

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

School Name: THE NORTH HILLS SCHOOL
DBN (i.e. 01M001): 26Q221
Principal: PATRICIA BULLARD
Principal Email: PBULLARD@SCHOOLS.NYC.GOV
Superintendent: DANIELLE GIUNTA
Network Leader: MARY JO PISACANO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia Bullard	*Principal or Designee	
Judy Kriegsman	*UFT Chapter Leader or Designee	
Michelle Stein	*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	
Karen Strauzer	Member/ Assistant Principal	
Beth Chiariello	Member/ Parentt	
John Chuu	Member/ Parent	
Joanna Cornell	Member/ Teacher	
Jennifer Dobmeier	Member/ Teacher	
Gina Fini Bianco	Member/ Parent	
Jennifer Haghighi	Member/ Teacher	
Venetta Jones	Member/ Parent	
Michelle Maguire	Member/ Teacher	
Winnie Wu	Member/ Parent	
Jieun Yu	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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 students in grades K-5 will attain grade level proficiency in their ability to read with understanding and fluency as measured by achieving a level 3 or 4, or making at least 1 year's progress on the Teachers College Reading and Writing Project (TCRWP) Benchmarks for Progress on 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.

For our students in grades K-5, our reading goal reflects the more rigorous demands of the Common Core Learning Standards that expect students to read a wide range of increasingly challenging text in order to build a foundation for college and careers.

An analysis of our NYS ELA assessment data indicates that with the administration of the new CCLS aligned state assessments in 2013, proficiency rates in Grades 3-5 decreased as compared to 2012 results. In the second year of CCLS aligned testing, comparing our 2014 and 2013 results, proficiency rates increased in 3rd grade, 4th grade was flat and 5th grade decreased. In all testing grades, approximately 25% of students were approaching proficiency in 2014 on the state assessments.

Grades	2012 Levels 3&4	2013 Levels 3&4	2014 Levels 3 & 4	2014 Level 2	2014 Level 1
3	90%	64.3%	68.9%	25.6%	5.6%
4	92%	69.2%	69.2%	25.0%	5.8%
5	91%	65.1%	59.4%	27.7%	12.9%

Based on an analysis of the NYS assessment data, the need to raise the level of reading comprehension skills for students to meet the higher

expectations of the CCLS has been identified. Beginning in kindergarten with letter knowledge, phonics and concepts of print, students need to acquire a strong foundation in reading. This foundation will support the CCLS standards of building knowledge through content-rich nonfiction; reading, writing and speaking grounded in evidence from text, both literary and informational, and regular practice with complex text and its academic language.

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

1. Teachers will integrate class sets of books from the Ready Gen program, appropriate CCLS band-level books, and non-fiction texts into their curriculum.
2. Teachers will implement the Ready Gen literacy program to meet the expectations outlined by the CCLS including close reading of complex texts, writing grounded in text evidence and text-based discussions.
3. Teachers will have access to training sessions to increase their effectiveness with the components of the Ready Gen program.
4. Lead teachers will attend monthly meetings with the Network Literacy specialist to learn about strategies and activities for increasing comprehension and vocabulary, and using student work to measure progress in critical reading skills. The information they garner will be turnkeyed to the staff.
5. The Foundations program will be provided for students in Kindergarten and Grade 1.
6. Teachers will assess their students' independent reading levels a minimum of 5 times per year.
7. Collaborative inquiry-based teacher teams will study student work and monitor the progress of the lowest-performing students throughout the year.

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

1. Teachers, administration and aides will oversee the delivery and placement of literacy materials in each classroom.
2. Grade teachers will collaborate and plan together as they navigate and modify lessons to meet the needs of their students.
3. Teacher teams will have access to Ready Gen training opportunities provided by Pearson and the DOE.
4. Two lead teachers, one from the lower grades and one from the upper grades, will attend monthly literacy meetings provided by the

Network.

5. The Principal will allocate funds for Foundations training and the purchase of Foundations materials.
6. Teachers will administer Teachers College running records to all students.
7. Teacher teams, in collaboration with the SETSS, ESL and Rtl teachers, will determine skills and strategies needed by the students.

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

1. Ongoing monitoring of Ready Gen materials and inventory as deliveries continue. Teachers will request additional books to supplement their classroom libraries as necessary.
2. Ready Gen assessments will be administered at the end of each module for K-5 students. Additionally, Fall and Spring ELA interim assessments will be given to students in Grades 3-5.
3. Ongoing analysis of student proficiency on NYS Common Core Reading and Writing Standards using the CCLS aligned Ready Gen program.
4. Through the inclusion of different strategies and activities, teachers will provide multiple entry points to engage all learners as measured through observation of instruction.
5. Ongoing assessment by classroom teachers of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.
6. Students will be assessed with running records five times a year as follows: Sept. 2014, Nov. 2014, Jan. 2015, March 2015 and June 2015.
7. Teachers will regularly monitor progress toward individualized goals using student work and assessments.

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

1. July 2014 – June 2015
2. July 2014 – June 2015
3. October 2014 – June 2015
4. September 2014 – June 2015
5. December 2014 – June 2015
6. September 2014 – June 2015
7. October 2014 – June 2015

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

1. NYSTL textbooks allocation and OTPS monies (FSF) will be budgeted for literacy materials.
2. The master schedule will provide each grade with two common planning periods per week for collaboration. The UFT contract will provide time on Tuesdays for teacher teams to review student work, grade assessments, and plan.
3. Citywide Instructional allocation will be used for per diem and per session for teachers attending training, and for sub coverage throughout the school year.
4. Citywide Instructional allocation will be used for coverage.
5. OTPS (FSF) funds will be used for the purchase of Foundations.
6. Every teacher will receive a complete set of Teachers College running records containing levels A-Z.
7. Common planning time and FSF and ARRA RTTT Data Specialist allocations will be budgeted for per session activities.

