

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PUBLIC SCHOOL 212- THE SCHOOL OF CYBERSCIENCE AND LITERACY

**DBN (i.e. 01M001):** 30Q212

**Principal:** CARIN ELLIS

**Principal Email:** CELLIS6@SCHOOLS.NYC.GOV

**Superintendent:** PHILLIP COMPOSTO

**Network Leader:** KAMAL SALFARLIE

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Carin Ellis	*Principal or Designee	
Christina Figueroa	*UFT Chapter Leader or Designee	
Frecia Tabaoda	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Roslyn Macharas	Member/ UFT	
Phyliss Mueses	Member/ UFT	
Lauren Bernardino	Member/ UFT	
Victoria Gonzalez	Member/ Parent	
Lauren Bartoldus	Member/ Parent	
Carl Flanigan	Member/ Parent	
Marisol Perdomo	Member/ Parent	

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

## CEP Checklist

### All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
X	<ul style="list-style-type: none"> <li>▪ Annual Goal</li> <li>▪ Comprehensive Needs Assessment</li> <li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li> <li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li> </ul>
X	<b>Academic Intervention Services (AIS)</b>
X	<b>Title I Plan (Only for schools receiving Title I funding)</b>
X	<b>Parent Involvement Policy (PIP)</b>

### Goal and Action Plan #1

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

#### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 85% of the students (95 out of 112 students) who are below grade level proficiency and receiving AIS and or RtI targeted instruction will show a minimum increase of two Just Right Levels, as measured by Teaching College Just Right Reading Levels.

#### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> <li>• Based on a data review, these students have fallen below grade level standards</li> <li>• Using MosL data from June 2014 these students did not meet grade expectations</li> <li>• June and September 2014 running records identified the students as below grade level in Literacy</li> </ul>

#### Instructional Strategies/Activities

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

<ul style="list-style-type: none"> <li>• Teachers have been identifying the traits of their students' Just Right Levels and reading behaviors to plan instruction aligned to students' needs</li> <li>• Increased phonics instruction for students in all grades</li> <li>• Foundations/Wilson/Words Their Way</li> <li>• Ready Gen – teachers have created reading response notebooks and questions for the books being used from the Ready Gen collection. Children must go back to the story to back up their responses with text evidence</li> <li>• Reading Street – stories are chosen based on the skills being taught</li> <li>• Differentiation/small group instruction</li> <li>• AIS groups – small group targeted instruction five days a week AIS literacy teacher pushes into 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade classrooms</li> <li>• RtI – six staff members will provide RtI services using the program Fountas and Pinell's Leveled Literacy Intervention. Identified first, second, third and fourth grade students have been targeted for RtI services</li> <li>• Junior Great Books – All students participate in discussions based on the techniques and protocols learned at the Junior Great Books training sessions.</li> <li>• Computer licenses: Brainpop.com, Isafe.com, Learning.com, Commonsense.com, Digitalpassport.com, Starfall.com, Pebblego.com, e-books, Storia School Pilot, One More Story, BookFlicks, RAZ Kids</li> <li>• Support specific to 2<sup>nd</sup> and 4<sup>th</sup> Grade students; Small AIS class has been formed to reduce the ratio of staff/students so that more direct support and instruction can be provided</li> <li>• Upper grade students have initiated self-led book clubs during lunch</li> <li>• Based on data students will receive small group instruction in Wilson</li> </ul>
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#### **B. Key personnel and other resources used to implement each strategy/activity**

<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Title 1 Paraprofessionals</li> <li>• AIS Teachers</li> <li>• School Website</li> <li>• Literacy Coach</li> <li>• SETSS Teacher</li> </ul>
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- Data Specialist
- Technology Specialist
- RtI – providers include literacy coach, data specialist, technology specialist and ICT special education teachers and the administration
- Classroom Messenger, Edmodo, Newsletters, Scholastic Messenger, and the school website are resources used to communicate with parents

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

- Teachers in Grades K-2 provide phonics instruction to their students for at least 30 minutes each day
- At-risk students in Grades 2-5 receive decoding intervention using the Wilson program when necessary
- Teachers and administrators analyze the Just Right Levels of each of their students and tasks to plan instruction geared towards helping them achieve the attributes necessary to progress to the next level
- Small groups of students who are below grade level work with a teacher 30 minutes a day four days a week using the LLI program. When children achieve appropriate just right reading levels new groups of students will be serviced based on needs
- Parents of all RtI students meet with the provider to explain the program and show the parents how to work with their child at home. Communication is ongoing with parents/guardians provided through the use of Classroom Messenger and Tuesday afternoons
- Students have passwords to RAZ Kids and they are expected to complete weekly assignments using the program
- All classroom teachers are trained on Tier 1 RtI interventions. AIS teachers and Title 1 Paraprofessionals received training on Tier 2 and Tier 3 RtI Interventions
- P.S. 212 is participating in an RtI Grant sponsored by the State. Needs assessment was completed, training provided on September 17<sup>th</sup>, November 19<sup>th</sup>, December 9<sup>th</sup>, and December 10<sup>th</sup> and assessments will be introduced

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

1. September → November; November → March; March → June

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

- Teachers assess at-risk students' (Grades K-1) letter/sound and sight word recognition every 2-3 weeks
- Teachers assess at-risk students' (Grades 2-5) decoding progress using the WADE every 6-8 weeks
- Classroom teachers will assess students' Just Right Levels a minimum of three times per year
- Tier RtI staff assess the students weekly to show progress
- Classroom teachers monitor students' progress on RAZ Kids on a weekly basis
- All P.S. 212 personnel follow the RtI flow chart. The RtI/AIS/PPT team meets bimonthly to discuss students' progress and possible referrals for Special services
- Based on running records teachers modify instruction to meet student's needs
- Teachers meet weekly to review curriculum and update as per data

**Strategies to Increase Parental Involvement**

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

- Parent workshops
- Curriculum Night
- Parenting: How to Raise a Reader
- Expectations for students on each grade
- Adult ESL Classes
- Pajama Day
- Computer Classes for Parents
- RtI Meetings with Parents
- Meet the Teacher
- Parents of children receiving Wilson help receive instruction on the program
- Parent workshops on how to use RazKids
- Scholastic Stora Pilot grant
- Homework Without Tears provided by occupational and physical therapists
- Assessment meeting for parents of children in Grades 3, 4 and 5
- Benchmarks and Just Right Levels for each grade in literacy are provided on the school website and in each child's report card

**Budget and Resource Alignment**

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

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

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2015, the school's test average for students' in each grade K, 1, & 2 will increase by 50% on the ELA Performance Task from the 2014 ELA Performance Task thereby grade K will increase from 13.4% to 26.8%, grade 1 will increase from 26.1% to 52.2% and grade 2 will increase from 30.9% to 61.8% and thereby increasing the number of students K, 1, & 2 on standard.

### **Comprehensive Needs Assessment**

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

Based on the NYC Schoolnet data students need to increase their levels of mastery on the identified standards. Data indicates 100% of students in Kindergarten, 94% of First Graders, and 96% of Second Graders are below level on the identified standards.

### **Instructional Strategies/Activities**

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

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

- Teachers will receive on-going support regarding assessment/use of rubrics
- Use of school-made tasks from last year
- Units of study based on CCLS
- Analysis of data from MOSL to drive instruction
- Reading Street—Grades 1-2—aligned to CCLS
- RtI- students in grades 1 and 2 will be identified when below grade level. Small groups of 4 or 5 students on the same Just Right Level will receive instruction 4 times a week for a half hour.
- Parents of RtI students will meet with the provider to review the program and teach parents how to work with the child at home.
- School Messenger will be used to communicate with parents
- Teachers will work with colleagues, coaches, and administrators to achieve rigor and access to all students (UdL)
- SchoolMoves will be used for the children that require help with tracking and focusing
- Computer licenses: Brainpop.com, Isafe.com, Learning.com, Commonsense.com, Digitalpassport.com, Starfall.com, Pebblego.com, e-books
- Students will be able to organize the structure of their writing to include multiple paragraphs and features of specific types of writing
- Students will learn text features of nonfiction texts
- Teachers scaffold and adapt Common Core aligned curricula to meet the needs of their Special Needs populations, including SWDs, ELLs, and gifted students
- Staff analyze scores based on the standards and develop lesson plans based on data
- Teachers will give a pre-writing piece for narrative, persuasive and informational writing. Units of study will be based on student's work

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

- Classroom Teachers
- Parent Coordinator
- Literacy Coach
- Assistant Principal
- Speech Teachers
- Occupational Therapist and Physical Therapist
- Data Specialist
- IEP Teacher
- Technology teachers
- RtI Providers
- Speech supervisor will provide workshops on acquisition of a second language.
- MoSL Specialist

