purchase materials for approximately 50 students: Respect for All curriculum materials, stress balls and manipulative materials.
5. Incentives and support for students who are receiving SAPPIS small group or one-to-one counseling, purchase materials for approximately 50 students: Stress balls and manipulative materials.
6. Purchase materials to support student attendance such as attendance certificates and incentives such as pencils, books, and notebooks.
7. Purchase materials to support students of the month and student of the grade for 519 students such as student of the month or grade certificate and incentives such as reading books.
8. Monthly Safety Meetings
9. Meetings with Teachers and Staff Members
10. Student Council will survey the student population around Safety and Respect.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As per the 2012-2013 Quality Review: We will continue to build upon systems that communicate high expectations to all constituents to ensure that students are on a path to college and career readiness.

Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	P
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will have a 2% increase in parent involvement as measured by attendance at various family functions.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Revamp of our student progress reports (CCLS Aligned) and provide greater amount of information on students progress and what students need to know to meet standards
- Parents were provided with Common Core Learning Standards of which included video clips and website link for Engage NY and the NYC DOE Common Core Library
- End of unit letters on students scores in the area of Mathematics
- We will continue to provide parents with monthly newsletters and post important information for parents on the school website, school calendar, and phone messenger
- Students who are struggling with behavior will be provided with a communication log, notebook, and/or form that informs parents of students progress
- Parent workshops with the use of DOE provided and State information
- Learning Leaders to train parents on technology, language, and how to work with their children
- Workshops for parents include but are not limited to: State Testing, College, Career Readiness, and The Common Core Learning Standards**
- Teachers will reflect on the Quality Review Feedback and develop next steps in the areas that we need to improve around parent communication and informing parents of the high expectations that will lead to career and college readiness as well as the next steps that parents need to take to support in students meeting grade level standards

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

- Parents, Parent Coordinator, Administration, Teachers, Guidance Counselors, SLT, and School Assessment Team

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

- Workshops have been held in addition to the above strategies
- A parent survey will be given by our Parent Coordinator
- Attendance will be taken into account at all parent functions which include workshops, family events, and school family functions.**

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

- September 2013 to June 2014

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

- Materials will be created in the form of packets from the NYC Common Core Library, and Engage NY to provide parents with meaningful information.**
- Technology will be utilized to show video clips and Power Point presentations to parents around the common core shifts, college and career readiness, and the**

differences between the previous exams vs. the new common core aligned state tests.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	F&P Leveled Literacy Intervention Guided Reading Wilson Foundations Rosetta Stone	Small Group & One-to-One Support	During the Day After School Saturdays
Mathematics	Strand-by-Strand (Small Group Instruction) Math Talk	Small Group Instruction	During the Day After School Saturdays Tailored Extended Day Groups
Science	FOSS Investigations	Whole Class with Educational Assistant to support content	During the Day Science Academy – After School
Social Studies	Vocabulary Development and Content Support	Small Group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At- Risk Counseling Behavioral and Social and Emotional	Small Group Classroom Support One-to-one	During the Day

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment: DOE Sponsored Recruitment Fairs Network provides us with Resumes
Retention: All new teachers are provided with mentors and receive support through administration and consultants. Teachers have built-in time in schedules to collaborate.
Assignments: Based on license area and/or school needs
Support: All Staff Members are provided with on-going support weekly, out of school professional development training, working with consultants, meeting with administration to discuss professional goals and needs, taking staff needs surveys and/or feedback surveys from attended training(s)

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).
ELI – Provides PD for administration Network 606 PD for Administration and Teachers Weekly PD (Danielson Framework, Inquiry Vertical and Grade Level, ELL, and Quality Review) of which includes Paraprofessionals

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing are enrolled in extended day programs, afterschool, Saturday Academy, and they receive AIS support. Students also receive additional materials for supplemental support.

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.).
Parent meetings are held for all incoming Kindergarten students of which includes all Pre-Kindergarten parents Pre-K parent letter that is sent home monthly to inform parents of the curriculum and activities each month Our Pre-K teacher attends monthly PD around planning in order to align lesson planning to the CCLS Pre-K teacher also has a common planning time to meet with the Kindergarten teachers each week to discuss next steps for supporting students in the transition of Pre-K to Kindergarten. Parents are invited into the classroom monthly for end of unit celebrations and/or activities

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.
The Staff Needs Assessment Survey was conducted twice to gather information as to the specific areas of interest that teachers and staff members indicated they needed support in. Additionally, teachers are asked to complete a form after each workshop in order for administration to make informed decisions as to the next steps for continued teacher growth. Teachers receive an assessment calendar which is discussed at grade meetings and is adjusted based on discussions.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- Providing the parents the opportunities to understand their child's curriculum through workshops and meetings with teachers.
- Supports parental involvement by encouraging meaningful participation in the life of the school through various activities.
- Holding monthly PA meetings, SLT and all sub-committees of all these bodies, Parent Teacher conferences, Movie Night, orientation meeting for incoming Kindergarten families, workshops, and continuing the use of our parent resource center.
- Notifying parents of upcoming events by: notices sent home regularly, Parent Bulletin Board, and our school website, www.ps226.org. In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish (as well as other languages needed to meet family needs) to take home to parents. The PA also prepares bulletins and informs parents of school activities for their children.
- Additionally, mailings are conducted at various times.

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

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

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. Mr. Urena, our parent coordinator meets with parents and supports teachers in translating documents and meetings when needed.
- Parent Coordinator works in conjunction with the PA to plan parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; so that parents are aware of the standards their children need to meet.
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Invite parents to PA meetings to support them in the decision making process as well as keeping them aware of the initiatives of the Chancellor;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

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

- Plan and invite parents to our September Meet The Teacher Night
- Encourage meaningful parent participation on School Leadership Teams, Parent

Association (or Parent-Teacher Association) and Title I Parent Committee

- Continue to improve our Parent Resource Center/Area or lending library; to support parents with materials that help them support their child.
- Encourage more parents to become trained school volunteers, such as Learning Leaders through the Region.
- Provide written progress reports that are given at least twice per year to keep parents informed of their children's progress
- Develop monthly grade level newsletters, monthly calendar, and placing pertinent materials on the school web;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

IV. Teacher Responsibilities:

- Parents and students will be provided with monthly newsletters to support their understanding of the content that students will be learning.
- The teacher will ensure that students are afforded consistent opportunities to actively engage in conversations within the classroom setting.
- Students will be given the opportunity to reflect on their academics and/or social well being, which includes safety if necessary.
- Teachers will set academic goals with students based on current data across subject areas and students in grades 2-5 will learn to self-monitor their goals.
- Teachers will provide students with feedback on assignments daily, as well as monitor the progress of each individual student through the utilization of a checklist in mathematics through conferring with students in all other subject areas.
- Homework sheets will be signed off by parents to heighten the level of awareness as to what students are learning daily by-way also providing home-support to ensure that the work is completed. Homework sheets will also include key dates of activities and/or events.
- Parents and students will be provided with progress reports 3 times per year for grades K-2 and 2 times per year for grades 3-5. Parents will receive this information prior to formal report cards and parent conference meetings.
- Parents and students will be informed at the end of each math unit of the score that students received on the unit test.

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

**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 10	Borough Bronx	School Number 226
School Name Nadia J. Pagan School		

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 Gloria Darden	Assistant Principal Danielle Jawski/Doug Manzella
Coach Yesenia Ortega	Coach
ESL Teacher Kilsia Montolio	Guidance Counselor Ms. Gomez
Teacher/Subject Area Marie-Laure Dubois	Parent Carmen Cruz
Teacher/Subject Area Enid Echevarria	Parent Coordinator Charlie Urena
Related Service Provider Valerie Rivera	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	520	Total number of ELLs	131	ELLs as share of total student population (%)	25.19%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	19	19	15	12										65
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	7	10	6	6	6									35
Pull-out	0	0	0	0	13	18								31
Total	26	29	21	18	19	18	0	131						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	23
SIFE	10	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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	65	3	2	0	0	0	0	0	0	65
Dual Language										0
ESL	66	5	16	0	0	5	0	0	2	66
Total	131	8	18	0	0	5	0	0	2	131

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	19	15	12										65
SELECT ONE														0
SELECT ONE														0
TOTAL	19	19	15	12	0	65								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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
TOTAL	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	6	7	21	12								54
Chinese														0
Russian														0
Bengali	1													1
Urdu		1												1
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2	1		2								9
TOTAL	7	7	8	9	21	14	0	0	0	0	0	0	0	66

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)	22	6	3	6	0	4								41

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)	0	17	7	4	10	2								40
Advanced (A)	4	6	11	9	11	9								50
Total	26	29	21	19	21	15	0	0	0	0	0	0	0	131

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	1	0	2		3
4	13	8	2		23
5	11	3			14
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	1	0	2		7				10
4	17	2	4	1	2				26
5	13	2	4						19
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	0	2	5	0	9	1	2	0	19
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)								
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.