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).

- Distribute parent literature regarding strategies to support students at home – ongoing
- Parent-Teacher Association Meetings –monthly
- School Leadership Team Meetings - monthly
- Parent Workshops on State Assessments – January 2015
- Parent Teacher Conferences to discuss ELA progress – November 2014, March 2015, May 2015
- Parent Engagement opportunities - Tuesdays
- Parent Curriculum/Back to School Night – September 2014
- Family Literacy Night with noted author Doreen Rappaport – October 2014
- Parent Coordinator Outreach with email and phone messages to parents – ongoing
- P.S. 221 Barnes & Noble Night – November 2014
- Scholastic Book Fair – March 2015
- Monthly calendars are distributed to the parents that list upcoming events.
- Monthly grade newsletters highlight units of study in the content with helpful hints for parents
- School website, Ps221q.org, contains links to programs that support reading comprehension

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	Grants
List any additional fund sources your school is using to support the instructional goal below.						
<p>P.S 221's school programs are enhanced through partnership with Grow NYC, the Queens Botanical Garden and Learning Leaders. P.S. 221 participates in the following initiatives: the anti-bullying campaign, Respect for All, STAR program, NYRRC Mighty Milers and Move to Improve. Our guidance counselor and social worker conduct lessons from Second Step, a program that develops positive social skills, to support our school philosophy of guiding students on the path to becoming caring, responsible and respectful citizens.</p>						

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, 85% of students in grades K-5 will demonstrate their ability to analyze multiple text multiple sources and cite text evidence in their writing of informational essays as measured by achieving a level 3 or 4 on CCLS aligned Ready Gen rubrics.

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.

An analysis of the 2014 NYS ELA data reveals that students in grades 3-5 can develop further in the following areas: writing from the source; using relevant examples and reasons, and comparing and contrasting ideas from different sources. These skills are connected to the students' abilities to think critically and write purposefully to accomplish a task. Furthermore, the Common Core shifts in literacy require writing grounded in evidence from the text, both literary and informational.

Based on student needs, NYS standardized test results, and priorities outlined in the Citywide Instructional Expectations for 2014-2015, the school-wide focus is developing the students' writing proficiency in the following common core aligned types of writing: informational, opinion and narrative writing.

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.

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

1. Teachers will provide targeted instruction through the use of the Ready Gen Units as well as the Teachers College Units of Study in Opinion, Information and Narrative Writing on the types of writing specified in the CCLS: information, opinion, and narrative. Integrating these programs will support student learning in planning, revising, editing and publishing writing.
2. Teachers will engage all students in Science and/or Social studies writing tasks embedded in the curricula that include multiple entry points for all learners including students with disabilities and English language Learners utilizing the Ready Gen program, Teachers College Writing lessons and Scholastic News.

3. Student work will be assessed at inquiry based teacher team meetings with a focus on identifying students' strengths and needs to inform instruction Teachers will develop plans for teaching the skills and strategies needed to attain proficiency or above on writing pieces and performance based assessments.
4. Classroom instruction will incorporate whole class, small group and independent work. Students will be grouped flexibly based on their learning needs. Teachers will provide multiple entry points to ensure all learners will be engaged in appropriately challenging tasks and will develop higher order thinking skills.
5. Through the incorporation of the Advance system for teacher effectiveness ratings and development procedures, the principal and assistant principal will evaluate the staff with the focus on elevating school-wide practice leading to improved student outcomes
6. The school-wide Thinking Maps initiative will increase student achievement in writing as the use of maps empowers students to go from thinking to writing.

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

1. Teachers will collaboratively plan lessons, develop instructional strategies and activities, and select texts to support the development of writing skills.
2. Classroom teachers, cluster teachers, SETSS, ESL and Rtl teachers, and administration.
3. Teachers will review student writing from the Ready Gen Units of Study along with pieces based on Teachers' College Writing Units to analyze progress and determine next steps for instruction. Teachers will assist students in identifying clear, specific learning goals to improve their ability to write informative, opinion and narrative pieces.
4. Teachers will further develop and refine pedagogy to reflect practices aligned to the curricula and how students learn best.
5. The Principal and Assistant Principal will conduct classroom observations using the Danielson Framework for Teaching.
6. Thinking Maps lead teacher, classroom, cluster and out of classroom staff, and administration. Professional development will be provided to train new teachers and deepen and extend the knowledge of the entire staff.

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

1. Teachers will evaluate student progress, alignment of lessons with the pacing calendar, and determine if they are on track to successfully cover the curriculum across the school year.

2. Writing workshop will take place during the literacy block and writing instruction will also be embedded in content area work and in cluster classes.
3. Teachers will analyze student work using CCLS aligned rubrics to determine areas of proficiency and weakness, and plan next instructional steps.
4. Teacher teams, including SETSS, ESL and Rtl teachers, will collaborate to determine instructional plans.
5. The Danielson Framework for Teaching will be used by the Principal and Assistant principal to evaluate teachers' effectiveness and support further pedagogical development.
6. Student writing will be analyzed to determine the effectiveness of Thinking Maps as a tool to improve writing.

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

1. Teachers will evaluate student progress upon completion of each unit of study.
2. September 2014 – June 2015.
3. Teachers will analyze student work during teacher team meetings during common planning time and Monday and Tuesday afternoons. October 2013-June 2014.
4. Teacher team and vertical team meetings are held monthly. September 2014 – June 2015.
5. The Principal and Assistant Principal will evaluate teachers' effectiveness beginning after the Initial Planning Conferences held in September and October 2014 and concluding in June 2015.
6. Lead Thinking Maps teacher to meet with Principal monthly to discuss planning, progress, and next steps. October 2014 – June 2015.