<ul style="list-style-type: none"> <li>• Network Support</li> </ul>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ul style="list-style-type: none"> <li>• Teachers will administer school-made tasks a minimum of one time prior to the administration of the NYC MOSL</li> <li>• Teachers familiarized themselves and their students with the rubrics used to grade the tasks</li> <li>• Teachers will use the rubrics when grading the tasks and analyze the results to ascertain growth in each area (ex; information, structure, etc.)</li> <li>• Teachers will incorporate the units of study aligned to the CCLS that they developed in their Literacy curriculum</li> <li>• Teachers will support struggling learnings through Tier 1, 2, and 3 interventions</li> <li>• Teachers will meet in vertical teams to discuss areas of strengths and weaknesses to modify curriculum</li> <li>• AIS/part time ICT class was established on the second grade</li> <li>• Reading response questions were created for the children to learn to use text evidence and demonstrate text comprehension</li> </ul>
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September, October, November, Narrative Writing 2014 → December 2014 → MoSL Data Analysis → Persuasive writing - > December 2015 → Informational Writing February 2015 → May 2015
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>• Rubrics will be developed with students and used regularly to assess writing assignments</li> <li>• Units of study will be used in conjunction with Ready Gen</li> <li>• Teachers will present Progress Monitoring notes to the RtI team every 4-6 weeks</li> </ul>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>• Parent Workshops</li> <li>• Meet the Teacher</li> <li>• Curriculum Night</li> <li>• UFT workshops (Homework Help, CCLS)</li> <li>• Parenting: How to Raise a Reader, Smart Parenting, Safe touch, Bullying, Cybersafety, 100<sup>th</sup> Day of School</li> <li>• Adult ESL Classes</li> </ul>

**Budget and Resource Alignment**

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, by using the following physical education programs within the school's classrooms: <i>Yoga4, Activity Works, Move to Improve and School Moves</i> , all children (110%) in the school (Grades K-5) will receive short teacher guided breaks during the school day thereby increasing or exceeding the number of mandated minutes required for physical education.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> <li>• P.S. 212 has a very small school yard and the gymnasium is not full size. Students need to meet or exceed the mandated amount of minutes required for physical education as per the state and city.</li> <li>• Last year students who were experiencing problems focusing started the day with a running program. After running students were able to focus for longer periods of time.</li> <li>• Research shows that exercise reduces stress levels and children are better able to focus when they have physical activities. Reduced stress levels will aid with testing anxiety.</li> <li>• Now that we no longer have the extended day running program, we created a way to incorporate movement into the school day.</li> <li>• Children were making unhealthy choices in the lunch room. Many children bring cookies and chips for lunch daily we realized students and parents needed to be educated in nutrition and making healthy choices.</li> </ul>

**Instructional Strategies/Activities**

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

- P.S. 212 received a grant from Activity Works for \$5000 dollars which includes technology. Programs are accessed on the Promethean Board. Students exercise along with the website
- On Election Day all of our staff was trained by the Central's Move to Improve (MtI) Staff. Each teacher received equipment to be used in their classroom which includes curriculum guides and CD's
- All staff members were trained in Yoga 4Class. Staff received curriculum guides and materials
- Special Education self-contained classes receives one period weekly of Yoga and Mindfulness training
- All staff in Grade K – 3 were trained in Cookshop. Teachers cook with the children while teaching them about healthy choices and nutrition
- Parent volunteers help classroom teacher prepare the food and help clean up
- Teachers in grades 4 and 5 are going to training on the weekend provided by the Food Bank of New York. Students in Grades K – 5 participate in a series of weekly workshops
- Cookshop donates all materials and food for each class
- Our Parent Coordinator runs the Cookshop workshops for the parents in a series of weekly workshops. This activity culminates in a luncheon provided by all participants
- Parents participate in a series of Cornell Nutrition workshop
- The organization Unity will provide dance workshops every Wednesday in January, February and March for all three lunch periods.
- 60% of the students participate in Cookshop and learn about nutrition and healthy eating
- 10% of parents/guardians participate in the Cornell and Cookshop workshops or activities about health
- 98% of the staff trained in Yoga 4 Classes and Move to Improve

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

- All teaching staff
- Parent Coordinator
- Parents
- Cornell Staff
- Physical Education Teacher.
- School Aides
- Literacy Coach
- Staff Developers
- Unity –outside organization
- Promethean
- Websites- Go Noodle

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

- Move to Improve Daily Physical Activity Tracker
- Calories Burned on the Activity Program website
- Surveys from parents
- Sign in sheets
- Fitness Gram –compare growth of the fifth grade students

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

1. September 2014 → Cornell Parent Workshops November → Election Day Planning Move to Improve → Cookshop Training December → January Cookshop → January, February, March 2015 Unity Dance → June 2015

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

- Food is delivered on Tuesdays. School aides distribute food on Wednesday morning. Parent volunteers help prepare the food before the lesson. Teachers who do not have sinks in their room change rooms with colleagues
- All materials pots, pans, cutting boards, plates, utensils and curriculum is provided by the Food Bank of New York
- Instructors from Cornell run nutrition workshops each Thursday for a series of lectures
- Students take breaks during the day and use the Activity Works webpage
- Children learn to use Yoga as a means to reduce stress
- During two Monday Professional Development sessions, the physical education teacher instructed Kindergarten teachers on activities they can use in the gymnasium
- Family Fitness Night
- Second Grade students are involved in swimming program on Tuesdays and Thursdays for ten weeks
- Parents use the children's lunchroom for the Cornell Nutrition classes
- Parents use the teacher's lunchroom for the Cookshop workshops

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference

these activities in your school's Title I Parent Involvement Policy (PIP).

- Family Fitness Night
- All second graders will go swimming each Tuesday
- Curriculum Night - UFT workshops (Homework Help, CCLS)
- Parenting: How to Raise a Reader, Smart Parenting, Safe touch, Bullying, Cybersafety, 100<sup>th</sup> Day of School
- Adult ESL Classes

### **Budget and Resource Alignment**

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

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

NYSTL, Contract for Excellence, Students First, Sequestered 2010 Census

### **Goal and Action Plan #4**

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

### **Annual Goal #4**

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

By June 2015, the school's test average for students' in each grade K 1, & 2 will increase by 50% on the Math Performance Task from the 2014 Math Performance Task thereby grade K will increase from 15.2% to 30.4%, grade 1 will increase from 20.5% to 41% and grade 2 will increase from 22% to 44% and thereby increasing the number of students K, 1, & 2 on standard

### **Comprehensive Needs Assessment**

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

- Based on the NYC Schoolnet data students need to increase their levels of mastery on the identified standards.
- Data indicates 100% of students in Kindergarten, 93% of First Graders, and 96% of Second Graders are below level on the identified standards
- Based on observations completed during the 2013-2014 school year K – 2 teachers were not teaching explicit multistep strategies to solve mathematical problems

### **Instructional Strategies/Activities**

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

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

- Students receive support with solving multi- step problems accurately using various strategies
- Students receive support on learning how to demonstrate through pictures and/or written work, the process by which they solve problems.
- During pre-observation conferences with K – 2 teachers, explicit teaching of multiple strategies for solving problems will be reviewed
- Go Math
- Engage NY lessons
- After-school support for Level 1 students is provided by teachers using the RtI program provided by GoMath
- ESL after school classes
- Parent workshops
- Teachers focus on dissecting and analyzing questions asked on the performance task using the rubric
- Rti levels 1, 2 and 3
- Universal Design for Learning is included in daily math instruction
- Differentiation/small group instruction
- AHA Math is used for additional instruction and homework
- Peer tutoring is provided by 4<sup>th</sup> and 5<sup>th</sup> Grade students during lunch
- AIS Small group instruction is provided during the school day by the math coach and the math cluster teacher.
- CookShop provides extra instruction in measuring, counting and other math related skills
- STEM Workshops in the evening are provided for parents and their children by the science and math staff. This includes the scientific method, math strategies and architectural design.
- STEM enrichment activities are provided by the science cluster to second grade students during the course of the regular school day

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

- Classroom Teachers
- AIS Teachers
- Parent Coordinator
- Math Coach

- Math Cluster Teacher
- Title I Paraprofessionals
- Data Specialist
- Science Teachers

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

- Teachers assess their students using materials provided by Go Math mid-chapter check points, end unit exams, performance tasks from Go Math and teacher made materials in order to determine their students’ knowledge and drive further instruction
- There is an after school program offered to ELL students in an effort to support academic language development
- There are parent workshops offered for each grade for cycles of three weeks. Curriculum for each grade level is presented
- Parents are given evaluation forms in order to assess the efficacy of the workshops
- Teachers support struggling learnings through Tier 1, 2, and 3 interventions
- Spanish speaking children are receiving Mathematics homework in Spanish

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

1. September 2014→November -> Weekly Parent Workshops Begin -> December STEM Workshops for parents -> January Cookshop Begins –After School Program-> June 2015

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

- “Lab sites” were formed and teachers “visit” the “lab sites” in order to see “best practices” modeled by peers, coaches, administrators, etc. Visits are programmed into the regular school day and coverage for teachers is provided on a rotating basis
- Teachers present Progress Monitoring notes and plans to the RTI team every 4-6 weeks
- Professional development on Math Games to support planning and instruction
- Small group rotations is provided by the classroom teacher to allow independent work time and more teacher directed lessons with a smaller teacher to student ratio

**Strategies to Increase Parental Involvement**

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

- Parent Workshops/Curriculum Nights
- Weekly Math Content Meetings for Parents
- Stem Workshops for Parents
- Parenting: How to Raise a Reader, Smart Parenting, Safe touch, Bullying, Cybersafety, 100<sup>th</sup> Day of school
- Adult ESL Classes

**Budget and Resource Alignment**

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

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

NYSTL, Contract for Excellence, Students First, Sequestered 2010 Census

**Academic Intervention Services (AIS)**

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Wilson Foundations EngageNY Readers’ Theater Interactive Storytelling Book clubs CAT interactive story telling	Small group	During the school day After school program

	Leveled Literacy Intervention		
<b>Mathematics</b>	EngageNY GoMath (Tiers 1, 2, and 3), Re-teaching of skills not mastered during the previous year	Small group Individual	During the school day After school program
<b>Science</b>	Re-teaching	Small group	During the school day
<b>Social Studies</b>	Re-teaching	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Individual counseling Beginning ESL group Social Skills Group Beautiful Me	Individual Small group	During the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

A committee of teachers interviews all candidates for positions within the building. Candidates are asked to interview and conduct a demonstration lesson in the position we are trying to fill. The majority of teachers in our school hold more than one license. Many teachers have enrolled in the ITA program and have received their ESL licenses.

