

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

19K214

School Name:

THE MICHAEL FRIEDSAM SCHOOL

Principal:

SHARON MAHABIR (PRINCIPAL, IA)

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 19K214
School Type: Community School Grades Served: PK, 0K, 01, 02, 03, 04, 05, SE
School Address: 2944 Pitkin Avenue, Brooklyn, NY 11208
Phone Number: 718-647-1740 Fax: 718-827-5838
School Contact Person: Sharon Mahabir Email Address: smahabi@schools.nyc.gov
Principal: Sharon Mahabir (Principal, IA)
UFT Chapter Leader: Virginia Blair
Parents' Association President: Sohel Mazumder
SLT Chairperson: Barbara Lindgren
Student Representative(s): N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Mahabir	*Principal or Designee	
Virginia Blair	*UFT Chapter Leader or Designee	
Sohel Mazumder	*PA/PTA President or Designated Co-President	
Elizabeth Franqui	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	
Barbara Lindgren	Member/ UFT	
Heidi Banwer	Member/ UFT	
Laurie Kuhn	Member/ UFT	
Michael D'Amato	Member/ UFT	
Oryia Allaham	Member/ Parent	
Maria Espada	Member/ Parent	
Quincy Liverpool	Member/ Parent	
Mohammed Kawsar	Member/ Parent	
Robert Rodriguez	Member/ Parent	
Mawahib Hassan	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 214's mission is to educate every child to his/her fullest potential. Through our highly qualified teachers, we provide a comprehensive, standards-driven instructional program designed to address the varied learning styles and ability levels of our students. We are striving towards a strong collaborative relationship with parents and guardians so that all students can achieve standards of excellence. Public School 214K has full classes on grades Pre-Kindergarten to 5 and is located in East New York, Brooklyn. We are a Title I school and the majority of student population is both Bengali and Hispanic. Starting this year, we offer six classes of full day Pre Kindergarten.

For the years 2011-12 and 2012-13, we have maintained strong proficiency levels in English Language Arts and Math. In addition, we have maintained 'In Good Standing' as per the New York State Report Card. This year we are offering consistent teacher support and Professional Learning Opportunities provided through active professional learning communities, sharing best teaching practices, intervisitations, and revisions of grade-wide curriculum maps and pacings.

As a challenge, this past year, 2013-14, we dropped in English Language Arts proficiency. Two areas of growth for 2013-2014 included maintaining proficiency in Math and the rollout of Core Curriculum programs and Advance which provided a deeper understanding of Common Core Learning Standards for all staff. Several areas of focus for 2014-15 include the need to increase student engagement through supports of critical thinking, the need to increase students' reading stamina across grades Kindergarten to 5, the need to increase students' writing stamina across grades Kindergarten to 5, and the need to share best practices for differentiation and multiple entry points for all students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The needs assessment included review of student exam data, and review of student work which included writing tasks and problem solving. The school continues to use, revise and adapt the content curricula and ensure alignment to Common Core and the shift to rigorous instruction across all grades.

- Review of 2013-14 New York State assessment data: identified clusters of standards, lowest third per class in grades 4 & 5
- Review of school-wide, grade and individual class Response to Intervention data in grades Kindergarten to 5
- Review of current Measures of Student Learning and classroom assessment data in grades Kindergarten to 5
- Review and realignment of grade-wide curriculum maps in grades Kindergarten to 5

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students, including SWDs and ELLS, will engage in rigorous instruction aligned to the Common Core Learning Standards and will demonstrate progress towards achieving a 3% increase on scoring at levels 3 & 4 on the NYS ELA and Math assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Response to Intervention school-wide: identified students are placed within 3 Tiers and provided targeted instruction in small group settings • Support of two Reading Recovery teachers (Grade 3 AIS) • Professional Learning Opportunities: ongoing review of data which informs continuous revisions of curriculum and unit planning, specifically in ELA and Math • School-wide Academic Intervention Services during professional periods 	All staff and all students in grades 3-5	Start – 9/2014 End – 6/2015	Whole school community

SWDs receive AIS, planned differentiation strategies in teaching and instruction; ELLs receive support through push-in/pull-out models, one full ESL class on each grade, ESL classes on Saturdays and after-school	All staff and all students	Start – 9/2014 End – 6/2015	Whole school community
<ul style="list-style-type: none"> Teacher-led parent workshops on strategies to support kids in ELA and Math, NYS exams 	All staff, all students and parents	Start – 9/2014 End – 6/2015	Whole school community and families
School-wide professional learning opportunities support the collaborative effort of student success.	All staff and all students	Start – 9/2014 End – 6/2015	Whole school community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- For all students, use of online programs: Imagine Learning, Raz-Kids, IXL, MyOn
- For all students, use of AIS programs: Wilson, SpellRead, Really Great Reading
- For ELL students, in addition to the online programs listed above: Phonics & Word Study A, B, C, Rosen Guided Reading Sets, NYSESLAT practice books and Math Steps
- Human Resources: administration, teaching staff, two Reading Recovery teachers, ELL and Special Ed teachers
- Schedule: Most of the teachers are scheduled to provide AIS and Reading Recovery during professional periods.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- At least once a month, the vertical inquiry/grade leader teams will engage in LASW/data
- Sept 2014 to June 2015: ongoing, starting with a baseline snapshot – K to 3 using MoSL (lowest 1/3); grades 4 & 5 using NYS exam data (lowest 1/3)
- By February 2015, there will be a 1.5% increase of students in grades 3 to 5 scoring at a Level 3 & 4 as measured by a CCLS aligned mid-year assessment for both ELA and Math.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Decrease in overall attendance last year as compared to citywide overall rate. In June 2014, we reviewed monthly data reports for absences and lateness’s to identify trends and realized there was chronic absenteeism among some groups of students. Reports included Automate the Schools reports: Report of Individual Student Attendance, Report of Individual Student Past Attendance, Comprehensive Attendance Report; Department of Education attendance reports online (daily, weekly and monthly)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, to ensure all students have an environment where they feel safe and supported, successful school-wide implementation of PBIS System (Positive Behaviors Interventions and Supports) will demonstrate an increase in attendance by 2% as measured by the yearly overall attendance rate.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Implementation of PBIS school-wide Revised school Attendance Plan Tuesday Parent Engagement time School Spirit Days Special assemblies 	Whole school community	Start – 9/2014 End – 6/2015	Whole school community
<ul style="list-style-type: none"> For all students, including SWDs and ELLs, an Acknowledgement Plan will be implemented school-wide as part of PBIS and evidenced in the PBIS matrix Matrix will include “I am on time to class” under ‘Responsibility’ 	All staff and students	Start – 9/2014 End – 6/2015	All staff and students
<ul style="list-style-type: none"> Tuesday Parent Engagement time Monthly Parent Association meetings Teacher-led parent workshops 	All families	Start – 9/2014 End –	All staff and families