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

1. Our master schedule provides each grade with two common planning periods per week. Additionally, teachers will be covered to attend professional development workshops
2. Ready Gen Units of Study, Teachers College Writing Units, Thinking Maps, Scholastic News and varied internet resources
3. Teachers were provided with the Teachers College Units of Study in Writing to supplement Ready Gen.
4. Funds (FSF) will be allocated for teacher coverages and per session activities.
5. The Administration will provide and participate in professional development on the Advance system.
6. OTPS (FSF) funds allocated for Thinking Maps resources, and FSF budgeted for teacher coverages.

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).

- Distribute parent literature regarding strategies to support students at home – ongoing
- Invite parents to classroom writing celebrations- October 2014–June 2015
- Parent-Teacher Association Meetings –monthly
- School Leadership Team Meetings - monthly
- Parent Workshops on ELA – January 2015
- Parent Teacher Conferences to discuss ELA progress – November 2014, March 2015, May 2015
- Parent Curriculum/Back to School Night – September 2014
- Parent Coordinator Outreach with email and phone messages to parents – ongoing
- Barnes and noble Night – November 2014
- Scholastic Book Fair – March 2015
- Monthly calendars are distributed to the parents that list upcoming events.
- Monthly grade newsletters highlight units of study in the content with helpful hints for parents
- Family Literacy Night with noted author Doreen Rappaport- October 2014

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	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

P.S 221's school programs are enhanced through partnership with Grow NYC, the Queens Botanical Garden, and Learning Leaders. P.S. 221 participates in the following initiatives: the anti-bullying campaign, Respect for All, STAR program, NYRRC Mighty Milers and Move to Improve. Our guidance counselor and social worker conduct lessons from Second Step, a program that develops positive social skills, to support our school philosophy of guiding students on the path to becoming caring, responsible and respectful citizens.

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, 85% of students in grades K-5 will attain grade level proficiency in their ability to model with mathematics and/or construct viable arguments in mathematics as measured by Go Math CCLS aligned rubrics.

Comprehensive Needs Assessment

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

For our students in grades K-5, our math goal reflects the Common Core Standards rigor and focus on conceptual understanding, procedural skill and fluency, and application.

An analysis of our NYS Math assessment data indicated that with the administration of the new CCLS aligned state assessments in 2013, proficiency rates in Grades 3-5 decreased as compared to 2012 results. In the second year of CCLS aligned testing, comparing our 2014 and 2013 results, proficiency rates increased in 3rd grade, decreased in 4th grade, and were flat in 5th grade. Of the testing grades, proficiency rates were highest in grade 3.

Grades	2012 Levels 3&4	2013 Levels 3&4	2014 Level 3&4	2014 Level 2	2014 Level 1
3	94%	70.4%	88.9%	11.1%	0%
4	100%	80.2%	78.0%	15.3%	6.8%
5	100%	80.4%	80.2%	15.8%	4.0%

Based on an analysis of this data, we have identified the need to further develop our students' mathematical skills and raise their level of achievement. The Common Core shifts for mathematics include focusing on major work for each grade, and coherent progressions from grade to grade. Conceptual understanding, procedural skill and fluency and applications are regarded with equal intensity. Students need

to gain a strong foundation, beginning as soon as they start school, to solve math problems inside the classroom and outside in the world.

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.

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

1. The Go Math program will be utilized which focuses strongly on problem solving, and constructing and defending logical paths to solutions.
2. Teachers will modify the Go Math program's instruction, activities and assessment ensuring rigor and scaffolding for student learning.
3. Teachers will use data to delivered focused math instruction to meet the learning needs of their students.
4. Lead teachers will attend monthly meetings with the Network Math Specialist to increase their content knowledge, learn more strategies for strengthening students' abilities to solve multi-step problems and clearly construct and analyze mathematical arguments. The information they garner will be turnkeyed to the staff.
5. SETSS and ESL teachers will further differentiate instruction to promote learning success in problem-solving, mathematical reasoning and proof strategies using UDL and Rtl, and share best practices with classroom teachers.
6. Teachers will utilize technology tools including the SmartBoard, online Go Math resources, classroom manipulative kits, math boards, and activities, games and literature to support the learning of math concepts and the mastery of skills.

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

1. Teachers will have the opportunity to attend training sessions; math lead teachers will turnkey information from their lead teacher meetings.
2. Teacher teams will collaborate and plan together as they navigate and modify lessons to meet the needs of their students.
3. Teacher teams will analyze student work, make instructional adjustments and plan next steps.
4. Two lead teachers, one from the lower grades and one from the upper grades, will attend monthly meetings and curriculum team sessions.

5. SETSS and ESL teachers, classroom teachers, and administration will implement strategies.
6. Teachers will be provided with resources included in the Go Math program and access to the online component.

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

1. The teaching and learning based on the Go Math units of study leads to student proficiency as measured by summative assessments given at the end of each unit. In addition, baseline, mid-year, and end-of-year assessments will be administered school-wide.
2. Teachers will look closely at student work to monitor progress as well as student understanding of mathematical concepts.
3. Fall and Spring periodic assessments will be given to students in grades 3-5 along with Go Math baseline, mid-year and end-of year assessments for K-5 students.
4. Teachers, with guidance from the leads, will engage all students in rigorous tasks and activities embedded in well-crafted instructional units with appropriate supports.
5. Review of classwork, assessments, and analysis of school-wide trends will be utilized in developing multiple entry points and monitoring progress.
6. Ongoing assessments of students' understanding of concepts and mastery of skills.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. October 2014 – June 2015
5. September 2014– June 2015
6. September 2014 – June 2015

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

1. SmartBoard, interactive and internet resources will be used in lessons..
2. Professional development incorporated into the teachers' school day.
3. Periodic assessments provide by DOE and Go Math assessments included in the program.
4. Our master schedule provides each grade with two common planning periods per week. Additionally, teachers use Tuesdays to engage in other professional work.
5. SETSS and ESL teachers will attend liaison meetings and professional development workshops.