We employ a Mathematics and a Literacy Coach. The coaches attend grade level meetings one period a week. During the second weekly grade conference teachers share best practices, materials, and write curriculum that is aligned to the Common Core. Teachers attend professional development workshops throughout the school year. Workshops are provided through the DOE, Network, Science organizations, Scholastic, Leap, Cat, Junior Great Books, Pearson, GoMath Personnel, ESL, Ramapo, UFT Teacher's Center, Cookshop, etc.

**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).

When staff attend workshops they turn-key all presentations to the staff. Our OT/PT staff has done work on sensory issues, RtI, Executive Functioning. The school psychologist has worked with the staff on behavior plans, FBA's, BIP's and behavior charts. The Network has provided training in Wilson and Foundations for teachers and paraprofessionals. The literacy coach, is a nationally board certified teacher.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

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

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

Parents are invited to meet with the administration, school psychologist, PTA, parent coordinator. Kindergarten teachers present materials used in Kindergarten. Parents are given a tour of the building. Pre-kindergarteners participate in a music

workshop

Each new kindergartener is assessed on basic skills and concepts in June to ascertain their prior knowledge and needs of new students. Parents are given a handbook describing school procedures, protocols and rules in nine languages  
Parents are given a packet to review over the summer. This includes sight words, colors, shapes, strategies, educational games, and books to read to their children

ESL children are assessed on the NYSITELL during the last week in August.

Classroom assignments, a picture of the teacher and a welcome greeting are mailed to each family in August

Parent escort children up to their classroom and meet with the teacher the first day of school

### **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.

Teachers chose a MoSL committee whose members attend all workshops provided by the DOE. This information is turn-keyed to the staff. Staff was surveyed and the choice of assessments was agreed upon.

A professional development committee was chosen by the UFT Chapter Leader. During meetings profession development topics are chosen based on data and needs of the community.

## **TA Schools Only**

### **Use of Program Resources**

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

### **TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP)**

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

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

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

to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Parents are actively engaged in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- Parents are engaged in discussion and decisions regarding the required Title I set-aside funds. Parents requested computer classes and ESL classes
- P.S. 212's staff supports parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes daily communication, technical support and planning of activities. The PTA offers the teachers mini grants to support special activities in the classrooms
- The parent coordinator serves as a liaison between the school and families. The Parent Coordinator provides parent workshops based on the assessed needs of the parents of children. She works to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains a log of events and activities that planned for parents each month and files a report with the central office
- P.S. 212 conducts 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. Parents and children participate in art workshops with their children before each holiday
- We provide opportunities for parents to help understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Progress Report, Quality Review Report, and Learning Environment Survey Report
- We host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- P.S. 212 provides monthly parent meetings with flexible times, such as meetings in the morning or evening, to share information about the articulation process for fifth graders, weekly math workshops for every grade level, STEM workshops for students and their parents, Family Fitness Night, Scavenger Hunt, Winter Show, Spring Show, Casa Dance Performance, etc.
- P.S. 212 translates all critical school documents and provides interpretation during meetings and events as needed. A parent handbook for all new parents in nine languages is distributed to the parents of all new admits
- A carnival is provided by the PTA in the fall. Parents and teachers work together to make this event a success
- A workshop was provided where all support staff (cluster teachers, speech teacher, guidance, etc.) introduced themselves to the parents
- ARIS workshops for parents
- Parents are invited to watch their children perform in the winter and holiday show. Staff performs alongside the children during these events. Parents are invited to watch their children dance in the CASA performance in the Spring
- Parents enjoy a morning of literacy as we celebrate Pajama Day
- Entering Kindergarten parents and students are given a number of tours and introduced to staff including administration, teachers, nurse and guidance counselor while their children enjoy a music lesson. All incoming Kindergarteners receive a picture of their teacher with a welcome message in late August
- The student government helps provide special events such as a talent show that includes children and their parents
- All female students participate in a self-esteem program during the school day. Mothers of the participants are invited to participate in the same workshops as their daughters
- Staff uses classroom messenger and the school website to keep parents informed of activities and units of study
- We encourage meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee
- Parents come to the administration when they are experiencing financial difficulties, housing problems and employment. The PTA along with the Parent Coordinator has been supportive in helping families find housing, apply for food stamps and look for employment
- The guidance counselor and the school psychologist have assisted families when looking for therapeutic organizations

- The Parent Coordinator established a Parent Resource Center lending and instructional materials for parents and guardians
- Parents are informed throughout the school year of their child's academic and social emotional development.
- Every child in Grades 2 – 5 receive an agenda which is used as a means of communication between the school and home
- Parents are invited to a series of computer workshops

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

- hosting educational family events/activities during Parent-Teacher Conferences, meet the teacher, Grade Meeting for parents, and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee
- supporting or hosting SEM Family Night events
- Family Fitness night
- encouraging more parents to become trained school volunteers

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property

- try to resolve disagreements or conflicts peacefully
- always try my best to learn

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	\$374,100.21	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$108,490.00	X	See action plan
Title III, Part A	Federal	\$12,476.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,765,002.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

## 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: School of Cyberscience & Lite	DBN: 30Q212
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 65
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 5  
# of content area teachers: \_\_\_\_\_

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:

We are anticipating that approximately 65 students will participate in these programs.

Enrichment Science Program: Grades 3-5

Based on an analysis of in house assessments and students ELA scores, we have determined that there is a need for targeted hands on instruction to foster understanding and use of academic language among 3rd, 4th, 5th grade English Language Learners. We are looking to promote students use of written and spoken academic language as well as their listening and speaking skills in an effort to move students towards meeting the grade level expectations of the Common Core Learning Standards.

Students will also increase their social skills as they work collaboratively in groups to conduct hands on Foss Science experiments and work.

The activities and materials will support the goals by offering students the opportunity to work with hands on projects and experiments that will allow for continued academic conversations among students and build academic vocabulary.

Language development is provided using ESL methodologies through team teaching, push-in and pull-out programming.

Number of students by grade:

Grade 3- 15 students

Grade 4- 15 students

Grade 5- 15 students

All 3rd, 4th and 5th grade ELLs will participate in this program.

Three service providers will lead these classes; certified in the following:

2 teachers are dually certified in ESL and CB

1 teacher is certified in ESL/CB/Spec.Ed

Beginning November 19, 2014 through April 15, 2015 the program will run on Wednesdays, afterschool from 2:25pm- 4:00pm, for a total of 20 instructional sessions.

Providers will conduct:

Mini lesson

## Part B: Direct Instruction Supplemental Program Information

Hands On Activity (small group)  
Share out

Grade 1& 2

Based on in house, MOSL and NYSELAT assessments we have determined that there is a need for a phonics based program that will move our students to meet the expectations of the Common Core Learning Standards. The Lively Letters program would have students learn letter sounds through song, nursery rhymes and dance.

The program and materials will support our goal by offering students the opportunity to engage in phonics instruction through song and dance. We will focus on supporting these students to achieve grade level reading/ writing and speaking standards.

Number of students by grade:

Grade 1- 15 students

Grade 2- 5 students

Two service providers will service these classes, certified in the following:

1 teacher is certified ESL and CB

1 teacher is certified ESL/ CB and Early Childhood

We will target Beginner ELLs.

The program will run concurrent with the 3, 4, 5 grade Science Enrichment Program beginning November 19, 2014 through April 15, 2015, for a total of 20 instructional sessions.

\*\*A supervisor will be paid with Title III funds as we do not have any additional operational programs.

## 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:

In order for teachers to deliver lessons with fidelity and to develop a solid repertoire of hands on activities, we will hold Professional Development prior to the start of the program so that teachers can familiarize themselves with the FOSS program for the 3-5 Program, and Lively Letters for the 1-2 program. During this time, teachers will engage in looking at student work to align their lessons and modify to meet the needs of students as well as build upon the current plan.

Professional Development for the FOSS Science program will be facilitated by a ESL/CB teacher.

Professional Development for the Lively Letters program will be facilitated by the Assistant Principal. A

**Part C: Professional Development**

total of 5 sessions will be held for each group of teachers/ program, once prior to the start of programs and once monthly which will be delivered by a highly qualified ESL teacher, Science Cluster and the Assistant Principal.

Topics to be covered include but are not limited to planning of units of study, differentiating instruction of hands on learning activities, and use of science manipulatives as to increase the rigor and intellectual student engagement.