<ul style="list-style-type: none"> • Discussions with parents/families during lateness pick ups • System to contact homes of students who are late and/or absent • Use of School Messenger • Student of the Month, 100% Attendance and CARES Hall of Fame 		6/2015	
School-wide implementation of PBIS with a kickoff in January 2015 and full rollout to all students; ongoing information sessions with parents.	Whole school community	Start – 11/2014 End – 6/2015	Whole school community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Attendance teacher, Pupil Personnel Secretary, school aides, administration & teachers
- PBIS resources, tailored PBIS systems for our school
- For ELLs and SWDs: vocabulary and visual resources to support understanding of PBIS Acknowledgement Plan and CARES Matrix, participation in the menus items of incentives, participation in school-wide and classroom kick-offs, discussions with administrators and teachers on the importance of maintaining good attendance to participate in the Acknowledgement Plan

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Mid-point benchmark: February 2015 attendance rate
- February 9 – 13th, 2015 (Baseline snapshot: December 15th to 19th, 2014)
By February 2015, there will be a 1% increase in attendance as measured by the daily attendance rates.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers continue to participate in weekly professional development, which include collaborative work around understanding Danielson’s Framework, curriculum mapping, Quality Review indicators, grade team meetings and inquiry meetings. The professional learning opportunities were chosen based on teacher needs as per beginning of the year and mid-year surveys, continued review of Advance data, school wide initiatives and Department of Education mandates.

- Analysis of Advance data: 2013-14 and current trends
- Revisions to curriculum maps to include teaching practices for critical thinking and student engagement

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all collaborative teacher teams will participate in professional learning opportunities to improve student engagement as measured by a 50% increase of effective and highly effective teachers in DF component 3C in Advance, Engaging Students in Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Professional Learning committee and administration plan cycles of professional learning opportunities • Teachers turnkey Professional Development information – differentiation, content-specific • Inquiry/grade leader teams review of data, LASW • Ongoing curriculum planning on Mondays and Tuesdays • Lunch and Learns on Danielson’s Framework • Onsite and offsite intervisitations • Mini Professional Learning opportunities during TP • Offsite Professional Learning opportunities 	Teachers	Start – 9/2014 End – 6/2015	Administrators and teachers

<ul style="list-style-type: none"> Weekly administrative cabinet meetings Network provided Professional Development 			
<ul style="list-style-type: none"> Professional development for all teachers, including those who teach SWDs and ELLs, on differentiation, DF components 3B, 3C and 3D, data analysis of Advance data match to lowest 1/3 students, ELL strategies and AIS programs 	Teachers	Start – 9/2014 End – 6/2015	Administrators and teachers
<ul style="list-style-type: none"> Tuesday parent engagement times PK parent workshops Classroom celebrations Grade-wide assemblies Parent-Teacher conferences Family Fun presentations 	Teachers and Administrators	Start – 9/2014 End – 6/2015	Administrators and teachers
Through a collaborative effort, we will build capacity of good teaching practices around student engagement which will in turn support student success.	Teachers and Administrators	Start – 9/2014 End – 6/2015	Administrators and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administration, Professional Learning committee, grade teams, inquiry/grade leader teams, Data Specialist
- Teachers and administrators are on the Professional Learning committee
- All teachers, including of ELL students and SWD, that attend Professional Learning opportunities turnkey information to the staff
- Grade leaders focus on student achievement through the collaboration on teacher practices, i.e., curriculum mapping, differentiation, best practices for questioning and student engagement

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Mid-point benchmark: February 2015 Advance data trends
- Week of February 9, 2015 (Baseline snapshot: November to December 2014 Advance data)
- By February 2015, there will be a 25% increase of effective and highly effective teachers in DF component 3C in Advance, Engaging Students in Learning.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School leaders continue to review Advance data on a weekly basis during administrative cabinet meetings to build and maintain a normed understanding of the Danielson Framework critical attributes for all eight components, especially 3C – Engaging Students in Learning. Through specific feedback, modeling, intervisitations and professional development, school leaders continue to provide strategies and practices on student engagement.