6. Go Math materials and supplements will be provided to all classrooms.

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).

- Go Math Parent Overview distributed with units
- Parent-Teacher Association Meetings –monthly
- Monthly School Leadership Team Meetings
- Parent Workshop on Math – January 2015
- Parent Teacher Conferences to discuss Math progress – November 2014, March 2015, May 2015
- Meet the Teacher Parent Meeting – September 2014
- Parent Coordinator Outreach with email and phone messages to parents - ongoing
- Monthly calendars are distributed to the parents that list upcoming events
- Monthly grade newsletters highlight units of study in the content with helpful hints for parents
- Students and families have access to online Go Math program

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	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

P.S 221's school programs are enhanced through partnership with Grow NYC, the Queens Botanical Garden, and Learning Leaders. P.S. 221 participates in the following initiatives: the anti-bullying campaign, Respect for All, STAR program, NYRRC Mighty Milers and Move to Improve. Our guidance counselor and social worker conduct lessons from Second Step, a program that develops positive social skills, to support our school philosophy of guiding students on the path to becoming caring, responsible and respectful citizens..

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 4.
- 5. Timeline for implementation and completion including start and end dates**
 - 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 4.
- 5. Timeline for implementation and completion including start and end dates**
 - 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>ELA AIS service provided during the school day. K, 1 and 2 students receive Foundations remediation as well as reinforcement of reading and writing workshop strategies. Upper grade AIS students (grades 3, 4, 5) receive small group instruction for reading and writing workshop with a focus on comprehension/critical thinking skills.</p> <p>In Tier I, all students are screened using TCRWP Assessments. These assessments are used to measure fluency, comprehension, word recognition, and decoding. Teachers analyze the data and plan standards based core instruction. Students receive instruction that is based on researched based best practices. The classroom teacher utilizes Ready Gen resources and Columbia University Teachers College Reading and Writing</p>	<p>Small Group</p> <p>One-to-One</p>	<p>During the day</p>

project for literacy.

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities, for small groups of students who are not responding to Tier I instruction and interventions. Students who receive Tier II interventions also continue to receive Tier I instruction and intervention. The interventions are targeted to remediate students' specific academic skills. The interventions are designed to remediate students' basic skills. Interventions are provided using either a pull-out, or push-in model. Interventions may also be provided in a small group by either the classroom teacher or service provider. The school uses various Tier II interventions for reading including: Guided reading, Teachers College, iReady, Foundations, and books on tape.

The Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction,

	<p>detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III interventions continue to receive core instruction. Tier III instruction occurs during normal school hours. Students receiving Tier III interventions will continue to require support in all three tiers in order to accelerate progress by the end of the intervention period.</p> <p>.</p>		
Mathematics	<p>Math AIS service is provided during the school day. Teachers utilize best practices and resources from the Go Math curriculum. Students in all grades work on multi-step problem solving using reasoning and proof as well as learning their math facts.</p>	<p>Small group</p> <p>One-to-one</p>	<p>During the day</p>
Science	<p>Science AIS service is provided during the day by the science teacher with a focus on content and strategies. Some of the strategies utilized may be following step-by-step instructions, hands-on learning and making observations and</p>	<p>Small group</p> <p>One-to-one</p>	<p>During the day</p>

	analyzing data.		
Social Studies	Social Studies AIS service provided during the school day. Small group instruction focuses on comprehension, and critical thinking skills.	Small group One-to-one	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services provided by SETSS, ESL, speech, guidance counselor, social worker, occupational therapist, and physical therapist.	Small group One-to-one	During the day

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: The North Hills School	DBN: 26Q221
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 24
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: The Title III program is open to all current and former English Language Learners in Grades 1-5 in order to help them meet the Common Core Learning Standards for ESL, Math and English Language Arts. It will provide supplemental instruction by a certified ESL teacher along with a certified general education teacher through a 1 hour before school program from 7:20-8:20am with the following students enrolled: 5th grade- 7 students on Tuesday morning; 3rd & 4th grades- 4 students on Wednesday morning; 2nd grade- 6 students on Thursday morning; and 1st grade- 7 students on Friday morning. The program will run from October 20 through April 2. The ESL teacher will focus on language acquisition skills and the common branch teacher will concentrate on content specific skills and understanding. Activities will include deepening their awareness in comprehension, prediction, phonics, phonemic awareness, and word study. The teachers will use a wide range of strategies including modeling, text deconstruction, and contextualization. Tools to support learning will include Rosetta Stone Software, Thinking Maps, graphic organizers, books on tape and instructional videos. Emphasis will also be placed on the 4 modalities of Speaking, Listening, Reading and Writing. Materials will include work books-Phonics and Word Study, Practice Exercises in Basic English, Step by Step Language and 2015 NYSESLAT Review Books.

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: Professional development will be given to all teachers of ELLs at our school to train them on using appropriate ESL methods, strategies, and techniques to support student achievement. The team involved in this professional development consists of the ESL teacher and the general education teachers of our ELLs. These professional development sessions will take place four times throughout the year in November, January, March and May during the 80 minute block on Monday afternoons. The topics to be addressed include vocabulary and language development, providing cognitively demanding activities, and modeling using visuals and graphic organizers. There is ongoing collaboration throughout the school year between these classroom teachers and the ESL

Part C: Professional Development

teacher to identify specific linguistic and academic difficulties of individual students. The ESL teacher turnkeys training from monthly ELL meetings/conferences for teachers and will explain, and model, skills and strategies that support ELLs in language acquisition. Additionally, the ESL teacher will engage in planning sessions on Monday and Tuesday afternoons with the grade specific teacher teams. During this time, planning and organizing unit plans, specific lessons, and activities that meet the varied needs of the ELLs will occur. Conferencing between classroom teacher and the ESL teacher takes place daily as well as on Tuesday afternoons during other professional work. The ESL teacher will increase her capacity to effectively carry out the activities in the Title III program through learning opportunities presented by CFN 205 that take place monthly, additional support from Jessica Snell/ELL compliance and acquiring new materials and learning tools.