Forty students in grades three, four and five were administered the ELA 2012-2013 state wide test. Out of the 40 ELL students 11 are approaching standards in English Language Arts, and 4 ELL students are level 3. To further support our ELL students in levels one and two, we will continue to scaffold strategies to improve in the areas of reading and writing. Our grade Team is meeting on a weekly basis to provide further support to these group of students that are approaching standards through AIS and Response to Intervention Services (RTI). Additionally, our Inquiry Team has developed an action plan, in which targeted students were looked at their strenghts and areas in need of improvement. Students are going to be closely monitored to determine areas of literacy needs. Long and short term goals were set through the Smart Goal Model, and strategies were implemented to achieve higher academic standards. We will continue to increase more time in literacy engagement, where students can discuss strategies for comprehending texts, clarify ideas on language structures and vocabulary development. Our next step as school is to continue forming heterogeneous groups based on needs and levels and provide them with more support through AIS, in which they can continue to enhance learning about grade appropriate curriculum material aligned to the Common Core Standards and Danielson Framework. They will continue to participate in our After School Program and our Saturday Academic Program, where they can have more opportunities to engage in reading various content area materials. Additionally, we will increase Guided Reading, small group instruction, and implement more running record analysis to determine areas of need. We will expose our students to more "Read Aloud" and Accountable Talk, as well as to increase vocabulary skills in context, word study and differentiate activities during the reading block. Teachers will be supported with professional development on ESL strategies and rigorous planning and instruction to scaffold the demands of the curriculum and lessons. The teachers will plan activities that would modify speech rate, incorporate more reading strategies, and plan lessons to meet individual needs in reading such as context clues, story telling, synthesizing information, word/sentence comprehension. Furthermore, we will continue reinforcing and implementing ESL strategies that will foster language concepts and grammar, through the use of the four language modalities (reading, writing, speaking and listening). Moreover, teachers will use their common planning time to develop an action plan that will include areas of focus, strategies for learning new information, goal settings and time frame, assessments and next steps to further intervene with this target ELL population.

In the content area of Science, 9 out of the 19 students that were tested scored on grade level (3 and 2 scored at level 4). Students in level one and two (7) will receive extra support with more hands on and academic language. Currently, a period of science instruction is provided to our fourth graders in small group instruction, in which students work on hands on projects, vocabulary and test taking strategies. The FOSS Science program supports our students in learning specific content related vocabulary and our cluster science teacher further supports the Science curriculum.

After reviewing and conducting an analysis of our third, fourth and fifth grade students' city-wide Math Test, 9 out of 55 ELL students demonstrated significant progress in this area and are meeting promotional criteria standards (level 3). For our level 1 and 2 students, we are implementing an extended day program in Math, in which students are highly immersed in Math strategies and vocabulary development based on the NYS Math analysis test. The math instruction within the extended day program is conducted twice a week. One day the math instruction is an extension of the Go Math program, and the second day is also conducted through small group instruction utilizing Crosswalk Coach textbooks, in which our support teachers mainly focus on the math skill students need support with. We will continue to provide services in content vocabulary development, and facilitate more math strategies to those individual students who are approaching standards, but did not meet city and state mandated standards. We will also continue to provide enrichment of language acquisition in mathematics through the use of ESL methodology and hands on learning. The Math Coach administrators will meet with teachers on a weekly basis to discuss our students' progress and further differentiate mathematic instruction in the classroom, through homework, and through our small group instruction. Currently, we have a Math Consultant providing support to teachers and students by collaborating with Math lessons and strategies.

The results of the Language Assessment Battery-Revised (LAB-R) show that most of our K students are at the beginning level of this assessment. On the NYSESLAT score data, we have 41 ELL beginning students grade 1-5, 40 intermediate students and 50 on the Advanced level. Additionally, as we examined the NYSESLAT raw and scaled scores, we have noticed that our students need more

support in the areas of listening, reading and writing. Therefore our plan highly consists of implementing reading and writing strategies through the use of good literature. From the data, we can also determine that most of our students are at the advanced level in the modalities of listening and speaking. As a school, we need to continue provide support to our students in these two areas of the NYSESLAT. To further support our teachers and ELL population in the classroom, we need to foster and implement in our lessons of instruction specific strategies during the reading and writer's workshop, especially in the lower grades. The LAB-R/NYSESLAT data also reveals that we have a higher number of students in the lower grades at the beginning level of English proficiency. To help them become proficient in the area of listening and speaking, we need to continue facilitating activities that reinforce the development of these two literacy areas, such as listening to stories and discriminating information, read aloud, dictations, following commands and instructions. Our reading components are: read aloud, shared reading, independent reading, guided reading, and literature circles. Through these reading components, students are taught comprehensible input and language skills that are necessary for them in order to become independent readers. To further differentiate instruction and provide more support in the area of reading, our students will work in small group settings to develop more vocabulary, comprehension, and decoding skills in context through the implementation of the Wilson Reading Program, Orchard Software, Reading Coach, and the Fundation Reading Program, and our Saturday Academy that provides students with more literacy development and ESL skills..

Patterns and trends across the different modality levels of the NYSESLAT reveal that a high percentage of our students moved to at least one level of proficiency of the English language in the areas of reading and writing. As a result of our all day instruction and supplemental program, this year we had 48 students move to the proficiency level of the NYESLAT. Teachers will continue using ESL methodology and instructional materials that will move them to proficiency level. Through the ELL Periodic Assessment, we will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of the NYSESLAT test. We are utilizing the results from the Periodic Assessment in order to develop an action plan and drive instruction.

In the area of writing, students learn strategies that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students focus on learning specific writing skills and the structure of the English language. Consistently, teachers model these language skills by analyzing children's writing work and at the same time making good use of writing rubrics, standards and performance indicators.

Additionally, our ELL population will receive extra ESL services through AIS personnel at the school, in small group settings, where the use of reading and writing skills are highly promoted and reinforced. ESL lessons are geared to support the language levels of the students (Beginning, Intermediate, and Advanced). At the beginning level, students are more engaged in hands on activities, visual aids in order to support comprehensible input. The goal of our small group instruction service is to provide our second language learners with the tools to learn language skills and content. Our intermediate and advanced students are immersed in literacy activities that promote vocabulary and language structures of the English language. In addition, the students are engaged in accountable talk and writing activities where they learn to negotiate ideas and enhance their oral language skills, grammar functions, and academic language in order to achieve goals to meet higher standards and attain proficiency in English. Part of our Academic Intervention Services at the school, our ELL population is grouped according to the areas of needs, which is based on the combined modalities of the NYSESLAT (listening/speaking and reading/writing) in order to develop a more suitable program that meets the needs of our population during our ESL Extended Day Program as well as our After School Program, which is supported by Title III. Our 100 minutes of extended day services is used to support second language instruction in vocabulary development, reading and writing strategies through read aloud, Leap Track, and Leap Frog (listening and reading components) where students build on their academic language proficiency.

For our Summer Program this target population is recommended to participate in our remediation program (Title III) based on the ELA Performance Score, in which an education plan is prepared to support the students.

Professional development activities are done through our common ESL/Bilingual prep and the ELL Forum, in which we discuss ESL methodologies, student's need in terms of academic language and content, scaffold strategies and best practice in the four literacy skills.

In addition to the NYSESLAT and the ELL Periodic Assessments, we measured the progress of our ELL population by utilizing various methods and modes of continue achievement. Our Inquiry Team looks very closely at students' data and individual skills. This information is used to support teachers and academic instruction. As a school, we are continuously gathering information to assess progress toward established goals, and measuring how strategies are working. Therefore, our evaluation consists of focusing

on program goals, selecting indicators of students' achievement and program, and collecting information and analyzing it for continuous program improvement. As a result, P. S. 226 uses varied perspectives to examine programs and activities, which include attendance, test results in all academic areas, formal and informal evaluations in order to place students in appropriate instructional programs and to determine the effectiveness of the same. Additionally, the effectiveness of our program development consists in training staff, providing quality instruction, developing English language skills, notifying parents of program options and activities, identifying program weaknesses and strengths which are done through our monthly ESL Forum.

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

The Language Assessment Battery-Revised (LAB-R) data analysis shows that most of our kindergarten students are at the beginning level on this assessment and only three students scored advanced. The LAB test, which was only administered to Spanish speaking students and who scored at or below the cut score on the LAB-R test, revealed that most students need a lot of Native language support in the areas of speaking, listening, reading, and writing.

On the NYSESLAT score data, we have 41 ELL beginning students grade 1-5, 40 intermediate students, and 50 on the Advanced level. As we examined the NYSESLAT raw and scaled scores, we have noticed that our students need more support in the areas of listening, reading and writing. Therefore our plan highly consists on implementing reading and writing strategies through the use of good literature. From the data, we can also determine that most of our students are at the advanced level in the modalities of listening and speaking. As a school, we need to continue provide support to our students in these two areas of the NYSESLAT. To further support our teachers and ELL population in the classroom, we need to foster and implement in our lessons of instruction specific strategies during the reading and writer's workshop, especially in the lower grades. NYSESLAT data also reveals that we have a higher number of students in the lower grades at the beginning level of the English language. To help them become proficient in the areas of listening and speaking, we need to continue to facilitate activities that reinforce the development of these two literacy areas, such as listening to stories and discriminating information, read aloud, dictations, following commands and instructions. Our reading components are: read aloud, shared reading, independent reading, guided reading, and literature circles. Through these reading components, students are taught comprehensible input and language skills that are necessary for them in order to become independent readers. To further differentiate instruction and provide more support in the area of reading, our students will work on small group settings to develop more vocabulary, comprehension, and decoding skills in context through the implementation of the Wilson Reading Program, Orchard Software, Reading Coach, and the Fundation Reading Program, and our Saturday Academy that provides students with more literacy development and ESL skills..

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](#))

As the raw score on the NYSESLAT assessment was compared to the scale score, we noticed that some students remained on the same English language level as the previous year because they did not make progress in listening, reading, or writing. As a result, a high percentage of our students need more support in the areas of reading, and writing, specially in the upper grades. Teachers will continue to use ESL methodology and instructional materials that will move them to proficiency level. To monitor progress closely, we will continue utilize the results from the ELL Periodic Assessment and the Measure Of Student Learning (MOSL). We will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of language development. We are utilizing the results from the Periodic Assessment in order to develop an action plan and drive instruction. In the area of writing, students will learn more writing strategies and explicit grammar instruction that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students will focus on learning specific writing skills and the structure of the English language. Consistently, classroom teachers in collaboration with our ESL teachers will model these language skills by analyzing children's writing work and at the same time making good use of the writing rubrics, Danielson Framework to support effective English instruction.