**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:

PS212 has a dedicated PTA that is always interested in and ready to address the needs of the community to help all feel part of the community and keep parents aware of the instructional tasks and work. Parents are invited to participate in events such as Pumpkin Day, Pajama day, etc. The parent Coordinator, counselors and administration work together to determine the needs of children and parents including ELLs. As a community we provide workshops for parents such as Art workshop prior to each holiday, Meet the TeacherNight, Science Night and Testing Night, weekly Math lessons for parents.

We have also extended invitations to parents to attend ESL workshops as we have determined the need among parents for ESL services as they are not native english speakers. This program meets once weekly for two hours. The class size can go up to 30 adults. There will be 1 bilingual (Spanish) teacher employed for this program. Materials include Side by Side work and text books as well as teacher made lessons focusing on necessary school information to keep parents informed, as well as to support their children instructionally.

Translation/ interpretation services are offered to all parents through school aides, Parent Coordinator and Paraprofessionals that are paid per session using the translations and interpretation budget allocation. We also utilize the Translation Services Unit, if we cannot satisfy the language needs of the parents/ community. Use of translation APPs for I-Pad and Permethean Boards.

We will hold approx.16 sessions

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>30</b>	Borough <b>Queens</b>	School Number <b>212</b>
School Name <b>School of CyberScience and Literacy</b>		

### 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 <b>Carin Ellis</b>	Assistant Principal <b>Melissa Haidary</b>
Coach <b>Danielle Mahoney</b>	Coach <b>Debbie Levy</b>
ESL Teacher <b>Denise Alvarez</b>	Guidance Counselor <b>Monica Recalde</b>
Teacher/Subject Area <b>Christina Figueroa/Literacy</b>	Parent <b>Frcia Taboada</b>
Teacher/Subject Area <b>Marybeth Zaoitis/Math</b>	Parent Coordinator <b>Olga Flores</b>
Related Service Provider <b>Connie Kalogiros</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>12</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>10</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>809</b>	Total number of ELLs	<b>72</b>	ELLs as share of total student population (%)	<b>8.90%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE	3	3	2	2	4	5	0	0	0	0	0	0	0	19
SELECT ONE														0
<b>Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>19</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	55	0	9	17	0	9	0	0	0	72

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		
<b>Total</b>	<b>55</b>	<b>0</b>	<b>9</b>	<b>17</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>72</b>

Number of ELLs who have an alternate placement paraprofessional: 3

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	14	4	11	12	8	0	0	0	0	0	0	0	54
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	4	3	1	0	3	0	0	0	0	0	0	0	11
Urdu	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	1	0	1	0	2	0	0	0	0	0	0	0	4
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>5</b>	<b>20</b>	<b>8</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>72</b>						

## 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)	1	1	1	0	3	1	0	0	0	0	0	0	0	7
Intermediate(I)	2	4	4	1	6	4	0	0	0	0	0	0	0	21
Advanced (A)	2	14	3	13	3	8	0	0	0	0	0	0	0	43
Total	<b>5</b>	<b>19</b>	<b>8</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>71</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	0	0	6
4	12	0	0	0	12
5	2	3	0	0	5
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	2	0	1	0	1	0	10
4	7	0	7	0	0	0	0	0	14
5	3	0	3	0	0	0	0	0	6
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	7	0	6	0	1	0	14
8	0	0		0		0		0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math <u>n/a</u>	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other <u>n/a</u>	0	0	0	0	
Other <u>n/a</u>	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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	0	0	0	0	0	0	0	0

**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 grades K-2, we use the RASP assessment to find the reading levels of the students. The insights that we have gathered from these results are that many of our students lack the knowledge of literacy in their native language. Therefore, much of the difficulties they have cannot be rectified through the use of glossaries, literature written in the Home Language, etc. We also see that our students

have a great deal of difficulty with phonics, even when the alphabet of the home language is the same as English. We have used this information to help us set benchmarks for these students to meet. These benchmarks may not be “on grade level” but are adjusted to meet the needs of the students who are just acquiring the English language. Teachers have made assessments across the grades to measure students' skill levels and next steps. We assess the students' reading levels three times a year (Fall, Winter and Spring). We have created after-school programs and small group instruction during the A.I.S. morning to assist these students acquiring the English language. These groups are based on their reading levels and are adjusted accordingly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Students in all grades have a higher rate of proficiency on the Listening and Speaking portions of the LAB-R and the NYSESLAT. Throughout the years, we have found that if students don't acquire proficiency in the lower grades, their chances of acquiring it later are significantly reduced.
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 [AMAQ tool](#))
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?

4a. ELLs in PS 212 usually do not take tests in their native language. The only exception to this is the New York State Mathematics Test for which they have a translated version in addition to the English version. Typically, there is no difference between scores since most of our students are not literate in their home languages.

4b. The analysis of the results of the Periodic Assessments is three-fold. First, teachers and administrators use the data to make decisions about materials/programs to use in order to help ELLs reach English proficiency in a more timely manner. Second, teachers use the data to help them to guide their instruction each year. Analyzing proficiency levels, strengths and weaknesses of each modality, etc. and looking for trends and patterns helps teachers customize their teaching so that all students can be reached and can progress. Lastly, school leaders use this data to plan for Professional Development. Once teachers' needs are ascertained, research can be obtained and meaningful PD can be given.

4c. We have learned that our students need more exposure to academic vocabulary as well as more time spent reading higher levels of text and writing for authentic purposes.
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](#).)  
At PS 212, we use data to guide instruction and support the academic achievement of ELLs by looking at each child's academic history and patterns found in English language proficiency (based on standardized test scores and informal observations and assessments). By analyzing this data, we are able to determine whether a student has an issue with processing information or is still becoming proficient in the English language. For example, a student who scores advanced/proficient in speaking and listening but is still a beginner in reading and writing may have a processing problem, or an issue that is not language related. The teachers use ongoing student assessments and tiered instruction for struggling students. ESL services are considered a Tier 1 service. Tier 2 is extra exposure to instruction, focused on students' needs. Tier 3 instruction is intensive intervention which consists of one-on-one tutoring or additional special services. If these students do not make progress in Tier 3, they are referred for special education services. We have found that the best practices in literacy assessment are using a variety of data sources to design tailored instruction, facilitate student learning, and monitor progress. We use the data from these assessments to identify students for Tier 2 intervention. The data from formative assessments is used to monitor progress and RTI instruction. It can be used frequently, and is guided by instruction based on the curriculum. This is largely driven by teacher observation, although assessments can be formal as well as informal. An example of this would be Fountas and Pinnell running records, quizzes, and check-ins. In addition to this information, if more than 20% of students in a given class are struggling with the same skill, RTI is not needed because the students' problem is not unusual given the performance of their peers. This means that the teacher should revisit the skill or topic and should focus on the instructional core, following up with class-wide measures at least every 6 weeks. If the students' problem is unusual given peers' performance then the teacher should provide targeted intervention in the specific skills and follow up with formative assessments every 3-6 weeks.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
General Education students in grades K-5 have the opportunity to be placed in self-contained ESL classes. These classes consist of approximately 50% ELLs, 25% FELLs, and 25% native/proficient speakers of English. All of these classes are taught by licensed ESL teachers. Special Education students in grades K-5 may have their ESL services pushed-in but may also be pulled out for a particular amount of time each day by a licensed ESL provider.  
Regardless of the class structure, students are regularly assessed (informally and formally) throughout the year. Assessments are

reviewed and analyzed by licensed ESL pedagogues and instructional plans are developed. Students receive a mixture of grade level work and functional level work. There is careful consideration of students' individual needs, and plans are created and adjusted accordingly. ESL teachers have opportunities to collaborate within and across grade levels so that students have the advantage of having several teachers work together in order to create plans and collect resources that would assist them in gaining English proficiency. Additionally, every teacher in the building (including cluster teachers) have had the requisite 7.5 hours of Jose P. training so that they can adequately use their knowledge of language acquisition to plan for and include ELLs who are present in their classes.

7. For dual language programs, answer the following:

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

n/a

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

When evaluating the success of our ESL program, we look, not only at the NYSESLAT, ELA, Math, and Science scores, but also at our students' written work (including but not limited to task assignments), oral presentations, etc. Additionally, we look at our students' social skills and interpersonal relationships to see if they are acclimating to the country and able to use the language to navigate the situations within the building. If we determine that limited progress is being made, we alter the materials used, modalities in which we teach, and/or the content of the lesson.

## 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](#).)

When students arrive at the school to be registered, there are several important steps taken to ensure proper class and program placement.

If students are transfers from other NYC public schools, we examine student records for proper placement.

If students are new to this country or new to the NYC Public School system, we administer the Home Language Identification Survey questionnaire. Based on the answers to HLIS form, we do the following:

If the home language is English, the child is placed in a general education monolingual classroom.

If the home language is a language other than English, an informal interview is conducted to evaluate Native Language and English Language proficiency. If the student does not speak any other language but English, he/she is not an ELL and is placed in a general education monolingual classroom.

At the time of admission, we have staff members who can communicate with parents in Spanish, Bengali, Urdu, Portuguese, and Greek. We use the program Google Translate to communicate in any language not spoken by a member of our staff.