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: The ESL teacher will present the following parent workshops: 11/20/14 (9:00-10:00am) - Strategies to Utilize at Home presented by E. Stockstad and T. Caniano/Computer teacher - to assist parents in helping their child to be successful in school and utilize educational websites; 1/13/15 (1:00-2:00pm) -Strategies to Prepare for NYS Assessments in ELA, Math, and Science as well as the NYSESLAT presented by E. Stockstad - to provide parents with ways to help their child prepare and also explain the assessments to them as they look at sample tests; and June 10 (10:00-11:00am) - Summer Reading and Writing presented by E. Stockstad and P. Bullard - strategies and activities to keep students learning and engaged during the summer months. Notices regarding the workshops will be translated into the home language of our students and sent home. We will hire translators to be available at the workshops. Throughout the year, bilingual teachers and a family worker will make phone calls to parents so that important information is effectively communicated to them. Additionally, parents participate in the annual Multi-Cultural Festival at which they share information, food, games, and artifacts from their country of origin.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8179.38	Teachers (2) will work before school for 81 days/1 hr. per day = 162 hours.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1368.12	Phonics & Word Study, Step by Step Language, 2015 NYSESLAT Review Books
Educational Software (Object Code 199)	\$1042.50	Rosetta Stone software for 10 students in grades 1-5 at the rate of \$104.25 per child
Travel	_____	_____
Other	\$150 Food and \$460 for translators	Three parent meetings requiring translation in Korean and Chinese
TOTAL	\$11,200	_____

**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 26	Borough Queens	School Number 221
School Name PS221 The North Hills School		

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

Principal Patricia Bullard	Assistant Principal Karen Strauzer
Coach type here	Coach type here
ESL Teacher Ellen Stockstad	Guidance Counselor Melissa Barnes
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Maria Aprilakis
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Mary Jo Pisacano	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	610	Total number of ELLs	39	ELLs as share of total student population (%)	6.39%
--	------------	----------------------	-----------	---	--------------

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 checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	11	12	6	5	4	1								39
SELECT ONE														0
Total	11	12	6	5	4	1	0	39						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	1	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	
TBE										0
Dual Language										0
ESL	38			1						39

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	38	0	0	1	0	0	0	0	0	39
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	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	1	1		1										3
Chinese	3	6	3	1	3	1								17
Russian														0
Bengali														0
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean	5	4	2	3	1									15
Punjabi														0
Polish														0
Albanian														0
Other	2		1											3
TOTAL	11	12	6	5	4	1	0	39						

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)	2				2	1								5
Intermediate(I)	1	4	1		2									8
Advanced (A)	8	8	5	5										26
Total	11	12	6	5	4	1	0	39						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO 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?
 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](#).)
 6. How do you make sure that a child’s second language development is considered in instructional decisions?
 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.).

After analyzing Fall 2013 LAB-R and Spring 2013 NYSESLAT data, we have the following: In Kindergarten, 2 Beginners, 1 Intermediate and 8 Advanced; First grade we have 4 Intermediate and 8 Advanced; Second grade 1 Intermediate and 5 Advanced; Third grade we have 5 Advanced; Fourth grade we have 2 Beginners and 2 Intermediate; and in Fifth grade we have 1 Beginner. Based on the data, instruction is addressed accordingly, and geared to the students’ needs. Results of classroom testing data, NYS and NYC standardized tests, LAB-R, and NYSESLAT data are continually shared to drive and differentiate instruction in both ESL and regular classrooms in order to address the ongoing needs of the students. It was determined that the majority of our ELLs need support in reading and writing. To assist students in achieving grade level standards of English Proficiency for their grade in Reading/Writing, the program is primarily Literacy based and aligned with the Common Core Learning Standards in Literacy. ESL strategies and methods are incorporated into the Ready Gen Program. Scaffolding is always used to help create meaning and to make content and language instruction comprehensible. During the Read Aloud the following strategies are used: reading slowly, visual aids, modeling and giving visual directions using gestures. ESL techniques in the shared reading component include providing literature that has patterns and is predictable, while checking often for comprehension. During the interactive read aloud, and writing, ESL approaches include: increasing students’ time to think and process the presented material while making literature more accessible and comprehensible by scaffolding, and using thinking maps and diagrams to convey meaning. Math instruction using the Go Math program integrates ESL instruction by eliciting prior knowledge, preteaching math terminology, using manipulatives and multisensory approaches to achieve grade level math objectives. Native language support such as bilingual dictionaries, bilingual books and the buddy system assist ELLs to access prior knowledge and bolster self-esteem. Newcomers are encouraged to write in their native language, if desired. ESL strategies include TPR, whole language, small group and individual instruction. Scaffolding techniques are always used to facilitate and enhance learning.

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](#).)

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.
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. 

All parents of new students are required to complete a Home Language Identification Survey (HLIS) with the assistance of a trained pedagogue when registering. An informal oral interview with our ESL teacher, Ellen Stockstad is conducted to properly screen all students including those who have limited English language proficiency. During this initial phase of gathering data, native language support is provided to parents, if needed, through a translated Home Language Survey and interpreters. Once ELLs are identified they are administered an English proficiency test, the Revised Language Assessment Battery test (LAB-R), by Ellen Stockstad, certified ESL teacher, within 10 school days of enrollment as per state regulation. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. The Spanish LAB is given by a certified general education teacher fluent in Spanish.