- Analysis of Advance data: 2013-14 and current trends
- Revisions to curriculum maps to include teaching practices for critical thinking and student engagement

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, leadership will use the Advance data and the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 50% of teachers rating effective and highly effective for DF component 3C, Engaging Students in Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • PD committee and administration plan cycles of PD • Teachers turnkey PD – differentiation, content-specific • Inquiry/grade leader teams review of data, LASW • Ongoing curriculum planning on Mondays and Tuesdays • Mini PD opportunities during TP • Lunch and Learns on Danielson’s Framework • Onsite and offsite intervisitations • Offsite PD opportunities • Weekly administrative cabinet meetings 	Teachers	Start – 9/2014 End – 6/2015	Administrators and teachers

<ul style="list-style-type: none"> Network provided PD 			
<ul style="list-style-type: none"> PD for all teachers, including those who teach SWDs and ELLs, on differentiation, DF components 3B, 3C and 3D, data analysis, ELL strategies and AIS programs 	Teachers	Start – 9/2014 End – 6/2015	Administrators and teachers
<ul style="list-style-type: none"> Tuesday parent engagement times PK parent workshops Classroom celebrations Grade-wide assemblies Parent-Teacher conferences Family Fun presentations 	Teachers and Administrators	Start – 9/2014 End – 6/2015	Administrators and teachers
Through a collaborative effort, we will build capacity of good teaching practices around student engagement which will in turn support student success.	Teachers and Administrators	Start – 9/2014 End – 6/2015	Administrators and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Administration, Professional Learning committee, grade teams, inquiry/grade leader teams, Data Specialist Teachers and administrators are on the Professional Learning committee All teachers, including those of ELL students and SWD, that attend Professional Learning opportunities turnkey information to the staff Grade leaders focus on student achievement through the collaboration on teacher practices, i.e., curriculum mapping, differentiation, best practices for questioning and student engagement

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> Mid-point benchmark: February 2015 Advance data trends Week of February 9, 2015 (Baseline snapshot: November to December 2014 Advance data) By February 2015, there will be a 25% of teachers rating effective and highly effective for DF component 3C in Advance, Engaging Students in Learning. 				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school community is supported by strong parent commitment. Through the collaborative efforts of our Parent Coordinator and Parent-Teacher Association, we continue to increase our parental involvement for meetings, workshops, and Tuesday Parent Engagement time.

- Need to increase parent attendance for grade-wide and school-wide events

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to increase community awareness of school and citywide instructional expectations, we will have a 5% increase in parental involvement activities as evidenced by attendance sheets and agendas for Workshops and PA Meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Pre-K parent meetings • Quarterly Family Newsletter • Grade-wide and school-wide celebrations • Grade-wide assemblies • Workshop cycles for parents • ‘Bring your Dad to School’ day, ‘Muffins with Mom’ • School Messenger • Consistent Parent Coordinator communication 	Parents and teachers	Start – 9/2014 End – 6/2015	Teachers and administrators
<ul style="list-style-type: none"> • Tuesday Parent Engagement time • Adult ESL programs (evening) • Content specific workshops • Parent-Teacher conferences (2x/year; open house) 	Parents and teachers	Start – 9/2014 End – 6/2015	Teachers and administrators

<ul style="list-style-type: none"> • 'Homework Help' strategies • Dial A Teacher • Anti-Bullying Hotline 			
<ul style="list-style-type: none"> • Monthly PTA meetings • Family Fun days (content/theme) • Writer's celebrations • Parent volunteers 	Parents and teachers	Start – 9/2014 End – 6/2015	Teachers and administrators
Building a collaborative community among school staff and families to ensure student progress and success.	Parents and teachers	Start – 9/2014 End – 6/2015	Teachers and administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers, administrators, Parent Teacher Association, Parent Coordinator, CBO partners and collaborations, Pre-K Social Worker
- Teachers meet with families on Tuesday afternoons
- Teachers invite families into their classrooms
- Monthly Parents Association and bi-monthly School Leadership Team meetings are held
- Parent Coordinator schedules workshops for parents on various topics
- Parent Coordinator maintains continued communication to families via School Messenger, monthly newsletters, and coordinates parent volunteers; translated versions are provided in Bengali and Spanish
- Pre-K social worker meets with families twice a week, helps with referrals, and meets with families bi-monthly

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

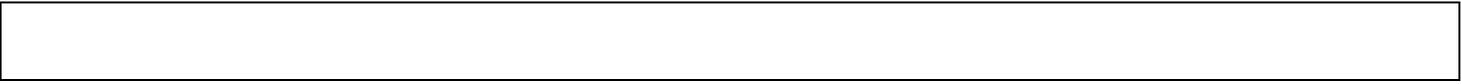
Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Mid-point benchmark: February 2015
- Week of February 9, 2015 (Baseline snapshot: September and October 2014 workshop attendance)
- By February 2015, we will have a 2.5% increase in parental involvement activities as evidenced by attendance sheets and agendas for Workshops and Parent Teacher Association Meetings.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • NYS exam data • NYSESLAT data • RtI 	<ul style="list-style-type: none"> • Phonics • Reading comprehension • Writing stamina • Online programs 	<ul style="list-style-type: none"> • Small group • One-to-one 	<ul style="list-style-type: none"> • During the day • Saturday program • After-school
Mathematics	<ul style="list-style-type: none"> • NYS exam data • NYSESLAT data • RtI 	<ul style="list-style-type: none"> • Math fluency • Online programs 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day • Saturday program • After-school
Science	<ul style="list-style-type: none"> • NYS exam data • MoSL data 	<ul style="list-style-type: none"> • Hands-on • Reading in content • Writing stamina 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day
Social Studies	<ul style="list-style-type: none"> • MoSL data 	<ul style="list-style-type: none"> • Reading in content • Writing stamina 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • As indicated by student behaviors, emotional needs • Teacher behavior anecdotes • Trends in SAVE removals and/or suspensions • RtI 	<ul style="list-style-type: none"> • SETSS • Reading Recovery • Writing cluster • Group and individual counseling • Social and emotional development 	<ul style="list-style-type: none"> • Small group • One-to-one 	<ul style="list-style-type: none"> • During the day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.