If the student speaks Spanish and scores below the proficient level on the English LAB-R, the Spanish LAB-R is administered.

Depending on the score of the LAB-R in English, the student is placed accordingly. If the student scores at the Proficient Level, then the student is not an ELL and enters a general education monolingual classroom.

If the student scores at the Beginning, Intermediate, or Advanced Levels, the student is an ELL, and his/her parent is told of the three possible program choices offered in NYC Public schools as well as is shown a video explaining each option. Then, the parent is given the Parent Selection Form. If the parent chooses to opt for a freestanding ESL program, the child is placed in an ESL program/classroom.

Every student eligible (according to the HLIS) is given the LAB-R within 10 school days of admission by a licensed pedagogue.

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.

Early in the Fall of each year, once we have the results of the ELL assessments, we report them to the parents. After sending invitations to attend parent orientation meetings to parents in their home language, a licensed pedagogue shows the NYCDOE

approved video of the different programs available and explains the details of each program available to their children. If parents do not attend the first orientation meeting, the Parent Coordinator makes additional calls and sends additional invitations for parents to attend at another time. At that time, the above information is given again. Once parents have been given all of this information, they are given a Parent Program Selection Form which they fill out and designate the program they prefer for their child. Moreover, when students initially register to attend our school, parents complete the Home Language Survey (HLS) and are given information about each of the programs available to ELLs. The organization of these meetings, the filling out of the forms, and the placement of students are collaboratively accomplished by the Principal, the Assistant Principal, an ESL teacher, the Parent Coordinator, as well as the informed consent of the parents. Parents who have previously chosen or who choose for the first time, a TBE/DL program are assured that they will be informed by mail, telephone, and/or e-mail as soon as the program is available. They will also be informed that placement in such programs is contingent upon the Aspire Decree and CR 154 mandates in addition to parent choice. This process can take a maximum of 10 days, but is usually completed within 3 days.

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

Early in the Fall of each year, once we have the results of the NYSESLAT and LAB-R assessments, several letters go out to the parents of students who have taken the NYSESLAT or LAB-R. Based on the students' results, they receive one of the following entitlement letters:

Passed NYSESLAT, no longer requires ESL services

Failed NYSESLAT, still requires ESL services

Passed LAB-R, does not require ESL services

Failed LAB-R, requires ESL services.

The Parent Survey and Program Selection forms are given at registration (for new students). At this time, parents have an Orientation Meeting with a licensed pedogoue. During the meeting, parents are told about the programs for which their children are eligilble (ESL, TBE, DL). They are also given the opportunity to watch the NYCDOE video (that depicts each program) in their home language. Once all questions have been answered, parents are asked to complete the forms given to them when they arrived. If parents are not able to attend the first meeting, parents are, again, contacted by the Parent Coordinator and given another time to meet to go over the program options. The Principal, Assistant Principal, an ESL teacher, and the Parent Coordinator keep a list of surveys and program selection forms that have been returned. Then, they contact the parents who have not returned them and urge them to do so as soon as possible.

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.

After a licensed pedagogue interviews the parents and students at the time of registration, our Parent Coordinator and the licensed pedagogue assist the parents with completing the Home Language Identification Survey. Then, the RLER is run and if (through the report, the HLIS, and the interview) the child is deemed to be eligible to take the LAB-R, it is given immediately. If the results of the LAB-R (for students new to the NYC school system) or if the results of the NYSESLAT (for students already in or returning to the NYC school system) show that the child is an ELL, the Parent Coordinator and an administrator inform the parents that there are a variety of different instructional programs for the ELLs. This information is given to the parents in English and translated for them by a staff member, the NYCDOE translation unit, or Google Translator. Next, the Parent Coordinator sits with the parents and shows them the Program Choice video. Once the parent has viewed the video in his/her native language, Program Preference Forms are distributed and completed. At this point, the parent is offered a class for his/her child in our school or is explained the process of getting a seat in a neighboring school so that the child can be in the requested program. This information is also translated into the parents native language Parents are informed that bilingual programs require a minimum of 15 students in 2 contiguous grades. It is explained that if they are interested in this type of program, they will be notified once the requirements are met or they can be assisted in finding a school that provides the progarm.

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.

Our Testing Coordinator and Administrators review the RLER to determine the students who are eligible to take the NYSESLAT. Then, they look at the IEPs and 504s of all students who have testing accommodations so that these accommodations can be given. Next, the Testing Coordinator calculates the number of students taking the exam, the amount of time that each part is likely to take (with and without accommodations), and the number of ESL teachers who need to be used in order for this to be done in a timely fashion (within the window given). Once the testing schedule has been created, teachers pull individual students (for the Speaking section) and groups of students (for the Listening, Reading, and Writing sections) and administer the test. At the end of each day, the booklets and answer grids for absentees are separated so that they can take those sections of the test during the makeup period. After all sections of the test have been given, the make-up period begins, and absentees are given those sections that they had missed during the first administration.

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. *①*
- After reviewing this material, the overwhelming trend is that parents choose a freestanding ESL program. When asked for their reasons for this choice, most parents state that they would like their children to be immersed in English rather than be taught in both English and their native language. Additionally, we see that the majority of our students are not literate in their native language; therefore, parents understand that programs such as Dual Language and Transitional Bilingual Education may not help their children become proficient in reading and writing English.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- A) We employ a combination of push-in, pull-out, self-contained, and collaborative models. In grades K, 1, 3, 4, and 5 (self-contained Special Education) we have self-contained classes taught by teachers who are dually licensed Common Branches and ESL so that our students have the opportunity to have ESL strategies used in all subject areas throughout the day. It has been our experience that this type of approach allows our students to become proficient at a quicker rate than any other organizational model. In grades 2, 3 (ICT), 4 (ICT) and 5, we use both pull-out, push-in, and collaborative models. Two licensed ESL teachers pull students out for the mandated weekly number of minutes required. While out of the room, they focus on the areas of reading, writing, speaking, and listening with the students. These teacher also meet with the monolingual classroom teachers regularly to collaborate and plan lessons for the ELLs in their classes utilizing ESL and Native language materials. Additionally, a licensed ESL teacher pushes in at least one time per week to offer strategies and assistance in the students' regular academic environment.
- B) What are the program models?

Our students are grouped, for the most part, by grade. They are in Heterogeneous ESL and self-contained classes. The only exception to this program model is a small group of newcomers who are seen 2-3 times per week as a small group.

The following practices are an integral part of our ELL programs.

- a. A print-rich classroom environment is essential for effective instruction and learning to take place for our ELL students.  
Desks and tables are arranged so that students can work in cooperative groups.  
Charts, word walls, and rubrics are student friendly and include a lot of visuals.  
Classroom libraries are attractive, well organized and include leveled books, genres, author studies and multicultural books (in English and in our students' native languages) that reflect authentic literature in fiction and non-fiction categories.  
A rug area is available for shared learning experiences to take place.  
Learning centers such as literacy centers in reading and writing and a listening center with books on tape are available.  
Picture dictionaries, thesauruses, and magazines are available (in multiple languages).  
Manipulatives and other auditory and kinesthetic materials are used for literacy and content area instruction.  
Charts that show what makes good readers and writers are prominently displayed.  
Computers are used to develop students' reading/writing skills through rotated use.  
Student work is displayed on bulletin boards; it is shared and celebrated on an on-going basis.
- b. Shared reading and writing experiences provide opportunities for our teachers to model good reading and writing strategies through the use of the Naturalistic Approach and the Language Experience Approach.  
Read aloud with accountable talk, shared reading, and guided reading provide opportunities for our ELL students to listen and interact in meaningful language experiences. Dialogue, storytelling, and dramatization are incorporated through partnerships.  
Big books, mentor texts that are well illustrated and have repeated words and predictable language patterns are used for reading and teaching the necessary strategies and skills to our ELL students.  
Poetry, songs, nursery rhymes, and chants are also used to develop ELL students' language and literacy skills in a fun and natural way.  
Through interactive writing, shared writing, and guided writing the teacher uses students' personal experiences to develop writing pieces that reflect small moments, "how-to" pieces, "all about" books, memoirs, poetry, and responses to literature
- c. The use of whole group and small group direct teaching is pervasive in all our ELL programs and it is scaffolded by the following practices during our reading and writing workshops.  
Activating students' prior knowledge on a given topic.  
Explicit modeling of a strategy through mini lessons using well illustrated texts.  
Introduction of new vocabulary through actions, gestures, pantomime, and pictures. (Total Physical Response)  
Use of graphic organizers, charts, and rubrics to aid comprehension.  
Use of repetition, restatements, periodic summaries, and paraphrasing to clarify the learning experience.  
Speaking in relatively short sentences and using key words in giving directions.  
Employing role-play, drama, and improvisation to enhance communication and understanding.  
Creating task flow charts with illustrations to help monitor learning.  
Allowing students to try out a modeled strategy through turn and talk sessions or think-pair share sessions.  
Re-teaching and reinforcing strategies through strategy groups, guided reading/writing groups, and individual conferences.  
Sharing of student use of strategies through mid-workshop interruptions and share sessions.
- d. Our ELL students are given many daily opportunities to interact in meaningful and varied cooperative learning group situations. Through dialogue and discussion, students express their own thoughts, think out loud, listen to other viewpoints, share ideas and hear other problem-solving strategies, all of which help them to form a deeper understanding of the concepts they are studying and at the same time help to develop their language skills.  
Good group management routines are implemented by modeling of roles and responsibilities of group members and through the use of monitoring charts.  
Students participate in groups to solve math problems coming up with multiple solutions.  
Students work in partnerships to read and discuss books or share and/or edit writing pieces.  
Students work in pair-share or turn and talk sessions where they share ideas.  
Students analyze story elements through literature circles.  
Students work in groups working on exploratory math and science activities and projects.
- e. Through our research-based Open Court Phonics Program, our ELL students are systematically taught print awareness, letter recognition, oral blending and segmentation, encoding/decoding, and rhyming words. Phonics skills are taught through the use of thematically based big books that include emergent stories, poems, nursery rhymes and songs. The program also uses a multi-sensory approach, which is excellent for our ELL students. The use of puppets, cassettes, picture cards, songs, and movement activities using all body parts are an integral part of the program. Furthermore, this program is emphasized in grades K-1, where we find it has the strongest impact. Not only does it help students to improve their language skills, but it also benefits our struggling readers.