When a child is eligible for English language development services, parents are notified through letters and parent orientation meetings. In September, parents are invited to a Parent Orientation. Translators and parent volunteers translate the teachers' presentation and act as facilitators. The presentation explains the 3 programs. The orientation video for Parents of Newly Enrolled English Language Learners is shown in the appropriate languages. If parents cannot attend the orientation or their child is admitted during the year, the ESL teacher contacts the parents and provides individual orientations with translator assistance. The protocol is that repeated attempts are made by the ESL teacher and Parent Coordinator to set up a convenient appointment for parents to view the video and fill out the Parental Selection Survey. As a last alternative, telephone conferences are held to inform parents of their program options, with translators available by telephone or in person. Staff and parents make use of the DOE simultaneous translation services for these conferences.

Parents have been informed regularly about TBD/DL programs available. After reviewing choices, the trend of the parents has been choosing to place students in an ESL Program. In the future, if fifteen choose TBE then we would open a TBE program. The ESL teacher ensures that all entitlement letters are distributed and Parent Survey and Selection forms are returned. The teacher compiles lists of students who are entitled to services based on LAB-R and NYSESLAT. The parents are then sent letters in the language they chose for receiving information. The teacher provides a place for parent signatures and date, and requests that they be returned. The ESL teacher saves the returned letters.

The Parent Survey and Program Selection forms are distributed at group Parent Orientation with volunteer parents acting as translators. Also, translators assist at individual orientation meetings when the forms are given to parents. If parents are unable to come to school, the ESL teacher calls the parents to provide the necessary information for the parents to make an informed decision. Volunteer translators are used when necessary. The parents are sent the forms. The ESL teacher collects the forms and records the responses on the caseload form. The original Parent Survey and Selection form are attached to the original HLIS and placed in each child's cumulative record. Copies of HLIS and Parent Survey and Selection form are also kept by the ESL teacher.

Placement letters are distributed in the appropriate native language. Parents are advised to call the school to speak with the teacher and native language translation is provided when needed. Continued entitlement letters are sent home each year in the appropriate native language. The teacher provides a place on the letters for the parents to sign and date. Program requests are honored. Currently there are 39 students in our program of which 30 requested ESL. Parents are invited to come in or call to speak with the teacher and translation services are provided for this when needed.

Each spring, our ELLs are administered the NYSESLAT to assess their English proficiency in the areas of reading, writing, speaking and listening. A check list with each student required to take NYSESLAT is prepared with check-offs for reading, writing, speaking and listening. After each student is administered each sub-test, it is checked off. The ESL teacher regularly refers to this checklist. ATS reports RLER-LAB, RLER-LAT, RADP, HISE (exam history), RLAT, NYS NYSESLAT School Roster, HLIS(Home Language Survey) are checked by the ESL teacher, Ellen Stockstad to ensure that all students are properly assessed.

The trends in parent choices are regularly checked. The data is recorded on the caseload form for accessibility and monitoring. The ESL program offered at our school is aligned with parent requests as 30 out of 39 students requested ESL as their first choice. The ELL program transfers is notified of those parents who chose either TBE or Dual Language services. Once we receive notification from the ELL program transfer the parent is notified regarding placement of their child. It is up to the parent to decide what is best for their child.

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])?

Our program is a pull out/ push in program which services targeted children in English Language acquisition. We have 1 certified ESL teacher on staff who serve 39 students in grades K thru 5. The school population is 640. Our ESL program is taught in English only. The ESL program is heterogeneous grouped.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The number of instructional minutes a student receives adheres to the regulations mandated by NYS, and determined by student English Proficiency levels as per LAB-R or NYSESLAT. The Beginner and Intermediate are allotted 360 minutes per week of ESL, and the Advanced - 180 minutes of ESL and 180 minutes of ELA per week. In the ESL program, Language Arts is taught using ESL

and ELA methodologies.

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.

Content areas are delivered in English. Children are provided with additional support through our push-in program, collaboration between classroom, out of classroom and ESL teachers who design instruction to meet the needs of the diverse group of ELLs they instruct. Through their knowledge of curriculum areas and how children learn, they create options for how instruction is presented, how students express their ideas and how to further engage and motivate ELLs with respectful, appropriate tasks. Students are supported through use of technology ie: ipad, smartboard, and computer. Students access common core curriculum through multiple entry points- modifying lessons, enforcing key understanding and presenting materials in modified ways.

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

N/A

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

Assessment is ongoing both formatively and summatively in ESL classes and general education classes. All students in K-5 are given running records 5x through out the year. Students in grade 3-5 are assessed with Fall and Spring benchmarks in ELA and Math. Our new curriculum program contains performance based assessments given in every module in Ready Gen and Go Math as well as end of unit assessments. Questioning is used to assess student understanding in alignment with CCLS. Student to student discussions, which includes the sharing of ideas and the ability to support an opinion with facts, is supported by all teachers.

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).

At this time there are no SIFE students. Our instructional plan for SIFE students would be to provide small group instruction. The use of technology would be incorporated into the curriculum for all SIFE students. Goals would be met using instructional approaches and methods such as cooperative learning/group work, discovery, TPR, roll play, differentiation, and cooperative learning in English. Instruction is differentiated to target our students in the US less than three years. Newcomers participate in individual conferencing sessions and small groups. Emphasis is placed on providing grade 3-5 students with effective and specific test-taking strategies. All ELL students receiving services for four to six years are targeted with differentiated reading and writing strategies. Reading strategies include finding main idea, supporting details, fact vs. opinion, cause and effect, and using context clues to build comprehension. Writing strategies include prewriting activities, modeling, shared writing and word walls. All long term ELLs are offered test prep academy. We have one long term ELL who is also a SWD. The student assessment is taken into account when determining the strategies necessary to achieve ELL proficiency. In addressing the needs of ELLs-SWD, the ESL teacher has copies of the IEP and instruction is driven by data and student goals. Long term ELLs (6+ years) are required to take all state exams in their mandated subject areas. The ESL teacher and instructional staff adapt curriculum to meet the needs of ELLs. Course work is modified as well as methods of instruction when needed. Goals are met by using instructional approaches and methods like cooperative learning, role play, differentiation and small group instruction. Former ELL's in years 1&2 are given extra time(time and a half) when test taking. ESL teacher collaborates with General Ed/Special Ed teacher regarding former ELLs progress. Strategies are discussed if necessary.