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

2b. 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).

- Mentors for newly hired special education, general education and ESL teachers
- Professional Development team created to turn-key topics including but not limited to: Danielson's Framework for Teaching, Ready Gen, Go Math, curriculum revisions, AIS programs
- Professional Development on Mondays from 2:20 to 3:40pm and Tuesdays from 3:00-3:35pm
- Inter-visitations to classrooms modeling best practices in ELA, mathematics and interdisciplinary work
- Professional development opportunities provided by the Network and on site
- ESL teachers are and will continue to receive regular professional development through the Office of English Language Learners
- Teachers will create goals to improve teacher effectiveness and regularly meet with supervisors to ensure these goals are met using Danielson's Framework for Teaching, Domain 3B, 3C, 3D

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

- In class support two days a week
- Conducting observations and providing guidance for parents on the referral process
- Workshops for families on topics such as transitioning into Pre-K, transitioning into kindergarten, helping your child enjoy reading
- Kindergarten open house in June for Pre-K families
- Curriculum aligned to the Foundation for the Common Core for Pre-Kindergarten
- Professional learning opportunities on Mondays and Tuesdays with Pre-K Social Worker
- Support from DOE assigned Pre-K Coordinator and Coach

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- We followed the DOE's directive to create a Measures of Student Learning Committee (4 members selected by the UFT, 4 members selected by the principal), this committee met numerous times to determine the measures to be used for the teachers within the building
- Several monthly Monday and Tuesday Professional Learning Opportunities are used to analyze student work and assessments to improve student progress
- Bi-monthly reports and student work assessments for ELA and Mathematics are submitted to supervisors for review and feedback on improving instruction
- Use of Understanding by Design framework to revise curriculum maps and include consistent performance tasks, end of unit assessments

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	N/A		
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$265,182.00	X	All five goals
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	\$17, 696.00	X	All five goals
Tax Levy (FSF)	Local	\$4,013,712.00	X	All five goals

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **PS 214K**, 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 the school and the families. The 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 the school community. **PS 214K** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 1. ARIS Training
 2. How to Help Your Child Succeed in School
 3. Workshops to introduce parents to programs used within the school
 4. Parent and teacher extended conferences to discuss low performers and classroom strategies
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
 1. Grade appropriate standards
 2. State Assessments
 3. Looking at Your Child's Work
 4. Parent-Teacher Communication
 5. ARIS Training
 6. ESL Workshops
 7. Adult ESL Course
 8. Expanded conferencing schedule for low performance on state assessment

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 1. Written Correspondence
 2. Parent Coordinator to serve as link between school and family
 3. School Messenger in English, Spanish & Bengali
 5. Report card conference and interim progress reports
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;
 1. Parent Involvement
 2. How to Bring Parents into the Classroom
 3. Effective Communication with Parents

The 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. The 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 the 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, the 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other

applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS 214K in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

- classrooms to provide an interactive teaching approach for content area instruction
- Grade-level Data Inquiry Team to provide an analysis of school wide data and report on the performance trends of the school

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences in the fall (November 2014), spring (March & May 2015) and an Open House in September 2014
- Continuation of School Messenger system to inform parents of upcoming events in English, Spanish & Bengali
- Convening an Annual Title I Parent Meeting prior to December 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
- Providing notices related to school policies in English, Spanish and Bengali
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year
- Prepare 5th grade students and parents for the transition to middle school
- Prepare Pre-K students for kindergarten enrollment

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Through written correspondence in English, Spanish and Bengali
- Parent- teacher conferences
- Telephone conference
- Email correspondence
- PA Meetings
- Communication through Parent Coordinator
- Scheduled appointments during Tuesday Parent Engagement times

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- Ensure that my child comes to school rested by setting a schedule for bedtime
- Check and assist my child in completing homework tasks
- Provide my child with suitable study conditions at home- desk or table, proper lighting, books and supplies.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of my child's extracurricular time
- Encourage my child to follow school rules and regulations
- Volunteer in my child's school or assist from my home as time permits
- Participate, as appropriate, in the decisions relating to my child's education
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- Participate in training offered by the school
- Take part in the school's Parent Association and/or School Leadership Team
- Be familiar with the new policies on school service and anti bullying campaigns
- Share responsibility for the improved academic achievement of my child
- Provide the school with updated timely contact information