P. S. 226 is meeting the Annual Measurable Achievement Objective (AMAO), required by Title III, in which the data reveals that our ELL population is making yearly language acquisition progress, and they move to the next level of the NYSESLAT test. Furthermore, we determined that based on the AMAO results, we need to closely monitor our advanced ELL students in order to

move more students to level of proficiency on the NYSESLAT test.

4. For each program, answer the following:

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

a. In our Transitional Bilingual Model the data reveals that in the lower grades (kindergarten, first grade), our students are mostly at the beginning level, and as they go up in the grade, they are moving up to the intermediate or advanced level of the NYSESLAT test. The results from Fountas and Pinell reading assessment in the Native Language (Spanish) shows that our ELL students are scoring higher in literacy development. Our ELL students receiving ESL services through the Push-In or Pull-Out Models are scoring higher in the second language (English) in the Fountas and Pinell reading assessment.

b. The ELL Periodic assessment will be discussed during our common grade and monthly meetings, in which we will discuss Response to Intervention services for our ELL students. During this time, our Inquiry Team will look very closely at students' raw and scale score data and individual literacy NYSESLAT strand to further scaffold instruction. This information will also be shared with all our teachers across the grades. As a school, we are continuously gathering information to assess progress toward established goals, and measuring how strategies are working. Therefore, our evaluation consists on focusing on program goals, selecting indicators of students' achievement and program, collecting information, and analyzing it for continuous program improvement. In addition, P. S. 226 uses varied perspectives to examine programs and activities, which include attendance, test results in all academic areas, formal and informal evaluations in order to place students in appropriate instructional programs and to determine the effectiveness of the same.

c. From the Periodic Assessments, we are learning that most of our ELL students tend to do very well in speaking, and that further support should be focused on the areas of listening, reading, and writing. During grade meetings, the reading and writing curriculum units have been revised this year. For example, higher order thinking questions are implemented in both areas to reach higher level of reading and writing performance. For the area of reading, teachers incorporate reading comprehension skills such as inferring, analysis of character, forming opinions on author's purpose, etc. In writing, the mini lessons also include a clear content and language focus where grammar is taught more explicitly according to genre. Accountable Talk is incorporated across all content areas, as well as taking notes, and a listening center to improve in the area of listening.

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](#).)

Based on the Fountas and Pinell reading assessment, the ELA and Math data analysis, P. S. 226 is effectively implementing the Response to Intervention Model (RTI), in which our RTI Team is closely monitoring the instructional program being implemented within a time frame; to determine more effective instructional programs. If students are not benefiting from the model, we will compare results from programs, design more programs to meet individual needs and lessen the number of students referred to Special Education services. Further, in order to meet our ELLs' needs in an RTI Model framework, we discussed the importance of taking into account their status as language learners. Additionally, we discussed the factors that influence the language learning process such as their proficiency level, prior knowledge, opportunities to learn language and build knowledge in any language as it is stated in effective instruction for ELLs using the RTI Model Approach.

The three tiers of instructional support for ELLs according to the RTI Model in our school include: Tier 1, which is based on the implementation of a rigorous curriculum (core instruction in the classroom); in Tier 2, where students are serviced through small group instruction in addition to core instruction; and Tier 3 (intensive intervention) in which students receive individualized instruction.

Our RTI Model components are outlined and discussed with all team members: the screening, administered to all students in reading to establish a baseline of performance; the core instruction, in which classroom teachers develop language and literacy across the curriculum. The targeted intervention is provided with strategies that are ESL research based such as how instruction was differentiated to address native and second language, the amount and type of ESL instruction, and to determine if native language support is needed during Tiers 2 or 3. Progress should be on-going to determine if students are responding to the instruction being implemented.

As a result of the data analysis, we are implementing the RTI Model in two areas, which include three days of literacy for about 6-8 week intervals. The materials utilized in this program are Leveled Literacy Intervention (LLI), Treasures, guided reading/strategy groups. Math is conducted two days a week during Extended Day. The first day of math support is done through the Go Math

Program. Go Math is utilized to focus on specific math skills students need to work on (classroom teacher) and the support teacher differentiates the lesson in small group instruction. The second day, the support teacher implements specific math lessons and skills aligned to the area of need based on the math data test, which is done through Cross Walk Coach textbooks.

All RTI meetings have been scheduled ahead of time by our team and a spread sheet have been created to track data for all students serviced through the RTI Model.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The RTI Team has discussed the importance that language learning plays in learning academic content. As it is stated in the document of Effective Instruction for ELLs using the RTI Model Approach, there are many factors that influence the language learning process, such as the proficiency level in English and in Native Language, prior knowledge, etc.
As a school, we are providing more Native Language support to those students that are coming from Bilingual Programs to enrich their knowledge of vocabulary. In addition, our SIFE students are also receiving support in Native Language in literacy and in math serviced by our certified bilingual teacher Ms. Echevarria.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

P. S. 226 is meeting the Annual Measurable Achievement Objectives (AMAO), required by Title III, wherein the data reveals that our ELL population is making yearly language acquisition progress, and are moving to the next level of the NYSESLAT test. Further, we examined that based on the AMAO results, we need to closely monitor our advanced ELL students in order to move them to level of proficiency on the NYSESLAT test.

Additionally, the effectiveness of our program development consists of training staff, providing quality instruction, developing English language skills, notifying parents of program options and activities, identifying program weaknesses and strengths which are done through our monthly ESL meetings.

To further evaluate the effectiveness of our program, we ask the following questions to plan for our student's improvement: How can we partner with the family to benefit teaching and learning? What is the instruction this child has already received, and in what language? How can we support the teacher with some new research-based ideas to deliver effective core instruction?

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](#).)

There are approximately 538 students at P. S. 226 school community. We have students from different ethnic backgrounds:

African, American, Jamaican, Italian, Chinese, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, Ecuador, etc). Out of the 538 students, about 131 are active English Language Learners (ELLS), variably at different English language proficiency levels based on the Language Assessment Battery (LAB-R) and NYSESLAT tests (Beginning, Intermediate, and Advanced). The school has a great influx of students whose primary language is not English. The school offers programs such as Transitional Bilingual Education in Spanish, ESL Pull-Out, ESL Push-In, and Monolingual ICT classes for general and special education students.

For the past few years, our school community has had a great influx of students from different ethnic backgrounds, mainly parents whose children are from Hispanic backgrounds. These students tend to be new to the country or either born in The United States. Our ELL initial identification process begins at time of registration with the Home Language Identification Survey (HLIS) and responses, and an oral interview, in which our ESL trained state certified provider, Kilsia Montolio and Marie-Laure Dubois and our Bilingual Coordinator are highly involved to determine eligibility for our English language Bilingual and ESL services offered at the school. Our goal as a school is to identify those students who are entitled to ELL services and align parents' program selection with programs available at the school and to provide information on other program choices offered in New York City schools

- First, when parents enroll their child at P. S. 226 school community, it becomes our responsibility to conduct an oral interview in English and in the Native language (mostly in Spanish) to obtain a more holistic and comprehensive picture on the child's and parent's home language background. This procedure includes a set of questions that mostly comes from the Home Language Identification Survey (HLIS), in which the parent and child demonstrate fluency of both languages as well as how often these languages may be used at home, with siblings, and other caregivers. Throughout the interview parents are also provided with important information about the purpose of the assessment and their input as active participants in their child's education at school.

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.

Based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and the results from the oral interview, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) within ten days as mandated in order to find out the child's English proficiency level and program placement. The Spanish LAB is administered to those students who speak Spanish and score at or below proficiency on the LAB-R to determine the student's dominant language. Using these test results, the school notifies parents on their child's eligibility for services. An organized list with the eligible number of students is kept to support and develop programs suitable for our ELL population. Additionally, during our ESL bilinugal Orientation, parents are provided with program placement forms where they are supported by the ESL teachers aoub their program choices.

- . First, we introduce the parenrns to the orientaion video, offering information on the three program placement options that are available in New York City: Transitional Bilingual, Dual Language, and Freestanding ESL),

- . Program selection forms are provided, in which parents also have the opportunity to ask questions and view the orientation video on ELL information.

- . Our outreach plan consists of having an agenda, a sign-in sheet to compare who arrived at the orientation.

- . This data is utilized to reach out to parents that haven't made their choices within ten school days.

- . We offer group orientations as well as individual orientations to accommodate parents. To facilitate the process of our ELL identification, we utilize the ELL Parent Information Case (EPIC), which is provided by The New York City Department of Education Office of English Language Learners. To keep us updated in the process of enrollment and LEP identification process, we utilize the LAB-R Assessment Memorandum, which is provided every year by New York State. On this assessment form, we as a school follow the steps in order to identify our ELL students and place them in appropriate programs.

We also utilize the ATS report (ELPC) to input the parent program choice.

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

- . Entitlement letters are provided to parents during the Bilingual/ESL Parent Orientation. At this time, parents also receive all of the information pertaining to program choices, as well as information on how to complete these forms. ESL teachers and the parent coordinator support this process and at the end of the orientation the forms are reviewed and collected. All of these entitlement forms are kept in a folder titled Program Choice for New Admits. In addition, program choice copies are placed in the

child's

cumulative folder along with the Home Language document.

.Parents who decide to take the entitlement letters home are given a time frame to return the forms. Our outreach for collecting these letters is done through letters sent home, phone calls, done by our ESL teachers . Our parent coordinator also supports this outreach process.