- f. Thematic units are developed and used through language arts such as author studies, genre studies, and through science and social studies. Shared experiences, use of prior knowledge, concepts and vocabulary related to themes are explored and developed within each unit. Interdisciplinary skills and concepts are developed using rich multi-cultural literature providing a meaningful context for learning. Through thematic instruction our ELL students are able to see patterns and make connections that relate to their every day lives.
- g. As a school of literacy and technology, we have created an infrastructure in our technology program that enhances all our programs, while it supports and scaffolds all the skills of our ELL students. Our computer teacher works with our ELL classes through a six week cycle developing their reading and writing skills through content area thematic projects. Our ELL students develop their skills by using a variety of software programs that include interactive activities, such as games, stories, vocabulary, phonemic awareness, comprehension skills and content area activities. They are trained to use Microsoft Word in writing small moment stories, non-narrative selections, poetry, and research reports. They are taught how and are given the opportunity to use the internet, Promethean Board, develop slides for Power Point presentations and participate in teleconferencing. All these activities help to develop the students' language proficiency as well as their academic skills. Many of these activities result in meaningful projects and or products that are displayed on bulletin boards, technology fairs, and school-related newsletters. Celebrations of student work, of course, help to boost the self-esteem of our ELL students.
- h. The use of specific informal assessments that are systematically used within the teaching/learning process have helped to drive instruction and learning for our ELL students and help to improve their skills.  
Our teachers do periodic reading running records to identify reading levels and match ELL students to "just right books". Through daily reading and writing conferences, teachers continually assess the needs of ELL students and plan small group instruction in meeting their needs. Teachers have created group charts to help them plan and assess their students. Reading and writing rubrics are developed on the grade, written on charts, and used by students and teachers to monitor student work.  
The use of "kid watching" and the use of conference notes help teachers to see patterns in learning and needs and to plan accordingly.  
Giving children opportunities to do peer editing helps children to share their ideas and skills as they support and assess one another.  
Our ELL teachers collaborate with other teachers on the grade as well as with each other in planning units of study and in pacing and modifying lessons to meet the needs of our ELL students.
- i. Our ESL teachers provide opportunities for modeling and sharing instructional strategies in the balanced literacy components. Our literacy coach and teachers collaborate in providing explicit models and strategies to make the teaching/learning process more effective for our teachers and our ELL students.
- j. We also provide opportunities for our ELL students to improve their language and literacy skills through creative activities through the Arts. Children's self-confidence and morale are improved through their participation in these activities as well. Our second through fifth graders sing in a chorus and have special performances throughout the year. Our students have worked with artists in residence to learn to dance, cook, fine arts and music presentations. ELL students receive music at least once a week during which they sing in order to support language acquisition skills. Our students participate in Visual Thinking Strategies (VTS) program. This program enhances verbal communication skills, thinking skills and reasoning skills.  
Students also participate in our after school activities such as HANAC, a community based organization. Children participate in doing homework, arts and crafts, Physical Education and dance. Many of our students also participate in Girl Scouts and Boy Scouts.  
We are confident that these instructional strategies provide a standards-based learning environment that supports our ELL students in their achievement as well as in providing them with a well-rounded education.

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)?

Our school only offers a freestanding ESL model. We currently have at least one self-contained class in grades K-5 (two self-contained classes in K and 1). These classes have specifically programmed ESL and ELA instruction times as part of their daily schedules. ELA instruction is 50 minutes per day for all levels, and ESL instruction is 75 minutes per day for Beginning and Intermediate students and 45 minutes per day for Advanced students. In our ICT and Special Education classes, we offer pull-out and push-in models. The ESL teachers are made aware of the amount of required ESL instructional time needed for each student, depending on their level of proficiency.

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.

The use of whole group and small group direct teaching is pervasive in all of our ELL programs, and it is scaffolded using the following practices during content area instruction:

Activating students' prior knowledge on a given topic.

Explicit modeling of a strategy through minilessons using well-illustrated texts

Introduction of new vocabulary through actions, gestures, pantomime, and picture ex: Total Physical Response)

Using prefixes, suffixes, and roots to figure out the meaning of new vocabulary words

Interactive word walls with pictures, definitions, and examples of each word

Use of graphic organizers, charts, and rubrics to aid comprehension

Use of repetition, restatements, periodic summaries, and paraphrasing to clarify the learning experience

Speaking in relatively short sentences and using key words in giving directions

Creating task flow charts with illustrations to help monitor learning

Allowing students to try out a modeled strategy through guided practice and think-pair-share sessions

Reteaching and reinforcing strategies through strategy groups

Sharing of student work through the use of mid-workshop interruptions and share sessions.

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

Since we have only ESL classes in our school, students are typically evaluated only in English. The only exception to this occurs when students first come into the building. When students first arrive at PS 212, and we determine that they need to be tested for ESL services, we give them the LAB-R test. If the student does not pass the LAB-R in English, and if his/her native language is Spanish, we administer the Spanish LAB-R. If the student's native language is other than Spanish, we do our best to have the child interviewed by a member of the school staff who speaks his/her native language so that we are able to get a better understanding of what the child's academic proficiency is in his/her native language.

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

When students first come to PS 212 to register, they are orally interviewed by a licensed pedagogue in order to ascertain their level of English proficiency. After the interview, (depending on the age of the student), they are given a brief assessment during which they are asked to read and/or write a few words/phrases/sentences/pages in a book. At this point, students are given the LAB-R and assigned a class. During the school year, ELLs are periodically assessed using running records (reading/speaking/listening), one-to-one conferences (listening and speaking), chapter/unit tests (reading and writing), book club assessments (reading, listening, and speaking), observations during whole class and small group discussions (listening and speaking), Periodic Assessments (reading and writing), samples of NYSESLAT tests (Listening, Speaking, Reading, and Writing), and the like.

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. We have no SIFE students at the present time. In the event that we get SIFE students, our SITE plan is:

To use the researched-based program, Open Court, to teach students the phonemic principles of the English language through themes, big books, large picture/letter cards, games, songs, and nursery rhymes, using a multi-sensory approach. We will also provide individual and small group instruction through our AIS staff to fill in any gaps in their education, using supplementary programs such as Wilson, Foundations, RAZ-Kids, and our rich "Just Right" leveled, multi-cultural classroom libraries.

b. For Newcomers, we offer lessons specifically geared towards their acculturation and acclimation to the United States. These lessons focus on American culture, traditions, the use of body language, colloquial English, important places in the community, and so on. We also offer a specially designed music class for Newcomers since research has found that students acquire vocabulary more quickly through the use of music and lyrics.

c. Students who have been in the country from 4-6 years are immersed in the English language. They have the opportunity to speak, hear, read, and write in English all day every day. They are given supports such as visual clues in order to help them feel comfortable with this transition. We regularly use graphic novels, books that are high interest but lower levels...in order to support these students. For content area subjects, students use i-pad applications and computer software programs to aid them in building academic vocabulary.

d. At this time, we do not have any long-term ELLs who do not have severe learning/cognitive disabilities.

e. In order to continue to support our FELLs, we often place them in self-contained ESL classes or in ICT classes that have one teacher who holds an ESL license. In this way, our FELLs have the opportunity to benefit from ESL strategies while they get used to communicating in their new language.

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?

Many of our SWD-ELLs are significantly learning/cognitively impaired and have great difficulties learning a new language and/or communicating in any language. Therefore, we have found it difficult to accelerate English Language development. However, we have found success with SWD-ELLs when we use music and song lyrics to teach academic vocabulary. We have also been successful with the use of highly visual computer programs such as BrainPop.com, Pebblego.com, and Starfall.com. Furthermore, our students do extremely well when material is presented to them using tactile or kinesthetic modalities. In fact, every SWD-ELL who took the 4th grade State Science Test (Performance Section) in 2013 passed!

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?

In grades K, 1, 3, and 4 all SWD-ELLs who are in ICT classes have the benefit of having one teacher who is a licensed ESL/bilingual teacher throughout the day. These students are able to get both their ESL needs and their IEP goals met during the course of their regular instruction. For students in grades 2 and 5 who are in ICT classes, and it is deemed appropriate by the administration and School Achievement Team, all SWD-ELLs are mainstreamed into self-contained ESL classes. SWD-ELLs who are in self-contained special education classes are serviced at least one period per week by the Science/Music cluster (who is also a licensed ESL teacher). In order to meet their mandated number of minutes, students in these classes are pulled out by a licensed ESL teacher and taught Literacy as well as content area subjects, using ESL methodologies.