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Michael Friedsam School	DBN: 19k214
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our after school program is designed for newcomer ELLs and SIFE ELLs (students with interrupted formal education), as well as ELLs who are struggling readers in grades 2 - 3. The differentiated, small group instruction and activities will provide these students with phonics, basic reading, writing and math skills that they may be lacking. Our intention is to create a proactive support for students to narrow their knowledge gap with their peers so that these students gain confidence and perform better on the statewide ELA, Math and NYSESLAT exams. English will be the language of instruction. The two programs will be held after schools on Wednesdays and Thursday for one hour and a half and on Saturdays for three hours. These programs will approximately begin mid November 2014 and will last approximately 10 - 15 weeks. The total number of students that to be serviced are approximately 12-15 students in each group. In the After School Program, the three teachers will be servicing approximately 12-15 students in each of the two groups. During the Saturday program, the students will be divided up based on their subgroups and their reading levels between two certified ESL teachers: one for students in grades 2 and 3, the other for students in grades 4 and 5. Students will be receiving instructions from three teachers, and they will be rotating rooms in order to receive phonics, reading and math instruction for one hour from each teacher. In the Saturday program, the ESL Certified teachers will teach phonics and reading respectively. The third teacher, who holds a Special Education license and has been familiar with the needs of ELL students and is an expert in Math strategies and curriculum, will teach Math for one hour to each of the groups. She is an expert in the curriculum and has provided rigorous instruction in the past and has taught this program before. Also, she demonstrates various learning strategies for acquiring and retaining memory, vocabulary learning as well as hands on materials and temporary scaffolds. The Special Education certified teacher will teach each of the groups for one hour. Because the teachers rotate the groups after 1 hour, the two certified teachers will also spend 1 hour respectively with all three groups. This way, students will receive 2 hours, 120 min of phonics and reading instruction from two ESL Certified teachers and 1 hour of Math instruction. However, our programming is flexible and the teachers may instead choose to the split up the students based on performance levels and skills needed. During the afterschool program on Wednesdays and Thursdays, students will receive instruction from three teachers. Two teachers hold Common Branch licenses and one teacher is an ESL Certified teacher. The two CB teachers have taught ELLs in a push in setting working along with an ESL Certified teacher and have taught this program in the past years. They are familiar with the needs of ELLs and have demonstrated various learning strategies

Part B: Direct Instruction Supplemental Program Information

for reading and writing that are aligned to the Common Core Standards. Students will be subgrouped according to their reading levels and grades. The ESL Certified Teacher will rotate between these two Classroom teachers and provide instruction for 45 minutes in each of the rooms allowing equal amount time for all students. During the time allocated, students will receive phonics instruction and will work on content based science. The focus of the instruction will be science so students will be able to read non-fiction texts, understand scientific concepts and their corresponding tier 2 and 3 vocabulary. The goal of instruction is not only to teach content specific topics that are aligned to the Common Core but to move students at least two grade levels in their reading skills as well.

Online educational programs will be used to support this program: Imagine Learning, MyOn, Raz Kids and Education City for ELA skills (phonics, vocabulary and reading comprehension), and IXL for math. Laptops will be provided for students to access to these technology programs that support differentiated instruction, and 2 desktops computers will be used to support the Imagine Learning program. In addition, we will use fiction and non-fiction materials for small group guided reading and writing. These materials support the Common Core Standards and content area instruction in the classroom.

Part C: Professional Development

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

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

Begin description here: To raise the achievement levels of our ELL population, particularly our SIFE students, it is critical that all teachers of ELLs differentiate and scaffold instruction. P.S. 214K staff and teachers receive 80 minutes of professional development each week during Professional Development day. Beginning in September 2014, the ESL Coordinator will conduct a series of ELL workshops during this period. Teachers of ELLs, including classroom teachers who co-teach with push-in ESL teachers, will attend these workshops. Topics to cover include the ELL identification process, the various stages of second language acquisition, language challenges vs. language disabilities, practices that are most effective in teaching ELLs, and analyzing data from ELL assessments and the ELA exam to shape instruction. Teachers will examine the latest research on instructing ELLs and will use the Common Core Standards to guide them in creating differentiated lessons and activities to meet the diverse learning needs of ELLs. A focus will be on incorporating into lessons the grade-specific skills outlined in the language proficiency, speaking and listening sections of the Common Core Standards. These professional learning opportunities have clear agendas, handout supports for educators, along with the names of the teachers attending the workshops that are kept in the main office. Teachers will also examine the four sections of the NYSESLAT for each grade band and will highlight the tasks and skills that overlap with the ELA exam. Heightening teachers' awareness of the commonalities between the ELA and the NYSESLAT exams makes for more efficient and productive test preparation as critical ELA skills are reinforced. In addition, an expert will provide Professional Development for teachers on ELL reading strategies, vocabulary instruction and best practices.

Part D: Parental Engagement Activities

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

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

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

During the 2014 - 2015 school year, the guidance counselor, who receives Bengali-language support from the parent coordinator and Spanish-language support from school aides, teachers and an assistant principal, conducts workshops on the middle school application process. Other workshops that occur after school include information sessions on the Common Core Standards, the Dual Language program, Nutrition, Literacy, Additional Online Support, and ARIS, among other topics. The abovementioned staff members are present to offer translation services. In addition, parents and students participate in a number of extracurricular activities. These include Native Language Literacy Night, Math and ELA game nights, and movie nights. Also, parents are invited to attend ESL Adult Education classes that are offered Monday, Tuesday and Wednesday nights from 5:40 - 9:00 pm. P.S. 214K collaborates with the NYC Adult Education program to provide this service to parents. Parents are notified of these events through translated written invitations and oral translations through both staff members - the parent coordinator, school aides, teachers and the Spanish-speaking assistant principal, and through SchoolMessenger, a phone services in English, Bengali and Spanish. P.S. 214K teachers inform parents about current topics and news in their classroom in weekly newsletters that lists events and topics they learn.

