Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **24Q229**

School Name: **EMANUEL KAPLAN SCHOOL**

Principal: **DR. SIBYLLE AJWANI**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q229

School Type: Public School Grades Served: PK-5

School Address: 67-25 51st Rd. Woodside, New York 11377

Phone Number: 718-446-2120 Fax: 718-672-3117

School Contact Person: Gina Mascia Email Address: GMascia@schools.nyc.gov

Principal: Dr. Sibylle Ajwani

UFT Chapter Leader: Loretta Tumbarello

Parents' Association President: Steven Adorno

SLT Chairperson: Joyce Woesthoff

Student Representative(s):

District Information

District: 24 Superintendent: Madeline Chan

Superintendent's Office Address: 98-50 50th Avenue, Corona NY 11368

Superintendent's Email Address: MChan2@schools.nyc.gov

Phone Number: 718-592-3770 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis

Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sibylle Ajwani	*Principal or Designee	
Loretta Tumbarello	*UFT Chapter Leader or Designee	
Steven Adorno	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Joyce Woesthoff	Member/ Assistant Principal Grade PK, K and 1	
Samantha Gonzalez	Member/ Literacy Coach All Grades	
Constance Pilato	Member/ Teacher SETSS All Grades	
Christian Rodriguez	Member/ Teacher Grade 1	
Ursula Castano	Member/ Parent Grade 2	
Darlene Finkel	Member/ Parent Grade 5	
Sinead Kiernan	Member/ Parent Grade k, 1 and 3	
Marie Smith	Member/ Parent Grade K, 3 and 5	
Saima Tauqir	Member/ Parent Grade K and 3	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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

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

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

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

The Six Elements of the Capacity Framework	
1.	**Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Many years ago, P.S. 229, Emanuel Kaplan School was one of the first schools in Queens to have an elevator. With the result of having a long history of being an inclusive school, housing many special needs students and having many specialized staff members to service these students. Our school mission does summarize our beliefs:

P.S. 229 will be a safe environment where a love of learning will be nurtured in every child. Students will be encouraged to be academic risk-takers; inquisitive, independent and critical thinkers; and confident, responsible citizens. Our school will be strengthened by a strong partnership with the parent community and our rich cultural diversity. Our teachers will have the opportunity for professional growth and will work collaboratively with all stakeholders. We will prepare students to be technologically literate and appreciate the arts. We will facilitate the various learning styles of all students to assure they reach the highest standards possible.

"P.S. 229 is a school where seeds are planted and children bloom."

In addition to our students with special needs, we offer a district Gifted and Talented program and have a stable and active parent community. We have a long standing relationship with Maspeth Town Hall and offer our school community extended day Monday through Friday, certain holidays, vacations and summer camp. Our focus is on a rigorous curriculum and emphasis on the arts. We have partnered with Midori Music for over fourteen years, offering string and band instruments. This year we expanded our offerings to two guitar classes. We also offer ballroom dancing in grade four and have partnered with Dancing Classrooms for eight years. Two years ago our dancing team won the Gold Medal for the city final championships. Some of our annual events are listed below:

- ***Halloween Show*** *- annual production presented by school staff where Broadway like productions are created.*
- ***UNICEF*** *each year we collect thousands of dollars, this year we collected over $7,000.00*
- *3,000 pounds of food collected for* ***City Harvest***
- ***Annual blood drive*** *collecting from 39 to 52 pints of blood held the last 6 years.*
- ***Math Night*** *- evening event where parent and child can enjoy learning and playing math games*
- ***Go Green Night*** *- evening where science projects are celebrated and events to further the earth's environment are presented*
- ***Student of the Month*** *awards given out during monthly PTA meetings*
- ***Principal's Awards*** *given out bi annually for highest academic achievement*
- ***Ballroom Culminating Event & Ballroom Team competitions***
- ***Fancy Bake Sale*** *to support Ballroom*
- ***Midori Music Concert*** *at Lincoln Center- highlighting the musicians in our school*
- ***Recycling police*** *- student organization to further awareness of recycling and helping the environment*
- ***Games for the Physically Challenged*** *- an annual event held at Hofstra University where our students compete in athletics for physically challenged students. Staff volunteer their weekend*

to support students and bake sales are held throughout the year to fund this activity.