### 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

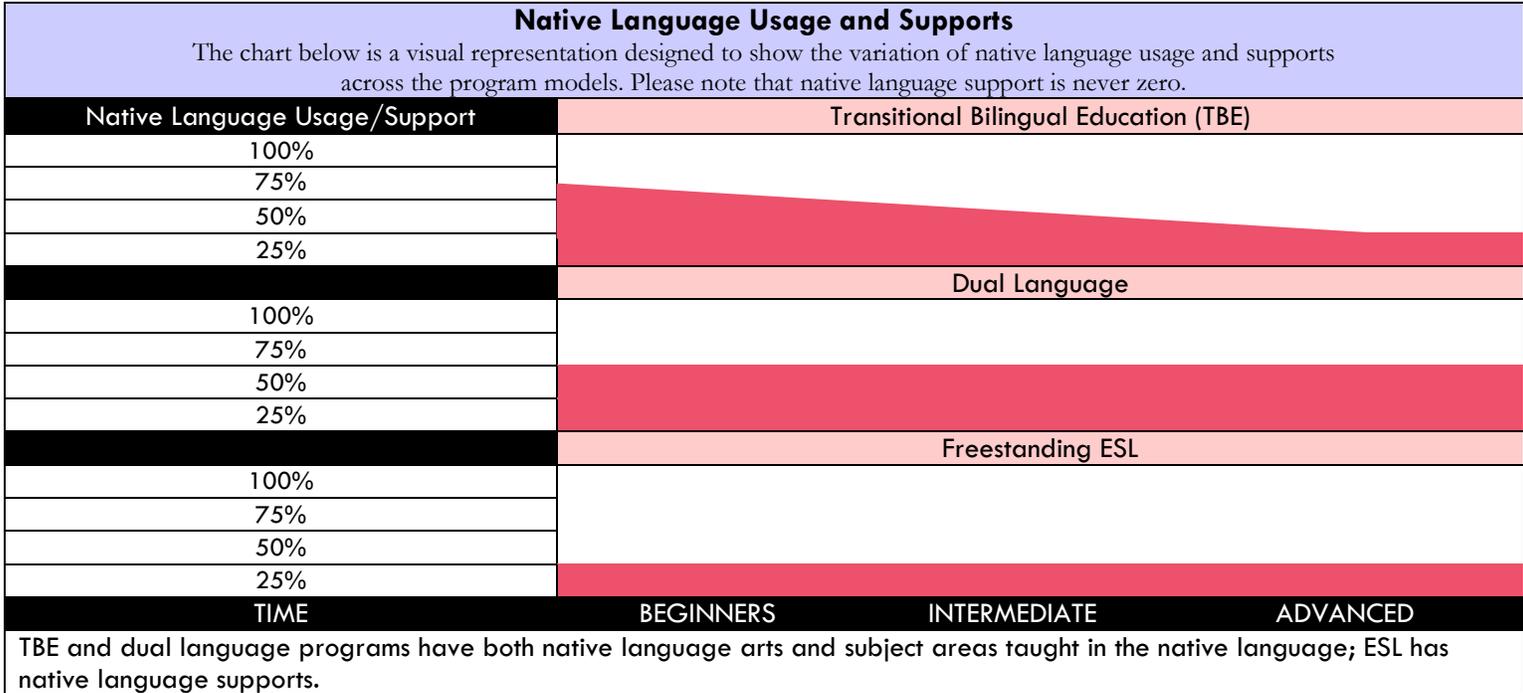
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	n/a	n/a
Social Studies:	0	n/a	n/a
Math:	0	n/a	n/a
Science:	0	n/a	n/a

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

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

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

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



## 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.
- All targeted intervention programs offered at PS 212 are given in English. We have afterschool ESL programs that focus on colloquial English, test preparation, formal and informal writing, reading for different purposes, mathematical concepts, and solving word problems. Furthermore, we offer extra phonics/decoding assistance when necessary. We also offer a specially designed music program for students (Newcomers and SWD-ELLs) who have an affinity for music but who struggle with English proficiency. Tier 2 and Tier 3 RTI groups are also available in ELA and in Math for students who qualify.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The phonics programs offered in Kindergarten and first grade (Open Court, Foundations, Primary Phonics, Words Their Way) seem to be very effective for ELLs in these grades (most students are reading close to grade level when they leave these grades). The combination of Teachers College and Reading Street also has proven effective in grades K-5 (although every child is not necessarily reading at grade level, there is significant progress made from when they arrive to when they complete their grades). Furthermore, the use of Book Clubs in grades 4 and 5 and Read Alouds in K-3 as well as the Junior Great Books program (to enhance discussion) have allowed our students to blossom (most of our students are able to meet proficiency levels in Speaking and Listening).
11. What new programs or improvements will be considered for the upcoming school year?
- This year, we have purchased Ready Gen for Literacy and Go Math! for Math. Both programs have an ELL component so that we can better serve this population of students.
12. What programs/services for ELLs will be discontinued and why?
- Since we have purchased Ready Gen, we will no longer be using the Reading Street program. However, if we find that the Ready Gen program's ELL component is sub-par, we will go back to using Reading Street for the ELL population.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Aside from the After School ELL program that is designed specifically for ELLs, all ELLs are invited to participate in the test prep. after school program, the World Dance (CASA) program, the Friday SEM Clubs program (Grades 4 and 5), the lunchtime monitoring program, the Beautiful Me program (for girls), the Science Enrichment program, as well as any other programs offered to the mainstream population. Since many of our students are FELLs and many of our staff members speak a language other than English, we are able to communicate and include all students no matter how recently they may have arrived in the US or at what stage of Language Acquisition they are.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In addition to our Literacy and Math programs, both of which have specially designed components that target ELLs, we use phonics programs (Foundations, Primary Phonics, and Open Court) in the lower grades. We also use Junior Great Books, Treasure Chest, leveled readers, native language libraries, and graphic novels. Since we are the School of CyberScience and Literacy, we utilize a tremendous amount of technology, including (but not limited to): Promethean Boards (to show video clips, images...to build background and increase vocabulary), i-Pad Applications, RAZ kids (computer program), Storia (e-readers, AHA Math (computer program), Learning.com, BrainPop.com, Pebblego.com, etc. These resources are particularly helpful when working with SWD-ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- PS 212 only has a self-contained ESL model of instruction. Therefore, native language support is minimal. However, for students who are literate in their native language and who require translation or interpretation, a staff member supplies it. Additionally, when deemed appropriate, the use of books in a student's native language (usually Spanish) can be used in conjunction with the same book in English for book club discussions.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- In Kindergarten, there are two self-contained ESL classes taught by licensed ESL teachers. There is also an ICT class in which the General Educator of the class holds a bilingual extension to her license. In first grade, there are also two self-contained ESL classes taught by licensed ESL teachers. It also has an ICT class in which the General Educator holds an ESL extension to her license. In grades 2-5, there is one self-contained ESL class per grade. Additionally, grades 3 and 4 have ICT classes in which the Special Educators hold ESL extensions to their licenses. Lastly, we have one third grade teacher, one fourth grade teacher, one fifth grade teacher, and one cluster teacher who hold ESL licenses and who have ELLs (full and/or part time) in their classes.
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.

Although we do not offer services to newly enrolled ELL students before the beginning of the school year, our Parent Coordinator works during the summer and is able to direct the parents of these students to various resources in the neighborhood. She also conducts workshops for the families of ELLs (previously enrolled as well as newly enrolled). Furthermore, activities, resources, newsletters, articles, information from Colorin Colorado, etc. are regularly e-mailed to families of ELLs. Throughout the year, as new ELLs arrive, their families are added to the distribution list and invited to attend all activities. In addition, students are given the appropriate number of minutes per week of ESL services. If the self-contained ESL classes are full, new ELLs are either pushed into these classes during the Literacy block or they are pulled out by a licensed ESL teacher.

18. What language electives are offered to ELLs?

**PS 212 does not offer language electives.**

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)?

n/a:

## 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: Describe the professional development plan for all ELL personnel at the school.

ELL teachers will meet with General Education teachers during grade meetings to plan units of study in reading and math but ELL teachers will differentiate instruction to meet the needs of their students.

ELL teachers will be trained in using math manipulatives and games by our math coach to make math instruction more interesting and enjoyable for their students.

VTS will train all teachers.

LeAp -A hands-on, arts-based approach utilizes visual arts, music, dance, and theater, to improve students' test scores across the board. LeAp provides 40 one-hour, in-classroom training sessions using hands-on and arts-based active instructional methodologies to teach current curriculum. LeAp teaching artists plan with teachers and devise lesson plans derived from the teachers' individual curriculum needs. There are also 7 days of professional development planned at New York University

K-2 teachers will be trained to use the arts and hands-on strategies to teach literacy, e.g. creating clay letters to promote alphabet letter recognition and phonemic awareness; singing to improve decoding skills; miming to build vocabulary; illustrating silly sentences to reinforce sight words, etc.