Part E: Budget

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

Allocation Amount: \$17,696

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 	_____	_____

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

Allocation Amount: \$17,696

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$17,696.00	

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 214
School Name Michael Friedsam School		

B. Language Allocation Policy Team Composition [i](#) 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 Patricia Tubridy	Assistant Principal Theresa Vlantis
Coach	Coach
ESL Teacher Katie Lapham	Guidance Counselor Tabitha Lewis
Teacher/Subject Area Maria Rudman, 4th grade	Parent Bernadette Dowery
Teacher/Subject Area Gabriella Johnson, ESL teacher	Parent Coordinator Zakir Uddin
Related Service Provider Virginia Blair	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	12									12
ESL	103	3	10	36		9	1		1	140

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	115	3	10	36	0	9	1	0	1	152
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>13</u>	Number of third language speakers: <u>22</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>5</u>	Asian: <u>29</u>
Hispanic/Latino: <u>22</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	7	7	3	4	5								38
Intermediate(I)	1	9	10	2	4	2								28
Advanced (A)	8	17	14	7	18	4								68
Total	21	33	31	12	26	11	0	134						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		10		1		17
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In assessing early literacy skills, P.S. 214 uses the benchmarks in the ReadyGEN ELA curriculum and both the EngageNY and NYC ELA and math Performance Assessments in grades 3-5. Teachers also use Fountas and Pinnell in kindergarten through grade 2, and SRI in grades 3-5. In addition, teachers use running records on RazKids and Award Reading for assessing the literacy progress of at-risk

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

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

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

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

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

4. For each program, answer the following:

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

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

The results of the 2013 Common Core ELA exam show us that the ELLs who were eligible to take the exam mostly scored at level 1 or 2. In grade 4, fewer ELLs received a level 1 score than in grades 3 and 5. There were no level 4 scores. In grade 3, 2 ELLs received a level 3 and 1 student in grade 4 received a level 3 score. No students in grade 5 received a level 3 score. Overall, grade 4 ELLs outperformed grades 3 and 5. In order to pass the ELA, ELLs in grades 3 - 5 need to receive as much intervention and support as possible from classroom teachers, ESL instructors and AIS teachers. Teachers need to work together to identify and address the areas of weakness with regards to ELA. The data from periodic ELA assessments will help teachers focus on specific ELA skills. Additional instructional support for ELLs in math and ELA will be achieved through the Extended Day program, After-School programs, and ESL services. Also, we have identified that our lowest performing students are the male hispanic demographic.

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

The ELL Periodic Assessments are administered to ELLs in grades 3 to 5. The ESL teachers and the school principal are responsible for ordering the assessments. The assessments are useful to students in that the students gain practice in taking the NYSESLAT test, particularly

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use home language and ESL ATS reports to identify the second languages represented at P.S. 214K. Individual teachers also poll their own students at the beginning of the year to identify students' home languages. P.S. 214 offers a dual language (Spanish/English) program in grades K, 1 and 2. Also, our RTI instruction makes direct and appropriate connections to ELLs' community values, identities, and languages. For example, teachers create lessons on current events in Bangladesh and various Latin American countries. Teachers also use students' native language in lessons wherever possible. Spanish cognates are highlighted and vocabulary specific to students' backgrounds are discussed (i.e. sari and rickshaw). Teachers utilize math and trade books that are available in Spanish at all levels, and Spanish and Bengali-speaking teachers translate when/if necessary.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ESL staff and administrators analyze NYSESLAT scores to evaluate the success of our ESL programs. We examine the scores of each individual ELL from year to year to ensure that all ELLs are going up at least one performance level (i.e. from beginner to intermediate, intermediate to advanced), and that advanced students are achieving proficiency on the NYSESLAT. The APAO targets

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

aware of the ESL program choices for their child (ren). Also, the ESL/Bilingual coordinator sends a letter home to parents/guardians to invite them to attend a parent orientation meeting during parent/teacher conferences, which take place in November and March. The letters are translated by school staff in the parents' native languages.

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

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

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

The placement of newly identified ELLs into a particular program is based on the parent choice that is indicated on the Program Selection form. As stated above, during the parent orientation meeting, parents are informed - in their native language - of the three program choices in New York City. The Spanish-speaking ESL/Bilingual coordinator meets with the parents/guardians who do not attend an orientation session to communicate to them the ESL program choices. If needed, the parent coordinator provides translation services in Bengali. If there are 15 or more parents/guardians of ELLs of a same language in two contiguous grades who request transitional bilingual education, then the school will form a bilingual class in that language. As of September 2013, P.S. 214K has freestanding ESL programs in each grade. The push-in model is used in grades K, 1, 2, 3 and 5. Grade 4 has a self-contained ESL class to service beginner, intermediate and advanced ELLs. ESL teachers also pull out ELLs in Special Education. If a Spanish-speaking ELL is identified in kindergarten, grade 1 and grade 2, he/she has the opportunity to receive ESL services through our self-contained Dual Language classes (Spanish/English). A placement letter is then distributed to parents (in their native language) informing them of the ESL program their child has been placed in as per parents' program choice. The ESL/Bilingual coordinator distributes these placement letters to classroom teachers to ensure they are sent home. The Spanish-speaking ESL/Bilingual coordinator also meets with individual students to ensure that they understand the purpose of the placement letter and deliver it to their parents/guardians. If needed, the students' peers assist with translation in the students' native language. The ESL/Bilingual coordinator maintains a record of the parents/guardians who received the placement letter and a copy of each letter is kept on file in the ESL office. The ESL coordinator records parents' program choice information in the ELPC screen in ATS (within 20 school days of enrollment), including the date of LAB-R administration, whether the parent was provided with information about ELL programs, which program the parent chose, and in which program the student was placed.