. A parent contact log is utilized to ensure that parents return all forms, as well as a log containing all ELL LAB-R results and entitlement letters track sheet.

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.

P..S. 226 used the following procecedures to place identifised ELL students in bilingual or ESL Porgrams:

Based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and the results from the oral interview, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) within ten days as mandated in order to find out the child's English proficiency level and program placement. The Spanish LAB is administered to those students who speak Spanish and score at or below proficiency on the LAB-R to determine the language of dominance. Using these test results, the school notifies parents on their child's eligibility for services. An organized list with the elegeible number of students is kept to support and develop programs suitable for our ELL population. Additionally, we provide information on program options such as Transitional Bilingual, Dual Language, and Freestanding ESL), program forms, and program placement, in which parents also have the opportunity to ask questions, view the parent orientation video on ELL information, and at the same time get more acquainted with the program of their choice. To facilitate the process of our ELL identification, we utilize the ELL Parent Information Case (EPIC), which is provided by The New York City Department of Education Office of English Language Learners. To keep us updated in the process of enrollment and LEP identification process, we utilize the LAB-R Assessment Memorandum, which is provided every year by New York State. On this assessment form, we as a school follow the steps in order to identify our ELL students and place them in appropriate programs.

- For ELL students with IEPs, we follow the mandates on the new State Regulations on Part 154 as well as the child's intructional goal setting plan as it stated on the IEP for program placement. In order to best service our ELL students with special needs, we carefully review the language goals of the IEP and the child's modalities of the NYSESLAT test, which is done in collaboration with the School Based Support Team in order to best service this population. In our meetings, we discuss appropriate assessment services, in which the School Assessment Team considers all variables as they make the decisions regarding appropriate service language and program placement.

. Throughout the school year, P. S. 226 keeps on going communication with parents, in a number of ways, including one on-one consultation with the ESL teacher and bilingual coordinator, principal, bilingual/ESL teachers, phone conversations, letters home, and a number of organized parent orientations and events that are offered throughout the school year by our ESL teacher and the parent coordinator.

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.

Given that we have a great influx of transfer and newly arrived students to our school, P.S. 226 follows these preceedures to ensure that all our ELL students are administered the New York State English As a Second Language Test (NYSESLAT).

. The ATS report, NYSESLAT Elegebility Report (RLER) is utilized to find out how many ELLs must take the NYSESLAT test.

. For those students that are newly arrived to our school, we utilize the LAB-R score.

. All sections of the NYSESLAT are administered utilizing the RELER; four reports are printed from ATS each one is for one strand: speaking, listenning, reading and writing.

. Additionally, we compare the total the number of ELLs with eacheach section of the NYSESLAT (eg. 131 for speaking, 131 for listenning, 131 for reading, 131 for writing).

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. 

For the past few years, parents have chosen Transitional Bilingual Education, especially in the early grades. As a result of the parent choice, we currently have a kindergarten bilingual class with about 19 bilingual students and a 1/2 bridge bilingual class with about 27 bilingual students. All these bilingual models have been aligned with parents requests during our ESL/Bilingual

Orientation. In addition, we have transfer students that are also bilingual and parents request bilingual programs in the lower grades.

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])?
- a. The P S 226 school community offers three English as a Second Language organization models: Transitional Bilingual Education (Spanish), ESL Push-In, and ESL Pull-out. The structure of our Literacy Program incorporates strategies and teaching points which enable students to actively participate and clarify meaningful ideas cooperatively. Our ELL students are placed in the Transitional Bilingual Program or serviced by our ESL pull-out teacher after carefully evaluating the Parent's Choice forms. To promote language development for our ELLs, teachers adjust the language demands of the lessons, by paraphrasing, repeating key words, using context clues, making extensive use of modeling specific strategies and by directing instruction of grammar and vocabulary in context. Our goal for this year is to continue implementing the Sheltered Instruction Observation Protocol Model (SIOP), the Danielson Learning Framework alligned with the Common Core standards in order to increase more content and language development.

As it is determined by the New York State Regulation Department on Part 154 and the NYSESLAT scores, students at the beginning and intermediate levels of the English language receive 360 minutes of ESL instruction per week. At the advanced level, students receive 180 minutes of ESL instruction in content areas per week. Teachers utilize the NYSESLAT scores as well as other types of formal and informal assessment within the four literacy modalities (listening, speaking, reading and writing) to guide instruction and plan lessons effectively. ESL and Bilingual teachers meet on a weekly basis to discuss student's performance and at the same time, address the needs of each individual student. Our entire staff is trained throughout the year in ESL methodology offered during staff developments and bilingual workshops. Our goal as a school is to ensure that all our ELL students acquire English proficiency in three years as mandated by the state, and to continue enhancing their knowledge and enable them to be productive members of our society.

- b. We support the linguistic needs of ELLs in bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten class, 1/2 bridge bilingual class, and 2/3 bridge bilingual class due to the numbers of bilingual students that are coming from different hispanic backgrounds, mainly from the Dominican Republic. Our bilingual teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Language allocation of Native Language support is 45 minutes per day at the beginning level, intermediate level, and at the advanced level in the Bilingual Transitional Program according to NYS Part 154 mandated number of units of support for ELLs, grades K-8. In this model, ESL support is done through literacy and through the content areas. Content areas are taught through an interdisciplinary lens to foster more English development. To support the content area in science, we utilize FOSS science books in Spanish and English, which reinforce content area vocabulary development. For math, we utilize Grab and Go Classroom Mathematics to facilitate hands on learning and increase comprehensible input of mathematical concepts. To provide support in reading, word Study is done through Phonics and Friends. "El Cancionero" a systematic Spanish Phonics Program and Dia y Dia, a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art and Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. Literacy is also supported through content area books (mainly non-fiction), Rigby in my Pocket, Reading Focus (a content area unit in Science, FOSS) which provide students with activities workbooks, hands on science, and vocabulary related to lesson. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan weekly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Mini lessons are content and language specific. Center activities are prepared to support content and social language development.

The Bilingual Program in first and second grade provides students with Common Core Clinic books in ELA to develop more literacy skills; word wall is in Spanish and English as well as the Go Math Program. For grades K-3 in the Bilingual Transitional Program, the literacy assesment is done through Fountas and Pinnel in both languages. The support for reading

and writing is further scaffolded through additional materials in Spanish and English (Brighter Child Books), where students are exposed to fairy tales and a lot of visuals to gain a better understanding of the story and vocabulary. There is also another component to the literacy area in Spanish for the Kindergarten class (Coleccion Caramelo), that provides support to students in building and relating prior knowledge to the story, and scaffolds mini lessons in phonics, vocabulary, science, and writing.

ESL/Push-In/Pull-Out Model

P. S. 226 currently have two certified ESL teachers providing services to ELL entitled students in the ESL Push-In and Pull-Out Models receive all academic and language of instruction in English, in which all lessons are taught inter-disciplinary with a lot of emphasis on learning content and language concepts with the implementation of a lot of emphasis on ESL strategies. ESL lessons are aligned to the Danielson Rubric Framework, Common Core learning Standards, and the literacy component from the classroom in the areas of reading and writing. Students are also taught according to the NYSESLAT levels of the English proficiency language, SMART goals, where the ESL teachers promote center activities to differentiate instruction, presents lessons to students using visual aids, and provides them ample amount of time to practice language skills cooperatively. The primary goal of the program is to promote acquisition of English Language Skills and communicative competence through participation in an enriched environment, which supports achievement of the Common Core Learning Standards, ESL performance standards in the content areas and NYSESLAT test. Our lessons consist mainly in developing language activities around non-fiction content area materials with a clear language and content objective focus based on the SIOP Model.

ESL Pull-Out Program

We currently have three groups that are serviced within this model, in which, students are grouped heterogeneously, homogeneously and according to the NYSESLAT English language proficiency levels. Ms. Dubois, one of our ESL teacher is currently servicing a group of fourth and fifth grade ELL/IEP advanced students. Ms. Montolio, our LAB Coordinator and ESL teacher is servicing one group of Intermediate/Advanced students from class 4-217, in which students receive support in vocabulary development; the other Pull-Out beginning /intermediate group is also serviced by Ms. Montolio and they are being supported in the four areas of language development: speaking, listening, reading, and writing. In our ESL Pull-Out Program, the ESL providers implement shared reading/read aloud lessons to foster comprehensible input, social skills, and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional ESL strategies and thematic units in the classroom. To further support students in reading and writing, the ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provide strategies to scaffold academic vocabulary to increase comprehensible input. Additionally, we are utilizing Wordly Wise 3000 Third Edition by Kenneth Hodkinson and Sandra Adams to support students with academic vocabulary.

In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL providers integrate appropriate grade content area materials connected to the classroom curriculum and thematic units, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read alouds, ESL through shared reading to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment. Classroom instruction is also aligned, where the ESL teachers utilize the writing units to support the content and the structure of the English language. Additionally, a variety of questions and ESL strategies are integrated throughout each lesson according to the group English proficiency level to clarify language and increase comprehensible input. During this time, students are paired up to discuss big ideas and strategies for acquiring language, learning new vocabulary, and accomplishing the task assigned. The ESL teachers work as facilitators, in which they support students by paraphrasing, using teacher mentor texts, charts to guide students, and improve language performance.

ESL Push-In Model

We are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ESL Models for our school. Based on these patterns on NYSESLAT levels and areas of need, this year we were able to generate more flexible scheduling that are aligned with the students grade curriculum. As a result, our school provides ESL Push-In services to four groups. One group of intermediate/advanced students are serviced by Ms. Montolio to class 4-311 by correlating the content with the classroom teacher through team teaching and small group instruction. Students are supported with graphic organizers, higher order thinking questions, academic vocabulary in context, and strategies for reading comprehension such as infererring, main idea, summarizing, etc. The other three Push-In groups are being serviced by Ms. Dubois varying NYSESLAT English levels and IEP students from grades K-3. Ms Dubois aligns the classroom teacher lesson plans with different ESL strategies students need. The ESL service is conducted through small group instruction, in which she provides differentiated scaffolds such as pictures, questions, and sentence starters to support the writing.