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?

Instructional strategies used are: Strategies to Achieve Success for reading comprehension, Hampton Brown Picture it Graphic Organzier Books for the development of writing skills; Brain Pop ESL for oral language development, decoding skills and vocabulary development.

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?

The students receive services through both a pull-out and push-in model. The ESL teachers and classroom teachers plan instruction collaboratively. Students also stay for extended day to receive additional academic support. All of our ELLS-SWDs are in general education classrooms in which they receive differentiated instruction from their classroom teachers also with instruction and support from ESL teachers and service providers (speech, OT, PT, counseling) if specified in their IEPs.

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

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

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

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

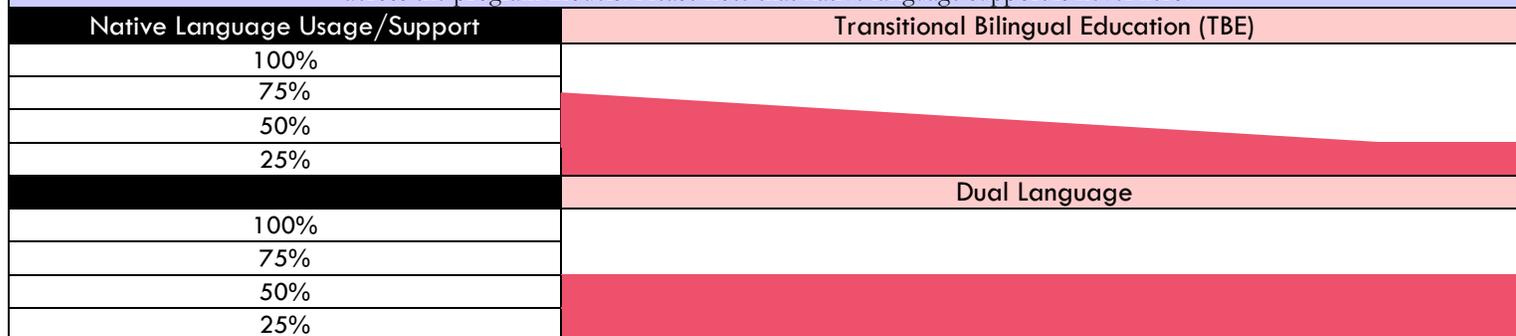
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
18. What language electives are offered to ELLs?
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)?

Content areas are taught in English using ESL strategies. The Avenues Series Hampton Brown is utilized which is a literacy based program with major emphasis on social studies and science. Benchmark Book Series and ESL Benchmark Book Series are also used in instruction. They are both aligned with the Common Core standards. ESL and ELA methodologies are utilized. Math is addressed in our push-in program. Native language support is provided, such as bilingual dictionaries/glossaries and bilingual books.

Former ELLs are provided testing accommodations as permitted for two years. The ESL teacher is always available to articulate with the classroom teachers and address any need or concern about the former ELLs. Former ELLs get extra support, if needed, from the ESL and RtI teachers, SETSS, Extended day, summer school, PT, OT, etc. The push-in model provides additional support with the collaborative efforts of the ESL teacher and classroom teacher to provide targeted instruction on skills and strategies that need improvement.

In the school year 2012/2013, our non- exempt third graders scored at levels 2, 3, and 4 on the NYS ELA and Mathematics assessments. Our fourth and fifth graders scored at level 2 on the NYS ELA and Mathematics assessment. Our fourth grader scored at level 3 for the Science assessment. Translated versions of standardized tests are available for Math and Science. Interim assessments are analyzed to determine the strengths and needs of students. Instruction and support by classroom and ESL teachers is guided accordingly. After analysis of Running Records, and Foundational Phonics Skills it was determined that kindergarten and first graders need support with reading, writing, speaking, and listening skills, with special emphasis on speaking and writing development. Grade two and three ELLs need support in all four skills with emphasis on listening. The ESL program at PS221 stresses acquisition of English Language skills in all four modalities. Learning styles of each student are addressed in planning curriculum.

ELL students are afforded all of the services that non- ELL students are given. Some of the services include: RTI, guidance, SETTS, Extended Day help, and one-on- one assistance from teachers and other staff during extended day program.

Our ELLs are further supported through use of Smart-Boards, Ipads and computers to provide and enhance learning experiences in the classroom. Software is updated annually to provide new resources and tools for learning.

Our ELLs are able to participate in all of the extracurricular activities in the school. Children in PS 221 take part in Choral music, recorder concerts, school/PTA sponsored dances/parties, ballroom dancing (grade 5), and two multicultural events that are held every school year. There are numerous special events such as Journeys into the American Indians Territory, Skydome, Hands on Science, and an enrichment program we call Renaissance and other co-curricular in which students choose activities to explore, and monthly assembly programs. Students also have opportunities to participate in Family Literacy , Art and Fitness nights.

At PS221, ELL students making the transition to middle school are given the following supports: guidance counselors articulate with the middle school and students attend an assembly to familiarize themselves with the neighborhood school. PS221 grade five teachers meet with middle school guidance personnel to discuss placement options, and Principals meet to talk about programming and staff options, along with discussions about students needs.