At the beginning of each school year, ESL staff analyze NYSESLAT scores to identify ELLs who are entitled to continue receiving ESL services (ELLs who have not yet reached the proficiency level on the NYSESLAT). Continued Entitlement letters are then distributed to parents of these students (in parents' home languages) to inform them that their child will continue receiving ESL services. The ESL/Bilingual coordinator distributes these letters to classroom teachers to ensure that they are sent home to parents. The

ESL/Bilingual coordinator also meets with individual students to ensure that they understand the purpose of the continued entitlement letter and deliver it to their parents. The ESL/Bilingual coordinator maintains a record of the parents who received the continued entitlement letter and a copy of each continued entitlement letter is kept on file in the ESL office. The same procedure is followed in distributing non-entitlement letters to parents of students who tested proficient on the LAB-R and therefore do not require ESL services. Parents of students who tested proficient on the NYSESLAT receive a non-entitlement/transition letter in the parents' native language informing them that their child is no longer entitled to ESL services and advising parents what to do should they wish for their child to remain in a bilingual class. The procedure described above is also followed in the distribution of these letters, and copies of each non-entitlement/transition letter is kept on file in the ESL office.

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

In the spring of every school year, every ELL in grades K-5 is administered the NYSESLAT (New York State English as a Second Language Achievement Test) to measure his/her proficiency level in the listening, speaking, reading and writing of English. The results of this test determine whether or not the student continues to be eligible for ELL services. In preparing for the annual NYSESLAT exam, the ESL/Bilingual coordinator uses both the RLAT and RLER reports in ATS to identify the ELLs eligible to take the NYSESLAT exam. The NYSESLAT is administered by the two freestanding ESL teachers with assistance from certified teachers. All pedagogues follow the NYSESLAT calendar to ensure that the administration of each section - speaking, listening, reading and writing - is completed within the correct time frame. The two freestanding ESL teachers administer the one-on-one speaking exam to each ELL in grades K - 5, and adhere to the new statewide scoring rules that require that the Speaking subtest be scored by a teacher who is not the student's teacher of English as a second language or English language arts. Afterwards, the two freestanding ESL teachers administer the listening, reading and writing sections in a whole group setting to each group they service. Students in Grades 3-5 mark their answers to multiple-choice questions on the separate, machine-scannable answer sheets. Students in Grades K-2 mark their answers in their test booklets. The ESL teachers then transcribe the students' responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers place their names on the answer sheets as mentioned in the administrator's manual. Students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions: the Reading subtest may not be read to any student and the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. Furthermore, the following guidelines are implemented before administering the listening, reading and writing subtests. The classroom teacher organizes the classrooms so that they reflect appropriate testing conditions. Literacy based materials are removed or covered. All testing materials are picked up by the administrators prior to testing and placed in a class package. The administrator and assigned teacher actively proctor and closely supervise the test throughout the entire testing period. Students are under close supervision at all times during the administration of the tests and may not use any of the following: unauthorized notes, printed materials, scrap paper, or electronic tools or devices. When students enter the testing room, proctors ensure that students do not bring any unauthorized materials such as those listed above. Students are informed prior to taking the test they may not use cell phones or other communication devices during the test as it is written in the guidelines. There are no time constraint for the reading and writing subtests. The NYSESLAT materials are secure documents and they are carefully safeguarded by the ESL Department and the Principal. All sealed packages of secure test materials are stored in a secure location and maintained under strict security conditions throughout the entire testing period.

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

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

required to open a TBE class. Parent Program choice is entered into the ELPC screen in ATS within 20 days of enrollment.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

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

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

In delivering instruction in the content areas in kindergarten through grade 5, P.S. 214K is using the ReadyGEN program, a new core reading program that supports the Common Core Standards and promotes literacy through content-area, fiction and non-fiction materials. It also provides scaffolding and vocabulary support for ELLs. The rigorous instruction is based on content areas aligned to the Common Core Reading and Writing Standards to build on background knowledge, various literacy skills, promote oral language, and to develop tier 1, 2 and 3 vocabulary and academic language. Journeys and Fountas and Pinnell leveled readers are used in guided reading groups and complement ReadyGEN topics. Instruction is differentiated and supported for all

English as a Second Language Learners including Students with Disabilities. The RTI model is used to support students of all levels with high quality and rigorous tiered instruction. For instruction in mathematics, P.S. 214K uses the Go Math program, which utilizes a hands-on, practical approach to mathematics instruction. Spanish-language versions of Everyday Mathematics are available for Spanish-speaking ELLs needing native language support. Additionally, ELLs in grades 2 - 5 practice math skills through various apps (applications) on the iPad. Classroom teachers work as a grade to create curriculum maps for social studies and science. They adhere to the grade-specific skills/content outlined in the Common Core State Standards in creating the maps. Teachers also utilize EngageNY for content area lessons.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

As our budget allows, we are also offering to newcomer ELLs an After School enrichment program.