The classroom and the ESL teachers work as a team to develop ESL instructional approaches to support the students language levels and lessons. Both teachers plan ahead of time to support students mainly in the area of literacy (e.g. ESL through shared reading, read aloud for vocabulary development). Furthermore, the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development through picture support, focused questions to clarify ideas, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction. During the Push-In Model, all teachers including the ESL providers work in small group settings to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize read aloud related to the content grade area in reading and writing. Shared Reading Extensions are used to reinforce vocabulary, and strategies for reading comprehension. To further support in the areas of listening and speaking, students are paired up to share their work and are engaged in accountable talk activities. In addition, we are also utilizing Treasures, a Reading/Language Arts Program by Macmillan/McGraw-Hill. This reading program incorporates a variety of ESL components such as language and content objectives, specific vocabulary related to non-fiction unit, comprehension questions, phonic skills, and writing to address the structure of the English language. Further, part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, and the importance of scaffolding for all academic areas. Through our ESL instruction, we scaffold language learning by making connections to prior knowledge, having a clear language focus in our lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

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)?

Through our ESL schedule, our Bilingual and ESL staff correlate ESL instruction throughout the day. Within the Push-In and Pull-Out Models, for our beginning and intermediate students, ESL instruction is at least 360 minutes of ESL instruction and advanced students receive 180 minutes of ESL instruction according to Part 154. In TheTransitional Bilingual Model, ESL instruction is done through literacy (read lounds, content area, shared reading,) by the certified classroom bilingual teacher. Native language is also allocated in the schedule to teach in the areas of reading and writing to support students achieve higher academic standards.

We support the linguistic needs of ELLs in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten class, 1/2 bridge bilingual class, and 2/3 bridge bilingual class due to the number of bilingual students that are coming from different hispanic backgrounds, but mainly from the Dominican Republic. According to NYS Part 154 mandated number units of support for ELLs, grades K-8, ESL instruction is 360 minutes per week for beginning and intermediate level students, and 180 minutes of ESL instruction per week for advanced students. Our bilingual teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the

native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Native Language allocation is 60/40 for beginning level, 50/50 for intermediate, and 25/75 for advanced level students in the Bilingual Transitional Program according to Part 154.. In this model, ESL strategies are implemented to teach the content areas. Students learn to read and write in the native language (Spanish), and content areas are taught interdisciplinary to foster more academic language in English. “El Cancionero” a systematic Spanish Phonics Program and Dia y Dia, a poetry collection by Lada Josefa Kratky, a learning Spanish tool. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, higher order questions, and semantic mapping. To support vocabulary and language development in English, Rigby in my Pocket is used to teach phonics, vocabulary, and reading comprehension strategies. There is also a reading focus in the content area of science unit (FOSS Program), which provides students with activities workbooks, hands on science, and vocabulary related to lesson. In the area of literacy, the writing process incorporates strategies to support the development of the second language such as grammar in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum units and plan monthly the genres they need to address according to the grade level. All the grade curriculum units are posted by grade level with great emphasis on instruction and strategies for ELL and IEP students. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music.

The ESL support for newcomers and SIFE students is also provided in Spanish by using materials which contain a lot of visual aids, patterned language, hands-on activities, and strategies that can be comprehensible to them. Most of our ELL students are mainly from Hispanic backgrounds, and they mainly receive support in Native Language in reading and in the area of writing. For emergent readers, for example, literacy skills are developed through strategies appropriate to students’ stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, phonics, and matching words to pictures and sentence building in Spanish. In addition, the program Phonics and Friends is used to focus more on Phonemic awareness and the development of students’ listening skills.

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.

For the Push-In model, ESL teachers align the classroom schedule to meet the demands of the curriculum, and content instruction, in which the classroom and ESL teachers plan the lessons ahead of time to differentiate content knowledge and incorporate ESL strategies. Activities are geared to enhance language competence in all strands of literacy and the NYSESLAT test. ESL learning strategies are modeled during the mini lesson to make language more comprehensible. Students work in pairs, groups, or supported individually. The ESL teacher provides constructive feedback to students and sets high expectations for the next lesson. During instructional time, the classroom teacher reviews previous skills utilizing the information on charts, the SMART board, and the ESL teacher provides support in paraphrasing and clarifying information on vocabulary, learning strategies, following written directions, and the language objective related to the lesson is explicitly taught. Strategies for content and language objective are implemented during read alouds, shared reading, word study, and content areas. To scaffold all these literacy components we utilize graphic organizers, semantic maps, large prints, vocabulary, analysis of phrases in English, and pictures to enhance instruction. Additionally, the ESL lesson components are aligned to the Danielson Rubric and lessons are planned ahead of time with the classroom teacher to scaffold content and facilitate language development through learning strategies. For more academic support in these program areas, we have grade level materials in Social Studies and Science to scaffold more content and language learning. Math vocabulary is supported through our new program, GoMath, and CrossWalk Coach, where one of our ESL teachers supports the fourth grade class in small group instruction.

ESL Pull-Out Program

We currently have three groups that are serviced within this model. Students are grouped heterogeneously, homogeneously and according to the NYSESLAT English language proficiency levels. Ms. Dubois, one of our ESL teacher is currently servicing a group of fourth and fifth grade ELL/IEP advanced students. Ms. Montolio, our LAB Coordinator and ESL teacher is servicing

one group of Intermediate/Advanced students from class 4-217, in which students receive support in vocabulary development (Wordly Wise Program); the other Pull-Out beginning /intermediate group is also serviced by Ms. Montolio. They are being supported in the four areas of language development: speaking, listening, reading, and writing with a lot of scaffolding strategies and visual support to increase comprehensible input. In our ESL Pull-Out Program, the ESL providers implement shared reading/read aloud lessons mainly through non-fiction texts to foster more academic language, and comprehensible input. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional, ESL strategies and thematic units in the classroom. To further support students in reading and writing, the ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provide strategies to scaffold academic vocabulary to increase comprehensible input. Additionally, we are utilizing Wordly Wise 3000 Third Edition by Kenneth Hodkinson and Sandra Adams to support students with academic vocabulary.

In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL providers integrate appropriate grade content area materials connected to the classroom curriculum and thematic units, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read alouds, ESL through shared reading to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment. Classroom instruction is also aligned, where the ESL teachers utilize the writing units to support the content and the structure of the English language. Additionally, a variety of questions and ESL strategies are also integrated throughout each lesson according to the group English proficiency level to clarify language and increase comprehensible input. During this time, students are paired up to discuss big ideas and strategies for acquiring language, learning new vocabulary, and accomplish the task assigned. The ESL teachers work as facilitators, in which they support students by paraphrasing, using teacher mentor texts, charts to guide students, and improve language performance.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We utilize Fountas & Pinnell in Spanish which is a benchmark assessment system that determines the student's reading level in Spanish. In addition, this reading assessment is composed of a literacy learning piece, the Continuum Guide. This curriculum's components are: shared and performance reading, writing about reading, writing, oral, visual antymological communication, phonics, spelling, word study, and guided reading. The organization of the continuum is arranged grade by grade, level by level, Guided Reading and Shared reading in Spanish. Furthermore, there is ongoing in class assessment wherein student's writing samples in native language are carefully monitored.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELL Periodic Assessment data is used to ensure that our ELLs are appropriately evaluated in listening, speaking, reading, and writing. This assessment is implemented twice a year; at the beginning of the year, and before the NYSESLAT is administered. The results are utilized to enhance ESL instruction for our ELLs and it is also used to prepare for the NYSESLAT test.

Additionally, the NYSESLAT modalities are also analyzed by our ESL and classroom teachers as well as administrators to determine language patterns across the grades and group our students according to language needs. At P.S. 226, part of our ongoing assessment process is to implement the NYSESLAT practice test, which is done as an interim school wide test to find out more in depth information about our student's language skills and performance, and determine further academic intervention services needed to address the strengths and weaknesses of the students we serve. The main focus at our school is to use the results from the assessment to drive instruction and plan accordingly. Our Supplemental Program for our ELL students are focused around the NYSESLAT modalities to determine areas of instructional support. For example, some students that scored at beginning level in English based on the LAB-R/NYSESLAT received instruction with My Reading Coach Technology Software.

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. Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program (My Reading Coach) is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

b. The ESL support for newcomers is provided by using materials which contain visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing an ESL Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students can acquire more strategies for learning academic language.

- Since our newcomers also tend to be SIFE students, and are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program (My Reading Coach) is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

- All our ELL students that are entitled to ESL/bilingual services and are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our Extended Day and After School Program (Funded by Title III), which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. Technology (My Reading Coach) is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

c. Our action plan for ELLs receiving service four to six years is to continue servicing them according to informed data analysis, which include the different modalities of the NYSESLAT test, reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. This year we are implementing small group instruction for our long term ELLs (The RTI Model Approach), in which Bilingual, ESL, and IEP teachers work very closely with to monitor progress. The instructional cycle is five times a week in a six to eight week cycle in literacy in English. Then we re-evaluate progress and if needed, the service is continued. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. We also present the data analysis and students' accomplishments to our School Assessment Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength of the student, and reconvene to evaluate student's performance and further academic support. In our school, each grade is part of a sub-group of our Mother Inquiry Team, in which strategically, a specific population is studied to address an area in need of improvement.

d. In addition, for all our long-term ells and those who have completed 6 years of service, we are implementing the Response To Intervention (RTI) model which is conducted through Tier 1 (whole class instruction), small group(Tier 2), and Tier 3 (intensive

instruction in math and in literacy according to informed class assessment, ELA and Math data.