- ***Crazy Hat Day*** *to honor Dr.Seuss and foster creativity*
- ***Annual Toy Drive*** *to benefit Metro Shelter and needy students in our school - staff adopts a needy child and purchase specific gift for each child*
- *Annual* ***Talent Show***
- ***International Night*** *– the most highly attended event at our school*
- *Annual* ***Father / Daughter dance*** *sponsored by our PTA*
- ***School Spirit Week*** *- where whole school is involved in competitive events sponsored by student leadership team*
- ***Annual Mathathon & Hopathon*** *collecting thousands for St. Jude's Children's Hospital*

Our school's strengths are its diversity and strong, stable community never forgetting to help those less fortunate than we are. Our support of the Metro Shelter children and their families, the visits our students make for the Queens Nursing Home and the large amount of money we donate through fund raisers for various charities speaks for itself.

In addition to our humanitarian accomplishments we are a School in Good Standing, with some of the highest English Language Arts and Mathematics scores in the district. We place great importance on rigor and our School Quality Report and School Survey reflect this. The School Quality Review has a rating of well-developed and our school's learning survey ratings of instructional core, systems for improvement and school culture are all above citywide satisfaction ratings.

Of course we are not without our challenges and maintaining a rigorous academic program with a large, diverse population is an ongoing test for any school. After careful review and analysis of all recent data, we can see that we showed improvement in the number of students who reached proficiency or higher in both ELA and Math (performance). We will continue to focus on the areas of problem solving, critical thinking and using relevant text evidence to support conclusions drawn from the text. By continuing this focus, we seek to improve the *progress* made by students in the area of solving real world problems and producing strong evidence –based writing.

Based on an in depth analysis of the School Quality Guide and data files, there was an increase of 2.9% in the number of students who reached proficiency on the state math exam. In 2012-2013, the data indicates 52.6% of students reaching proficiency while in 2013-2014, the data indicates 55.5%.

Additionally, there was an increase in the average student proficiency rating on the state Math test. In 2012-2013, the data indicated the average proficiency rating was 3.09. In 2013-2014, the data indicates an increase of 0.02, resulting in the average proficiency rating of 3.11.

However, in ELA, there was a decrease in the average proficiency rating. In 2012-2013, the data indicated the average proficiency rating was 2.87. In 2013-2014, the data indicates there was a 0.05 point decrease, resulting in the average student proficiency rating to be 2.82.

A key focus of this school year is to make the best use out of the extra Professional Learning time we now have and the additional time for parent outreach. This gift of extra time to fulfill our goals has given us more opportunities than ever to prove that, "Learning never ends."

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
To deepen the work using the Danielson Framework for Teaching to improve teacher effectiveness our cabinet reviewed feedback from the 2013-2014 school year on Advance and from teachers. We identified that we needed to give additional feedback and support in Domain 3 competency 3c: Student Engagement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 75% of classrooms will demonstrate a highly effective practice in domain 3c: Engaging Students in Learning, of the Danielson Framework where teachers and students will engage in activities, tasks and discussions that emphasize critical thinking and encourage students to explain their thinking in a respectful and trusting environment as measured by classroom observations and documented in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• All teachers will participate in professional development sessions to enhance student engagement.	All Teachers, Paras, Assistant Principals, Administration, and Coaches		Principal, Assistant Principals and Coaches.
• All teacher teams will attend a session on the use of accountability tools to identify analyze, and keep track of student progress through data including ARIS reports, tests, and class formative and summative assessments to	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals and Coaches.