3-5 teachers will be trained to use arts and hands-on strategies to teach literacy, e.g. playing the hot seat game to build problem solving skills; singing to improve decoding skills and concepts of English grammar; miming to build vocabulary; dancing to explain and reinforce correct sentence structure, etc.

CFN 410 will provide professional development for all ESL teachers.

Publishers of Treasure Chest will provide ESL PD.

Teachers will get technology training so that they can incorporate more computer instruction into all curriculum areas.

Some areas that we will be focusing through our workshops/activities during the school year will be:

Reading Street Program

Treasure Chest

Bank Street

Use of Promethean Boards for lessons and assessing student knowledge

Assessing Student Work

Goal Setting for staff and students

How shared reading, interactive writing, read aloud with accountable talk, phonics and word study can support literacy and the content areas

How to modify and differentiate instruction within the balanced literacy program so as to better meet the needs of our at-risk students, our ELL students, and our Special Education students

Grade-wide planning of units of study in literacy and the content areas

How to analyze the results of formal and informal assessments to drive instruction

How to incorporate more effective small group instruction using strategy groups and guided reading/writing groups

The components of the Everyday Mathematics program with an emphasis on the morning routines, games, manipulatives, problem solving steps and special emphasis on developing writing in Math using math journals.

Sharing of effective ESL strategies among ESL teachers and monolingual teachers in literacy and the content areas

How to use technology to support literacy and content area instruction

Effective classroom management strategies that will support the balanced literacy components

2. In the past, ESL teachers have been given opportunities to meet within and between grades in order to discuss best practices. They have also been able to attend a variety of citywide workshops given by the Office of English Language Learners. This year, in addition to those opportunities, ESL teachers will attend training from Pearson on how to use the ELL component of Ready Gen. Lastly, they will also participate in Professional Development opportunities provided by Houghton Mifflin Harcourt on how to use the Go Math! program with ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary school to middle school?

In order to support staff to assist ELLs as they transition from elementary school to middle school, our bilingual guidance counselor, social worker, and Parent Coordinator meet with staff to offer their assistance with communicating with parents, helping families successfully complete applications, and familiarizing themselves with the middle school application process as well as the

specifics of the schools which the plan for their children to attend. The school leaders in the building hold regular meeting for staff members as well as for parents so that they are comfortable with what needs to be done, particularly for students who are not native speakers of English. Our guidance counselor, speaks with the school leaders of the middle schools to which our students are applying and investigates the types of programs, academies, and classes open to them. She, in turn, forwards this information to our staff so that they can better prepare their students by offering Inter-departmentalized reading and ESL instruction, technology that translates work into home language, grade level support (Higher Order Thinking Skills), a curriculum that is taught on grade level but with delivery and instruction that is differentiated, independent research projects, and vocabulary that is explicitly taught through a variety of modalities

4.: Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses.

Since all teachers hired prior to 2012, have achieved the 7.5 hours of mandated Jose P. training, every year subsequent to that, the administration reviews the new hires and assesses whether or not they have ESL/bilingual licenses, have documentation stating that they have completed their Jose p. training, or are in need of training. If they are in need of training, the administration, a seasoned ESL teacher, and/or their assigned "mentors" provide the training. The training provided includes (but is not limited to) sessions explaining the stages of Language Acquisition, discussions about the cultures most represented within our school, and ways that teachers can provide the most effective instruction possible for ELLs.

## 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: Describe the parent involvement in your school, including parents of ELLs.

PS 212 has a Parent Teacher Association (PTA) that is interested in addressing all the needs of our parent community. All parents are automatic members and are encouraged to partake in all fundraising efforts, workshops, learning opportunities and school activities such as Heritage Night, Pajama Day, Pumpkin Day, etc. The Parent Coordinator, Counselors, and Administrators work together in determining the needs of the children and parents including those of ELLs. Our school community provides the following workshops:

- Art Workshops for parents and children before each holiday
- Meet the Teacher Day
- Curriculum Night
- Science Night
- Testing Night

In addition, our Parent Coordinator assists parents with completing the HLIS forms during registration. She works closely with the Assistant Principal during Orientation ESL Meetings, helping parents fill out the Parent Survey and Program Selection Form. She schedules meetings with ELL parents to show the Orientation Video for Parents of Newly Enrolled English Language Learners. All workshops, brochures, pamphlets, videos, forms and documentation are available in English/Spanish. Other languages are made available upon request.

2: Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school offers adult ESL classes two days a week taught by our own licensed ESL teacher.

PS 212 has weekly Parent Involvement Art, Health, Education Workshops weekly in English/Spanish:

We also partner with the following organizations: Alley Pond Environmental Center, American Cancer Society, American Diabetes Association, American Heart Association, City Harvest – Book Collection, Food Collection, Dr. Krieger, IES Medical, Dr. Sabogal, NYHQ, Dr. Tardeo, Privilege Care, Dr. Tsourounkis, Queens Chiropractic, Fidelis care, Food Bank of NYC – Cookshop for Adults, Healthfirst, Ident-a-Kid, Jackson Heights Beautification Group, Metlife, Neighborhood Health Providers, New York Hospital of Queens, NYC Department of Health – Healthy Homes and Lead Poisoning, NY FDNY – CPR, Smile Mobile Dentists, Somos-Padres Parent Outreach, St. Mary's Clothes Collection, The NYC Immigration Coalition, Time Warner Cable – Cybersafety, Urban Park Rangers

3: How do you evaluate the needs of parents?

Our school community interacts often with parents and knows of prevalent issues throughout the school. In response, we often base the need for certain workshops on the issues that our students/parents are confronting. During workshops there is always a question and answer session to assess if any further action is required. In addition, we conduct parent surveys in the parents' Home Language throughout the year, in conjunction with the DOE Parent Survey in the Spring.

4: How do your parental involvement activities address the needs of the parents?

Many parents express a variety of concerns when they meet with any of the members of our school community. During meetings, we discuss them and make every effort to address as many of those issues as possible. They may have a need for information on a process such as middle school articulation, ESL, Adult Education, Mental Health Services, tutoring for their child, Enrichment Programs, etc. We often provide referrals or support the parents needs.

The Parent Coordinator gears all activities for maximum for parent involvement. She addresses all issues from health, academics, testing, food stamps, free health care, tutors, childcare, Special Education, ARIS, ACUITY, ACCESS NY, Learning Disorders, free glasses, uniforms, warm clothes, nutrition, after school programs etc. Ultimately, she tries to furnish the parents with knowledge necessary to navigate their way through a problem or crisis regardless of the language they speak at home.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS 212**  
**School of CyberScienc**

**School DBN: 30Q212**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carin Ellis	Principal		10/1/13
Dr. Melissa Haidary	Assistant Principal		10/1/13
Olga Flores	Parent Coordinator		10/1/13
Denise Alvarez	ESL Teacher		10/1/13
Frecia Taboada	Parent		10/1/13
Christina Figueroa/Literacy	Teacher/Subject Area		10/1/13
Marybeth Zaoutis/Math	Teacher/Subject Area		10/1/13
Danielle Mahoney	Coach		10/1/13
Debbie Levy	Coach		10/1/13
Monica Recalde	Guidance Counselor		10/1/13
Qadir Dixon	Network Leader		10/1/13
	Other _____		

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

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

DBN: **30Q212** School Name: **PS 212**

Cluster: **4** Network: **410**

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

**Part A: Needs Assessment Findings**

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

Home Language Surveys are assessed for parent home languages in addition to identifying LEP students. Emergency Blue Cards indicate the parent's preference in written and oral languages. Title I parent meetings, PTA Meetings and SWP Meetings indicate parents' language preferences. Parent Coordinator surveys parent population for language preferences.

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.

Since our school was rezoned in the Spring of 2011, we have had an increase of Bengali native language parents, which consists of approximately 16% of our school's population. P.S.212 historically has had an 80% Hispanic population in which our translation and interpretation services have been geared to that language. We are now incorporating Bengali translation services as part of our efforts to effectively communicate with our parent population. Parent handbooks were distributed at registration which were translated into five languages

## Part B: Strategies and Activities

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

Our written translated services are provided by school personnel proficient in the languages necessary to communicate effectively with our parent population. All correspondence and communication to parents are translated to provide optimum access to information about our school functions and childrens' educational achievements. All communication is in the PS 212 Website which is connected to Google translate. Parents can access information in all languages. We have also used the services of the Translation and Interpretation Unit to translate correspondence to parents

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

Oral interpretation services are provided by paraprofessionals, school aides, parent coordinator and community associate at one-on-one parent/teacher meetings, conferences, Meet The Teacher, PTA Meetings, Parent Coordinator workshops, School Leadership Meetings, Learning Leaders Meetings, and all individual meetings with parents as needed

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>.

Communication to parents both oral and written will be provided by school personnel in languages identified. In the event such communication is not available the school will contact the Office of Translation & Interpretation Services for assistance. We have a posted sign on the bulletin board in the main lobby indicating the availability of interpretation and translated services. The school's website has information regarding each grade's activities on a monthly basis, which can be translated into several languages. As of September 6, 2011 all posters are displayed at the entrance to the school. Parents Bill of Rights was distributed by the Parent Coordinator during the first week of school. School report cards are issued in the parent's preferred languages