Our targeted intervention programs for ELLs for support in the area of literacy is done through our Inquiry Teams (Mother Team, Grade Inquiry Team), in which students that are at risk, are identified for academic instructional support. Our action plan consists of providing more support to those students that scored at levels one or two in the ELA, and scaffold strategies to help them become strong readers and writers in order for them to move to a higher level on the ELA and the NYSESLAT assessment. In our Extended Day Program, we also targeted these students and they are receiving math support according to needs. The Saturday Academy will support students in the area of science, in which they will be immersed on hands on activities and content area vocabulary. This intervention is done through small group instruction, in which our literacy consultant supports our students in the areas of reading and writing. In the area of literacy, activities are implemented with a clear language and academic focus to help students achieve higher academic standards. Lessons are implemented through non-fiction genres, and test taking strategies. To further support teachers of our ELL students in the classroom, our literacy coach also supports instruction by modeling specific learning strategies and vocabulary to increase comprehensible input and language learning.

One of our supplemental service program for ELLs is the Fountas and Pinnell Reading Academic Intervention Program. Our students receive support in decoding skills, vocabulary, phonemic development, reading comprehension and writing strategies in the classroom and in small group instruction provided by our bilingual instructional support teacher. To continue enabling students become strong readers and writers, we are also utilizing My Reading Coach Technology Program. Within this supplemental reading program, students that are at risk in reading acquire listening, speaking, reading, and writing skills necessary to become proficient in English.

e. This year, we are implementing more Push-In models in which students that have scored proficiency levels on the NYSESLAT test are provided with more support by our ESL teachers, Ms. Montolio and Ms. Dubois. The support includes collaborating with classroom teachers during class instruction and assisting the students in small groups to develop more language and content learning. During this time, the ESL teacher incorporates ESL strategies across all subject areas and makes instruction explicit. Our ELL students are provided with high-order thinking questions and vocabulary that are aligned to the Common Core Learning Standards and the Danielson Rubric for teacher effectiveness. All curriculum units are scaffolded to make content comprehensible to our ELL population. Additionally, the lesson components have a content and language objective.

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?

To promote language development for our ELLs, teachers adjust the language demands of the lesson by paraphrasing, repeating key words, using content clues, use of modeling specific strategies and by directing instruction on grammar and vocabulary in context. Our goal for this year is to continue aligning the Common Core Learning Standards, the Danielson Rubric and the Sheltered Instruction Observation Protocol Model (SIOP). All teachers are involved in common grade planning. At this time the curriculum grade unit is developed to address the demands grade content and language needs. The learning strategies for ELLs and IEPs are evident and posted on the grade curriculum board.

In the content area of science, we use the FOSS Program to accelerate vocabulary in English. For reading and word study, we utilize the Foundations Program.

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?

To meet the diverse needs of our IEP students, we use the NYSESLAT data and the students' Instructional Plan (IEP) to align language and curriculum goals and create flexible scheduling, comply with curriculum and meet the mandated units of service. School wide data is created through a spreadsheet which includes the ELA and Math scores, subgroups such as ELL students and students with IEP's. Based on the data, we create suitable programs for our subgroup population; these programs are provided by various support personnel, reading teacher (Ms. Buckwalter and Ms. Ortega), IEP support (Ms. Rivera, Ms. Czeladko collaborate to group students according to needs and provide Tier 2 and Tier 3 services), bilingual teacher (Ms. Echevarria implementing My Reading Coach Support). Programs used by our academic intervention support personnel include Fountas and Pinnell leveled literacy and native language support for our newcomers. In addition, we have two coaches to provide more support to teachers and students in the areas of math and literacy in English.

•For testing accommodations, our ELL population is offered language electives mainly in Spanish, and for those students that either come from different ethnic backgrounds, we obtain text translations through the New York City Department of Education Resources in order to provide them with texts in a language they can understand and read.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

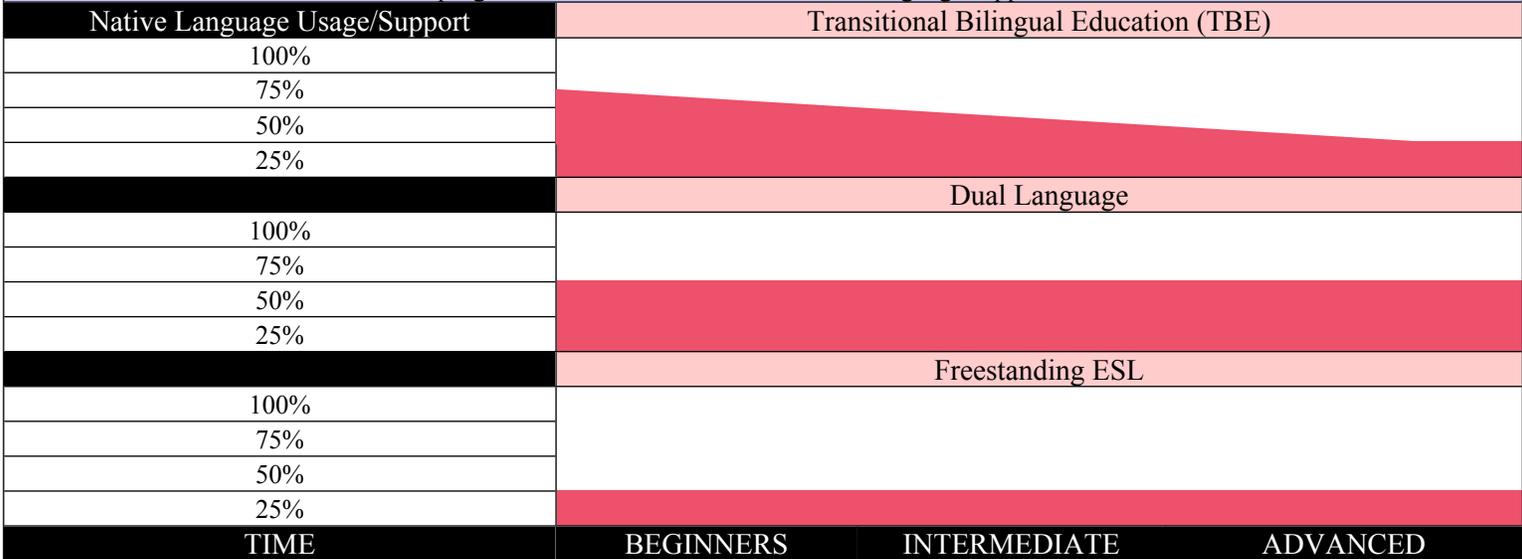
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Currently, our ELL students are receiving Tier 2 Academic Intervention Services in math and in literacy. The ESL and RTI teachers service students in small groups to develop language, math, and reading skills. Further, AIS and ESL teachers are using the the Response to Intervention Model to ensure effective lesson plans for all our ELL students. Lesson plans include components such as content and language objective related to English proficiency level, prior knowledge in English and Native Language. The ESL strategies are also aligned though the Common Core Learning Standards K-5 to support the ELL subgroup in this task, by scaffolding vocabulary, learning strategies for language, providing explicit grammar instruction, and using hands-on manipulatives when applicable. Throughout the eight week period, ESL and RTI teachers closely monitor their student's data and progress through progress reports and regular articulations with classroom teachers. The literacy intervention is implemented three days a week done through Novel Ties, and Wilson Foundation Program. Students who scored level 1 and level 2 in the area of math, are receiving intervention two days a week during the day time. Additionally, they are being supported in math two days a week during Extended Day in small group (Tier 2 Academic intervention). The Math intervention for Extended Day is implemented through an extension from Go Math Program (day one), and through CrossWalk Roads math textbooks supported by two AIS teachers along with the classroom teacher.

Some students also receive Tier three (one-on-one) support to help them develop certain skills in math and ELA. When necessary, these students might receive the support in Spanish.

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

Our Bilingual Transitional Program Model emphasises more in depth ESL methodologies, in which the content and language focus are aligned to the Common Core Learning and ESL Standard and program planning instruction is corelated with the Danielson Rubric framework. Based on the four domains of the Danielson Rubric, teachers are delivering ESL lessons according to needs and language development. In the area of Math, students scaffold strategies for learning vocabulary specific to the math unit. This year our math program, Go Math, provides more hands on learning, step by step on how to solve word problems and the vocabulary is taught meaningfully in context. Math models are supported by pictures, charts, and diagrams. In addition, in the ESL Push-In Model, ESL teachers align their lessons to the SIOP Model and collaborate with classroom teachers to support explicit instruction in all content areas. Background knowledge is utilized as a scaffold to reinforce concepts and content learning.

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

This year, we will be using the RTI model to support ELLs. We will adopt the three tier system as mandated by the RTI model. At Tier 1, all students will receive instruction within a research-based core program. The Tier 1 model is aligned with the common core curricular standards in Math and ELA.

We also provide students with Tier 2 intervention which consists of working with small groups of students who need additional support in the areas of Math and ELA. These students' needs are identified through the assessment process and instructional programs are delivered that focus on their specific needs.

At Tier 3, teachers work with much smaller groups of students and students receive 45 minutes of instruction per day every day of the week and are very closely monitored.

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

In the past years, we were utilizing Orchard Software Program. The components of the program were vocabulary development, reading comprehension with some writing and decoding activities. This program was implemented as a supplemental service in most classrooms and in the the technology room. As the program was being monitored, we determined that based on the NYSESLAT data result, our students needed a more suitable program to assess them in the area of writing and vocabulary development.