drive instruction.			
• Planning time for the creation of calendars for units of study to incorporate tasks that will keep students focused on the skills they need to improve on.		9/2014-6/2015	Principal, Assistant Principals and Coaches.
• All teachers and related staff will attend a session on how to differentiate instruction across subject areas with small group and individual strategy lessons.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals and Coaches.
• Student engagement will be observed through classroom observation and tracked through Advance reports.	Principal, Assistant Principals	9/2014-6/2015	Principal, Assistant Principals and Coaches.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Teachers will attend Danielson Rubric Professional learning Sessions focusing on student engagement during Monday Professional Learning, Mass Preps or Common Planning Time. • Principal, Assistant Principals and or coaches will meet with individual teachers to support Competency 3c. • Teachers will visit other teachers classrooms who are highly effective in competency 3c. • Logs to show schedule changes and professional learning workshops.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
Mid-Point benchmark: January 15, 2014. Review Advance data, teacher observations and teacher feedback for component 3C and reevaluate goal if needed. Timeframe to monitor progress will be from January 15 – 30.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
To improve the instructional core across classrooms in all subject areas as well as teacher practice our school team reviewed our curriculum maps, pacing calendars, scope and sequence, student performance and data for the 2013-2014 school year and identified the need to develop strong classroom practices aligned to the common core.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, a comprehensive Professional Learning plan created collaboratively by teachers and administration, including a minimum of 30 hours of professional Learning per teacher, will be implemented to meet the needs of each grade to develop deeper content knowledge and strengthen pedagogical practices resulting in higher student engagement as measured by Professional Learning agendas, attendance logs, reflection sheets and classroom observations of teacher practice and student engagement as documented on Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• *Use of accountability tools to identify, analyze and keep track of student progress through data.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *A strong focus at professional learning will be on how to differentiate instruction and implement strategy lessons.*	All Teachers, Paras, Assistant Principals,	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.

	Administration, and Coaches		
• *Creation of calendars for units of study to incorporate the skills listed in the core standards.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Teacher Teams will meet weekly during Professional learning and common preps to update units and plan.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Teachers will analyze student work to evaluate presence of shifts. Students will be required to use text-based answers.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Read and Write from text based sources and emphasize use of evidence to inform or make arguments that are written or verbal.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Teachers will engage in regular practice with complex text and citing evidence and details from the text.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Complete and align units of study to the common core standards in non-fiction.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Evidence of using the instructional shifts in literacy from classroom observations.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Professional Learning (grade meetings, faculty conference & common periods) that focus on the literacy instructional shifts.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
• *Coach/teacher meetings with a focus on the six instructional shifts with ongoing surveys of needs for professional learning.*	All Teachers, Paras, Assistant	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.

	Principals, Administration, and Coaches		
• *Parent Workshops on differentiation and the impact it has on student learning.*	All Teachers, Paras, Assistant Principals, Administration, Coaches, Parent Coordinator.	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Professional Learning Log with workshops and schedules for Mondays. • Individual meeting with teachers conducted by Administration or coaches. • Planning time to create workshops. • Teacher meeting time to talk about how they have implemented strategies they have acquired from the workshops. • Teacher meeting time to analyze student work.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
Mid-Point benchmark: January 15, 2014. Revisit teacher surveys, agendas and observation feedback to see if there has been improvement in advance ratings and student work. Timeframe to monitor progress will be from January 15 – 30.				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 14. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
After analyzing our Advance data for the past two years, trends in student work and teacher practice our cabinet identified the need to develop consistent practices for evaluating student work and creating rubrics to be used across grade levels that incorporate the instructional shifts.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 98% of teachers will work collaboratively in teacher teams to evaluate student work as well as modify and adjust curriculum to align with the instructional shifts and Danielson Framework for Teaching as measured and documented by teacher team meeting agendas, minutes, and attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Use of accountability tools to identify, analyze and keep track of student progress through data.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
A strong focus at professional learning will be on how to differentiate instruction, create rubrics and implement strategy lessons.	All Teachers, Paras, Assistant Principals, Administration,	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.

	and Coaches		
Creation of calendars for units of study to incorporate the skills listed in the core standards.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Teacher Teams will meet weekly during Professional learning and common preps to update units and plan.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Teachers will analyze student work to evaluate presence of shifts. Students will be required to use text-based answers.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Read and Write from text based sources and emphasize use of evidence to inform or make arguments that are written or verbal.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Teachers will engage in regular practice with complex text and Citing evidence and details from the text.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Complete and align units of study to the common core standards in non-fiction.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Evidence of using the instructional shifts in literacy from classroom observations.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Professional Learning (grade meetings, faculty conference & common periods) that focus on the literacy instructional shifts.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.
Coach/teacher meetings with a focus on the six instructional shifts.	All Teachers, Paras, Assistant	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.