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

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

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

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

ELL-SWDs whose IEP mandates bilingual instruction receive native language support throughout the day from a paraprofessional assigned to them. The grade 5 12-1-1 class and the grade 1 ICT Special Education class each have one bilingual paraprofessional. ELL-SWDs in ICT and 12-1-1 classes receive ESL services from a pull-out ESL instructor as per the number of minutes mandated by their NYSESLAT performance levels. In addition, teachers of ELL-SWDs differentiate instruction to make content more comprehensible. Fiction and non-fiction books from the ReadyGen reading program, as well as content-rich and ReadyGEN-content aligned resources from the Fountas & Pinnell Leveled Literacy Intervention program and from the Journeys program, are used during guided reading. Additionally, a language objective that supports Common Core Standards is incorporated into lessons. Grammar and other English-language skills are taught through content and vocabulary. A grade-level phonics and word study text is also made available to ELL-SWDs. Teachers of ELL-SWDs utilize intervention strategies in the classroom. These include the use of realia, picture cards and interactive activities on the Smartboard. Teachers also use graphic organizers and sentence starters to help students organize their ideas.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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
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.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- At P.S. 214K we identify and support - by tiered intervention - all ELLs including SWDs and students with interrupted formal education (SIFE). In addition to providing them with their entitled minutes of ESL instruction and NYSESLAT test preparation, intervention programs are created by PS 214K to help in reading, math and all the content areas through our Extended Day program, after school and Saturday Academies, SETTS and through the AIS reading teacher who utilizes the System 44 program focusing on phonics and phonological awareness. SIFE students in grades 3, 4 and 5 also receive (in addition to their entitled minutes) small group instruction by a ESL certified teacher. This program focuses on oral language development, English literacy, and math instructional support. SIFE students also improve their ELA skills through online reading programs such as Imagine Learning, FastForWord and Raz-Kids. In addition, seven iPads are available to SIFE students to help them with phonics, decoding and sight words, among other skills. For Spanish-speaking students, Everyday Math books are available in Spanish. We are also building native language libraries in each ESL classroom. Content area trade books and text books are currently available in Spanish. ESL instructors differentiate instruction to help make content comprehensible to SIFE students. Content area books are available at a variety of reading levels and are used during the small group, guided reading period of the literacy block. As our budget allows, we are also offering to SIFE students an After School enrichment ESL program one day per week.
- Newcomers (ELLs with less than three years in the NYC public school system) receive their entitled minutes of ESL instruction and NYSESLAT test preparation in addition to being offered small group instruction through the abovementioned services. Native language materials in the content areas are also available to support newcomers. We also offer ELA and Math test preparation both during the school day and through the Extended Day program, and after school through our After School Program and Saturday Academy programs. As our budget allows, we are also offering ELLs an After School enrichment program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have implemented extra periods for our newcomers to focus on oral English language development and acquisition as well as phonics, decoding and reading comprehension. Content area support, such as math, is also provided. Students will be provided one extra period per day five days a week to have their particular learning needs met. This program's effectiveness is proven by the data that shows that our newcomers have reached and even outperformed their grade level peers in the past. Our other intervention strategies - SETTS, AIS, Extended Day and after school and Saturday academies - ensure that every ELL is getting his/her particular learning needs met.
11. What new programs or improvements will be considered for the upcoming school year?
- We offer ELA and Math test preparation through the Extended Day program which focuses on ELA on Mondays and Math on Tuesdays. Students work in small groups on tasks aligned to the Common Core Standards. We also offer After School and Saturday Academy programs for our ELLs including SIFE and SWDs. As our budget allows, we are also offering ELLs an After School enrichment program. The ReadyGEN ELA curriculum is new this year and is being used in grades K-5 to prepare students for the rigorous work of the new Common Core State Standards. Our new math curriculum, GOMath!, also serves this purpose. In addition, we are piloting a new reading intervention program called Fast ForWord. In this online program, ELLs work independently to strengthen the key pathways in the brain that help students learn, so they can pay closer attention to their teachers, absorb information faster, and remember what they are taught.
12. What programs/services for ELLs will be discontinued and why?
- We are discontinuing the Journeys reading program and the Envisions Math program because they do not match the level of rigor called for by the Common Core State Standards (CCSS). The ReadyGEN and GOMath! programs are offered by the NYCDOE and better reflect the demands of the CCSS.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs in PS 214K. We also offer to ELLs ELA and Math test preparation through the Extended Day program, which focuses on ELA on Mondays and Math on Tuesdays. Students work in small groups on tasks aligned to the Common Core Standards. We also offer After School Program and Saturday Academy programs for our ELLs including SIFE and SWDs. As our budget allows, we are also offering ELLs an After School enrichment program. ELLs are also have access to our online reading and math programs (IXL, Rally Education and RazKids), which they can use both at school and at home. ELLs are included in all school programs and functions such as field trips, field day, Flag Day, ballroom dancing, and swimming.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

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

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

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

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

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

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

programs are available to help new arrivals with their oral language development and their phonics skills. These programs are available to all students throughout the school year.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

3.) Our guidance counselor receives SEMS training to help students, including ELLs, transition from elementary to middle school. She

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

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

D. Parental Involvement

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

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

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

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

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

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

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

4.) The parent coordinator and paraprofessionals offer translation services in Bengali. A Bengali paraprofessional provides written translations for the school, and an Assistant Principal and the ESL/Bilingual coordinator provide written translations of

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

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

E. Additional Information

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

Part VI: LAP Assurances

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

School DBN: 19K214

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 214K School Name: The Michael Friedsam School

Cluster: 2 Network: CFN 210

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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