To provide our students with more rigorous academic standard work, we are making greater efforts to align all content areas and language learning to the Common Core Learning Standards. In the previous years, we were servicing more our ELLs through the Pull-Out Model, and as a result, students had less access to content learning. This year, we are offering more Push-In Models and best service our ELLs by correlating classroom instruction with the ESL teachers.

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

This year, our ELL students are receiving additional support in the area of Math during extended day. For two days a week,

students receive differentiated instruction in small groups to support their growth in Math skills. Each teacher provides their groups of students with differentiated worksheets and vocabulary support using images and synonyms. In addition, the students are given the opportunity to participate in Title III after school programs to support them in literacy and vocabulary development. Students are also given the opportunity to participate in the Saturday Academy in which they receive support with Literacy in Science Math and English.

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

The following instructional materials are utilized to foster content learning vocabulary:

Wordly Wise is a word study program that provides our students with strategies for learning meanings of words in context. There is a great demand on academic vocabulary necessary to increase reading comprehension skills.

My Reading Coach Program Software is mainly provided to students who need support in the basic skills of reading in English (SIFE students, beginning level ELL students). Within this program, they are first assessed in reading and they placed in the area they need support. The reading components of the program entail: decoding, vocabulary, reading according to level, listening and following verbal and written directions. We are also in the process of ordering Roseta Stone ESL Program to further support our ESL Push-In and Pull-Out Programs for our ELL community.

Another instructional program we implement with our ELLs is the FOSS Science, in which students are provided with hands-on activities and content area vocabulary.

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

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten and 1/2 bridge bilingual class. The teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Since most of our students in the early grades are mostly beginners of the English language, our main focus of instruction is 60/40 based on CR Part 154, where students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. "El Cancionero" a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. To support vocabulary and language development in English, we use as supplement a complete ESL Program, Avenues by Hampton Brown, Scott Foresman content area books, Rigby in my Pocket, Reading Focus (a content area unit in Science and Social Studies) which provides students with activities workbooks and grammar and reading lessons. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music. Mathematics is introduced in Native language in Kindergarten and First Grade and then transitioned to English in the ESL Self-Contained classes.

ESL Pull-Out Program

At this time, we currently have three groups that are serviced within this model and students are grouped heterogeneously and homogeneously: (e.g. Kindergarten/first grade beginning group, third/fourth grade advanced). In our ESL Pull-Out Program, the ESL provider implements shared reading lessons to foster comprehensible input, social and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and

writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional ESL strategies and thematic units in the classroom. To further support students in reading and writing, The ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provides strategies to scaffold academic vocabulary to increase comprehensible input. In the area of writing, we are meeting on a weekly basis as a grade to analyze student's writing strengths and weaknesses. Based on this data analysis, we are creating a plan of action to help students reach higher academic standards. In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions. Within this Model, students receive 360 minutes of English instruction at the beginning and intermediate level, and 180 minutes per week at the advance level of the NYSESLAT test and according to Part 154. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL provider integrates appropriate grade content area materials, activities and thematic units connected to the school curriculum, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read aloud to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment.

ESL Push-In Model

As a school, we are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ESL Models for our population. Based on these patterns on NYSESLAT levels and areas of need, we will be more able to generate more flexible scheduling that can be aligned with the students grade curriculum. In addition, we are utilizing more accurately the LAB-R results and placement test to form more English as a Second Language classes or Push-In Models, so that our students can spend more time learning language across the different subject areas in the classroom.

Currently, we have a 1/2 ESL Push-In Model Special Education Twelve to One class. In this class, there are seven ESL entitled students according to the Instructional Education Plan (IEP). Students at the beginning and intermediate level receive 360 minutes on a weekly basis of rigorous academic language support in listening, speaking, reading and writing in accordance with CR Part 154 and based on the NYSESLAT results. Through this model, the classroom and the ESL teacher work as a team to develop ESL instructional approaches to support the students and lessons. Both teachers plan ahead of time to support students mainly in the area of literacy (e.g. shared reading, read aloud, writing, grouping). Furthermore, the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction, language, and learning styles. During the Push-In, all teachers including the ESL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize Shared Reading Extensions to reinforce vocabulary, structures, and enhance in the areas of listening and speaking by engaging students in accountable talk activities. Part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, the importance of scaffolding for all academic areas. Through our daily lessons and ESL instruction, teachers scaffold language learning by making connections to prior knowledge, having a clear focus in their lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

- To provide our students with additional support, high achievement for both ELL and IEP students is promoted through initiatives designed to assure access to academic curricula, materials, technology, extra curricular services and to foster self-esteem. These include coordination of bilingual and mainstream curricula, development of materials (hands on learning, picture cards, listening to chants, songs, access to technology and projects) developing programs and services, which address ELLs language needs. Additionally, educational assistants work in small group instruction to provide supplemental support to students with an IEP. Language development is further developed during the Extended Day Program, and our Supplemental Program (SES) on Saturdays, which integrates school day instruction and enhances reading and writing curricula supporting vocabulary development, and instruction in Mathematics and other content areas. To support our

- The ESL support for newcomers and Students with Interrupted Formal Education (SIFE) is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing an ESL Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students are acquiring more strategies, academic language, best practices to become proficient in English, materials and curricula to strengthen literacy skills.

- Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

- All our ELL students that are entitled to ESL/bilingual services and are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our Extended Day and After School Program, which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. In the Supplemental Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

- Our action plan for ELLs receiving service four to six years is to continue service them according to informed data analyzes, which include the different modalities of the NYSESLAT test, Rigby reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. Our Academic Intervention Program provides student with guided reading in small group instruction, implemented by our AIS provider on a daily basis. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. As a school team, we present the data analysis and students' accomplishments to our School Based Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength on the student, and reconvene to evaluate student's performance and further academic support. In our school, each grade is part of a sub-group of our Mother Inquiry Team, in which strategically, a specific population is studied to address an area in need of improvement.

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

ELL students are grouped according to the NYSESLAT levels and contiguous grade level in order to provide them with a more balanced literacy approach. For example, we current have a group of ELL students who come from either first or second grade, These students are provided with reading materials that are appropriate for the grade level, which is done through shared reading. All Wordly Wise instructional materials are by grade as well as the FOSS Science program. Wordly Wise is a word study program that provides our students with strategies for learning meanings of words in context. There is a great demand on academic vocabulary necessary to increase reading comprehension skills.

Another instructional program, which is grade appropriate that we implement with our ELLs is the FOSS Science program, in which students are provided with hands-on activities and content area vocabulary according to grade level and science curriculum unit.

My Reading Coach Program Software is mainly provided to students who need support in the basic skills of reading in English (SIFE students, beginning level ELL students). Within this program, they are first assessed in reading and are placed in the area in which they need support. The reading components of the program entail: decoding, vocabulary, reading according to level of assessment, listening and following verbal and written directions.

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.

To assist newly enrolled ELL students, P S 226 does the following:

1. Early Bilingual/ESL Parent Orientation to provide parents with information on their child's education, program choices, and compliance documents
2. On-going meetings with our ESL teachers Ms. Montolio and Ms. Dubois in order to address parents needs and concerns
3. Open house before the beginning of the school year for all parents of new admits in order to get acquainted with the school building environment
4. Workshops for parents offered by Mr. Urena our parent coordinator and outside consultants

18. What language electives are offered to ELLs?

We have students from different ethnic backgrounds: African, Jamaican, Italian, Chinese, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, etc). Out of the 538 students, about 131 are active English Language Learners (ELLS) mainly Spanish speaking students, variably at different English language proficiency levels based on the Language Assessment Battery (LAB-R) and NYSESLAT tests (Beginning, Intermediate, and Advanced). From the ATS Report NYSESLAT Eligibility Roster, we have a few students whose home language is Urdu, Bengali, Italian, and Soninque.

Most students from hispanic backgrounds who are at either the beginning or intermediate level of the NYSESLAT test, tend to choose Spanish tests in the area of math and science tests. We also make provisions ahead of time for students who need transtation in other languages by reaching out the DOE office translation website.

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)?

Paste response to questions here:

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.

Bilingual as well as monolingual teachers servicing ELL students will participate in a number of professional development activities as per Jose P. , provided by our ESL teachers through Extended Day PD, which will be conducted every Tuesday. The training will be conducted in the first few months of the year, to get familiar with ESL strategies, NYSESLAT data and support instruction in the classroom.

- The focus of our Extended Day PD is to provide support to teachers having entitled ELL students, as well as how to scaffold language and learning for all our students. These scaffolds include research and strategies on ESL methodology and Bilingual Education, such as discussing characteristics of learning two languages, the different levels of the NYSESLAT and levels of language of acquisition, questioning techniques for beginning level, intermediate, and advanced students, enrichment of vocabulary development focusing on context clues, accountable talk, setting goals and differentiated instruction, using cognates to foster in the area of comprehension).

Bilingual and ESL teachers are also participants of every professional development offered in the school. Currently, our ESL outside consultant (Ms. Morzan) is supporting our bilingual staff in literacy development and lesson planning. In addition, during grade meetings, the modification of the curriculum is discussed and students' work is analyzed.

- The Staff Development for Bilingual and ESL teachers in addition, will continue to focus on facilitating English literacy development through improved Bilingual/ESL teaching methods and language awareness. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards aligned with the Common Core Learning Standards.
 - Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.
 - The teachers in addition, participate in all professional Development Workshops presented at the school and region.
 - Weekly PD around the Danielson Rubric and Common Core Learning Standards to evaluate instructional practices and plan next steps.