	Principals, Administration, and Coaches		
Monthly parent letters informing them of units of study and ways to help their children in the particular area of study.	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principal, Assistant Principals, Coaches and Team leaders.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Professional Learning Log with workshops and schedules for Mondays. • Individual meeting with teachers conducted by Administration or coaches. • Planning time to create workshops. • Teacher meeting time to talk about how they have implemented strategies they have acquired from the workshops. • Teacher meeting time to analyze student work.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
Mid-Point benchmark: January 15, 2014. Conduct a work study comparison by taking work from October/ November and compare to a January piece using the created cross grade rubrics. Timeframe to monitor progress will be from January 15 – 30.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 24. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
An intense review was conducted by our cabinet of IPC meeting notes, teacher surveys, school goals, grade goals, teacher goals and our NYC item analysis. As a result of the findings our cabinet identified the need to set checkpoint dates throughout the year to monitor successful implementation of curriculum to meet all school goals.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, the school administration will monitor the school's instructional goal, the grades' instructional goals and individual teacher goals assuring quality instruction as measured by observations in Advance, looking at student work and agendas for professional learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• *Professional Learning that focuses on analyzing student work with rubrics and assessment.*	Teachers, Paras, Instructional School Staff.	9/2014-6/2015	Principals and Assistant Principals
• *Teachers will engage in regular practice with complex text and citing evidence and details from the text.*	Teachers, Paras, Instructional School Staff.	9/2014-6/2015	Principals and Assistant Principals
• *Vertical grade meetings to analyze student work based on the school goal.*	Teachers, Paras,	9/2014-6/2015	Principals and Assistant Principals

	Instructional School Staff.		
• *Feedback to teachers on observations based on individual teacher goals and grade goals.*	Teachers, Paras, Instructional School Staff.	9/2014-6/2015	Principals and Assistant Principals
• *Parent workshops that focuses on rubrics and assessment.*	All Teachers, Paras, Assistant Principals, Administration, and Coaches	9/2014-6/2015	Principals, Assistant Principals, Administration, and Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Professional Learning Log with workshops and schedules for Mondays. • Individual meetings with teachers and teacher teams conducted by administration or coaches based on advance reports and observation notes. • Intervisitation schedules among teachers.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
Mid-Point benchmark: January 15, 2014. Revisit goals and have teachers supply evidence of progress within each classroom. Timeframe to monitor progress will be from January 15 – 30.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 34. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
To better meet the needs of our school community we met as a school team and identified the need to incorporate additional activities and programs to enrich our community and culture.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
The school will continue to coordinate activities for students and parents as the needs of the school and the community are assessed through meetings, surveys and notices. With staff, student and parent input by June 2015, 85% of parents and teachers will agree on the following statement from the School Survey Report, "Parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services."

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Our school has its first annual Girl Scouts and Cub Scouts troop that meet in the building.	Students and Parents	10/2014-5/2014	Parent Coordinator and Administration
• PS 229 will continue to host our International Night, Math Night and Go Green Night.	Teachers, Staff, Paras, Administration, Students and Parents	12/2014 1/2015 3/2015	Parent Coordinator and Administration
• Field Day, Spirit Week, Student Leadership, Monitors and The Recycling Police are still going strong in the building. Our newest group is the Mouse Squad that helps with	Teachers, Staff, Paras, Administration,	10/2014-6/2015	Parent Coordinator Administration, SLT facilitator and