The parent coordinator provides all new coming ELL students with basic school information, guidelines and school calendar. All new ELL parents are contacted in order to attend parent workshops.

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.

The ESL teacher attends monthly ELL liason meetings and collaborates with other ELL teachers in network. Summer staff development for Ready Gen and Go Math , new teacher training , nuts and bolts training are just a few workshops that the ESL teacher has attended this school year(2013/2014) Our staff attends workshops and turnkeys information learned at faculty conferences and on staff development days. There are many opportunities for ESL teachers to turnkey and offer suggestions on scaffolding and differentiated instruction to help ELLs become proficient in English. The ESL teacher speaks informally and formally about ELLs progress and needs on an as needed basis. Teachers are given advice on how to assist ELLs in achieving proficiency on state standards while acquiring better English skills. Professional development workshops in ESL strategies are offered to all teachers of ELLs by ESL staff to support the instructional environment. The ESL teacher assists in providing the classroom teachers with resources and ideas to further the acquisition of English by meeting with them during their common preps, by training during professional development days and faculty conferences, and peer mentoring. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers. PS221 staff participated in summer proffessional development in Ready Gen/Go Math which has an ESL component. There are three more training sessions to be given during the 2013/2014 school year. The ESL teacher and staff have been trained using thinking maps. This training was brought back and turnkeyed to rest of the staff.

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?

We provide volunteer translators so that parents may be fully involved in workshops that are given on child development, assessment, safety and other topics that parents seek information on. The ESL teachers and Parent Coordinator disseminate information to the school community in native languages. All meetings have translators for parents, and we have them at Parent/Teacher conferences in November and March. Parents are invited to be presenters at our two annual multicultural festivals, one around the Lunar New Year, and the other, an international food fair, in April.

PS221 recognizes the importance of involving our parents in our school community. Regardless of their English skills, all parents are welcome in our school. Ongoing Parent Teacher Meetings (PTA) introduce parents to our ELL programs, the school's goals and objectives, common core learning standards and assessments, as well as teaching strategies that implement differentiated instruction across content areas.

Our parent coordinator works cooperatively with the schools administration, and our teachers to provide workshops that are aligned with curriculum standards. She is also a constant source of information for the entire school community. She disseminates information at parent orientation, through her page in the school newspaper, and flyers (in many different languages when necessary) announcing events, services and programs. The parent coordinator reaches out to school community as a resource for new ELL parents. This year our parent coordinator introduced a parent/staff book club and monthly workshops on topics parents have shown interest in. PS221 evaluates parent needs by using informal surveys.

PS221 is fully committed to the rights of our parents. Our parents have the right to understand and to be involved in the educational decisions concerning their children.

The respectful manner in which we respond to the linguistic and culture diversity of our parents contributes to our success.

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.

The findings of our translation and oral interpretation needs was shared at our SLT monthly meeting. We are always encouraging parent involvement in classroom activities, and schoolwide activities. There is a push to encourage more parents/teachers to join the PTA. The PTA is reaching out to their membership by using email as an avenue to inform parents of school activities.

Our school community is inclusive of all students and families which includes our SWD and ELL students. Our ELL parent population consists of 17 Chinese and 15 Korean. Approximately 5 parents from both groups have asked for translation services. Translation Services are available to anyone in the school community in need.

Part VI: LAP Assurances

School Name: PS221

School DBN: 26Q221

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Bullard	Principal		12/1/13
Karen Strauzer	Assistant Principal		12/1/13
Maria Aprilakis	Parent Coordinator		12/1/13
Ellen Stockstad	ESL Teacher		12/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melissa Barnes	Guidance Counselor		12/1/13
Mary jo Pisacano	Network Leader		12/1/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q221 School Name: The North Hills School

Cluster: 2 Network: CFN 2.05

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

Part A: Needs Assessment Findings

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

At enrollment, our ESL teacher meets with parents to make an initial determination of the child's home language. The ESL teacher also reviews the following ATS reports to determine written translation and oral interpretation needs: RPOB; RHLA; RBIR; and both RLER-LABR and RLER-LAT. Based on the home language information for each child, school notices are sent home in various languages. Attendance records are kept for parent/teacher conferences, workshops, and meetings with school staff members that indicate when the translation unit is used. Chinese and Korean are the top 2 languages other than English spoken by our school parent population.

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.

We find that we need greater assistance in providing translations of meeting notices and for more translators to be at workshops and parent/teacher conferences. Over-the-phone interpretation services are used during parent/teacher conferences. Prior to meetings (PTA, workshops) we ask for volunteers to assist with interpretation. Our parent coordinator uses Chinese and Korean parents that are actively involved in our school to reach out to parents speaking those languages to make them aware of available services and invite them to participate fully in school events and activities.

Part B: Strategies and Activities

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

We have student handbooks written in the languages of our ELL community and interpreters at parent/teacher conferences, PTA meetings and workshops. School notices go home in home languages; the main languages of our parent/student population are Korean and Chinese. The translation unit is used for translating notices for us. If there is an urgent notice to be distributed, parent volunteers are asked to assist due to the turn around time needed by the translation unit.

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.

Our school uses interpretation services by phone for simultaneous translation for parent/teacher conferences, administration and school assessment team meetings when needed. We also use in-house bilingual staff and parent volunteers if necessary to meet the communication needs of our parents on a day-to-day basis.

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>.

In accordance with Chancellor's Regulation A663, our school has signs posted in the school lobby written in the languages of our community to inform parents of the availability of interpretations by phone for conferences and meetings. Parents who primarily speak a covered language and who require language assistance receive a copy of the Bill of Parent Rights and Responsibilities. Staff have printed sheets which list the languages available for interpretation services. The list is compiled by continent and region so the parent can point to their home language and the proper interpreter can be called to facilitate a phone conference.