- In addition, as a school we will continue to encourage our staff to participate in a number of professional developments outside the school such as workshops and trainings provided by the Department of Education Office of English Language learners (RTI. institute, and Fordham University). The professional development includes a wide range of staff, assistant principal, ESL teachers, bilingual, and special education teachers.

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. There are several school-wide events held through-out the school year that families of ELL students are encouraged to participate. Parent orientations are conducted at the beginning of the school year to give parents an overview of the curriculum and expectations for the students' academic achievement supported by the principal, as well as bilingual orientations provided throughout the year by our ESL teachers to help parents obtain information in program selections . Additionally, Many parents volunteer to work with students in small group instruction in the school and their effort is validated by acknowledging them with certificates for the input they have in the school and great effort. Workshops in the areas of Literacy, ESL and Mathematics are also conducted by our parent coordinator, Mr. Urena. Parents are also invited to participate in Writing Celebrations where they come to celebrate the accomplishments of their children. Other celebrations include winter sing. In addition, parents outreach is conducted to involve them in opportunities to participate in the daily school instruction done through phone calls, flyers, and the distribution of a monthly calendar to inform parents of monthly school events supported by our parent coordinator. Other parent conferences are conducted on a daily basis by Mr. Urena to discuss workshops, parents' needs and student academics.
 2. Other family involvement activities offered at PS 226 are made possible through established committees such as the Parent Association Committee, School Leadership Team, Safety Committee, where parents discuss important issues related to the entire school community. The annual event "Together In Getting Everyone Reading" (TIGER) Literacy Day is conducted at the end of the school year as well as thematic unit celebrations, where parents are invited to the classroom and see students progress and effort in writing. The school also provides two annual health fairs: a science and literacy fair, in which students show their best work product through group and individual projects.
 3. P. S. 226 partners with a variety of community based organizations to provide workshops and services. Through a partnership with Bronx Health and the United Federation of Teachers, our school provides parents with important health information. Aso, through a partnership with the Learning Leaders, parents become volunteers in the school community and gain access to the building. Further, the parent coordinator provdes parents with worshops in mathematics, literacy development, as well as workshops to provide an understanding about the Common Core Learning Standards, preparation for State Tests.
3. To evaluate the needs of the parents, we conduct parent surveys on various topics of interest. We have examined parents trends and needs through these surveys. As a result of the surveys, parents tend to request classes for ESL, how they can help at home with homework, learning more about the Common Core Learning Stardards, how to become a school volunteer. Through the Bilingual Program Choice forms, we noticed that most parents requested Bilingual Education in the lower grades. Therefore, we have 1 bilingual kindergarten class, a 1-2 bridge class, and one 2-3 bridge class. Very few parents requested ESL Pull-Out this year. Therefore, the number of Pull-Out ELL students in the lower grades have lessen.

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.

ESL and Bilingual schedules are attached.

Part VI: LAP Assurances

School Name: 226

School DBN: 10X606

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Darden	Principal		11/13/13
Doug Manzella	Assistant Principal		11/13/13
Charlie Urena	Parent Coordinator		11/13/13
Kilsia Montolio	ESL Teacher		11/13/13
Carmen Cruz	Parent		11/13/13
Marie Dubois	Teacher/Subject Area		11/13/13
Enid Echevarria	Teacher/Subject Area		11/13/13
Yesenia Ortega	Coach		11/13/13
	Coach		11/13/13
Maria V. Gomez	Guidance Counselor		11/13/13
	Network Leader		11/13/13
Valerie Rivera	Other <u>x</u>		11/13/13
	Other		11/13/13
	Other		11/13/13
	Other		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x226 School Name: PS 226

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

The following information and data is used to provide parents with appropriate translation and timely information:
-Home Language Surveys- detailing the language parents speak at home (e.g. Urdu, French, Chinese, Spanish, Arabic)
-ATS information - language spoken by the students
-Parent and teacher requests

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.

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our Home language Surveys. In addition, our office staff members are fully bilingual in English and Spanish and are available to support parents. For other languages we submit a request to the translation Service Unit. All findings are reported to the members of the School Leadership Team. Parents who participate on our School leadership Team report the information during their monthly parent meetings. Report cards are given to parents in the language spoken at home, including students in monolingual classrooms. We also utilize the DOE Web-site to disseminate information in languages other than English and Spanish.

Part B: Strategies and Activities

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

All written translation services are in English and Spanish. Other languages that may be in need of translation is submitted to the translation Service Unit . In addition, we utilize the Department of Education Web Site to request for other languages translation. We have a parent library which contains books and materials in English and Spanish to support our school ELL population. The books will can be use as a parent tool to help their children with homework and class work.

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

The Oral interpretation services provided at PS 226 are as follow:
Office staff are bilingual and they provide translation
Bilingual AIS support Personnel and ESL teachers provide translation services (Sopanish/French)
DOE Translation Unit is also available for non English speaking parents at the Parent Teacher and or for individual scheduled parent meeting

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>.

TheChancello's Regulation A-663 regarding parental notificationat our Parent Teacher Conferences are avialiblein our school for all parents and are handed out during Parent Teacher conferences, paret meeting, and through general distribution. The Parent coordinator is also a support in the distribution of the regulation and translation. The telephone number for the Department of Education Translation Services is posted at the School Safety Agent's desk for parent reference

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: The Nadia J. Pagan School	DBN: 10X226
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 type="checkbox"/> K <input 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: <u>3</u>
of certified ESL/Bilingual teachers: 3
of content area teachers:

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: In order to show academic success for our ESL/Bilingual students we will provide small group support in the areas where deficiencies were noticed in the data in order to close the achievement gap for our Bilingual/ESL students. In order to do this we will conduct afterschool programs and Saturday academies, which will entail exposure to reading, writing, listening, and speaking. In the area of mathematics, students will be exposed to both computational and mathematical thinking skills to support their language development of mathematical concepts. At P.S. 226, our goal is to ensure that the ESL/Bilingual students receive a balanced literacy approach to learning, that is aligned to the Common Core Learning Standards. During this program the students will be exposed to Read Alouds/Shared Reading with accountable Talk, word study, writing and math workshops and the implementation of strategies to support comprehension. The programs that we will utilize for this include: Evan Moore Word a Day, STARS literacy, and SkillBridge Math. In addition, students will utilize technology to support language acquisition.

To support this population of students, all instruction will be in English with translation as appropriate. There will be 3 teachers in this program, all 3 of which will be licensed ESL/bilingual.

This program will take place over a 7-week period beginning April 30, 2013 and ending June 13, 2013. Teachers will begin to analyze data, plan lessons, and participate in professional development sessions in January-April 2013. Students will be invited to participate on Tuesdays, Wednesdays, and Thursdays from 3:45 p.m. - 5:15 p.m. and on Saturdays from 9:00 a.m. - 12:00 p.m. on the following Saturdays: May 4, 11, 18, 25, and June 1. Teachers will also have the opportunity to progress monitor by-monthly on Fridays from 2:50 p.m. - 4:00 p.m. During this time, teachers will analyze student work products and plan lessons based on the students needs.

Subgroups of students that will be participating in this program are:

Grade 3 - 33

Grade 4 - 15

Grade 5 – 22

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: [Bilingual/ESL Staff \(2012-2013\)](#)

• [Bilingual and ESL staff servicing ELL students participate in a number of professional development activities, provided by the ESL Specialist, Bilingual/ESL Resource Specialist, and School Administrators. Additionally, ESL/Bilingual staff receive professional development by hired literacy and math consultants \(funded through non-title III funds\).](#)

• [The Staff Development for Bilingual ESL teachers in addition, will continue to focus on facilitating English Literacy Development through improved Bilingual/ESL teaching methods and Language awareness. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards.](#)

• [The teachers participate in all professional development workshops presented at the school and network level.](#)

• [Weekly ESL/Bilingual meetings to support vertical planning.](#)

[As noted above, teachers will participate in a number of professional development activities which will begin in March These activities include but are not limited to:](#)

* [January - Data analysis](#)

* [February - Planning and preparation \(siop model\)](#)

* [March - Vocabulary development and accountable talk](#)

* [April - Understanding NYSESLAT modalities and implementation into daily lessons](#)

[Professional development will take place on or around the following dates: January 15, 16, and 17, February 14 and 26, March 7, and 21, and April 2 and 11.](#)

[The administrative team \(in conjunction with network personnel\) will conduct these professional development offerings; if funding permits, consultants will be hired to further support and deepen ESL/Bilingual teaching strategies.](#)

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: During the academic year we will have an Adult ESL Program

- The program is designed to support the parents to become an active learner of English
- Parents will meet once a week during the ESL Academy sessions

In addition to the Adult ESL Program we will provide parents with the opportunity to meet with an outside consultant either from the FLAME Organization or AUSSIE, to discuss the following topics: Common Core Standards, Performance Tasks and alignment to Bilingual/ESL students, NYSESLAT/State Assessments, Supporting Readers, Writers and Mathematicians in an ESL/Bilingual classroom and Supporting Academic Language. All of the workshops will provide families with strategies on how to support the Bilingual/ESL student at home. The Adult ESL Program will take place beginning January 24, 2013 and Thursdays thereafter for the extent of the program. The workshops listed above are in the process of being planned. Parents will be notified of these activities via school website, email if applicable, telephone, signs placed outside of school building and notices sent home will be in both English and Spanish. Calls from our Parent Coordinator will be made to remind parents in English/Spanish. All teachers in the program are bilingual and will therefore provide parents with translation/interpretation services in Spanish (for the large majority of parents that are Spanish speaking) during the academy in order to provide parents with optimal support and enable them to be fully participative in their own learning.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services	\$0.00	

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)	\$0.00	
Travel		
Other		
TOTAL		