computer connections and trouble shooting.	Students and Parents		Students
• Project Arts offerings such as Midori Music, Ballroom and Recorder. Midori has added Guitar to our music program.	Teachers, Staff, Paras, Administration, Students and Parents	11/2014-6/2015	Parent Coordinator and Administration
• Adult ELL classes as in past years are held in the mornings.	Parents and Teachers	10/2014-5/2015	Parent Coordinator and Administration
• The garden initiative is in full swing and growing bigger each season and has partnered with our Maspeth Town Hall after school program.	Teachers, Staff, Paras, Administration, Students and Parents	Year Round	Parent Coordinator, Administration, Teachers and Students
• Yearbook club after school on Wednesdays.	Teachers, Staff, Administration, Students and Parents	10/2014-5/2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Per Session for staff to supervise the night time events. • Schedules for all project art programs, gardening, field day, spirit week and night time events. • Meetings with appropriate staff to coordinate notices, letters, passes and common planning time to execute and plan the events.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
Mid-Point benchmark: January 15, 2014. Attendance sheets from meetings, parent surveys and feedback. Timeframe to monitor progress will be from January 15 – 30.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	• NYS ELA/Math Scores • Teacher Recommendation • PID Status • Student Progress • Parental Inquiry	• After School Program (Maspeth Town Hall) • ELL Extended Program • Educational Paraprofessionals • Funded Reading • Headsprout • Leap Frog/Leap Pads • Fundations • Wilson • Learning Leaders • MyOn • Mind Play	Small Group Small Group Small Group, One to One Small Group Whole Group One to One Small Group Small Group Small Group/One to One One to One One to One	After School After School The School Day The School Day The School Day The School Day The School Day The School Day The School Day School Day/After School School Day/After School
Mathematics	• NYS ELA/Math Scores • Teacher Recommendation • PID Status • Student Progress • Parental Inquiry	• After School Program (Maspeth Town Hall) • Envision Reteach • Educational Paraprofessionals Learning Leaders Dreambox	Small Group Small Group/One to One Small Group/One to One Small Group/One to One One to One	After School School Day/After School The School Day The School Day The School Day The School Day School Day/After School
Science	• NYS ELA/Math Scores • PID Status	Reading For Information	Small Group	The School Day
Social Studies	• NYS ELA/Math Scores • PID Status	Reading For Information	Small Group	The School Day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Teacher, SBST, Parent Recommendation • Previous counseling history	AIS and STH Counseling	Small Group/One to One	The School Day

	• Case by Case Analysis			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

[1]Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 229]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 the school community;

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing 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 (SPC)

[PS 229], 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 Education
Carmen Fariña, Chancellor

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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo 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: Emanuel Kaplan School	DBN: 24Q229
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☒Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: P.S. 229's Title III program provides approximately 40 English Language Learners with supplemental instruction in an After-School Program and an Early Bird Program. The three teachers that will be working in our program are ESL certified. Ms. Dora Bettencourt has a Special Education, TESOL and Bilingual license. Mrs. Jennifer Amare has a TESOL and Common Branch license and Mr. Yegzeru Amare has a Common Branch, TESOL and Administration license. The After School Program will service ELLs in grades 1-5. There is one 1st grade class for beginners, one 2nd grade class for beginners and intermediates, and one 3rd and 4th grade class for intermediates and advanced that meet two times a week, Wednesdays and Thursdays from 2:30-4:00 for 45 sessions from October 2014 through April 2015. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 10 or fewer students per teacher. Some of the strategies that we will be working on are, self monitoring by checking our comprehension when reading, use of available resources which include dictionaries and word walls, summarizing main idea in spoken or written language, questioning by asking teacher/others for clarification, scaffolding using graphic organizers and visual aids, and cooperation by working with peers to solve problems. The Early Bird program will begin in March 2015. It will serve 5th grade long-term ELLs meeting three times a week from 7:00am-8:00am for 11 sessions. The focus will be reading, writing and math. In addition, there is an Early Bird for 3rd grade from Octboer 2014 to April 2015 at no cost to Title III. A group of five 3rd grade ELLs will meet three times a week from 7:00am-8:00am. The focus will be reading for comprehension and teaching writing skills. Materials used in the after-school and Early Bird Programs are "On Our Way to English", "Ladders to Success on the New York Standards, Reading", the use of different activities on the SmartBoard, "Empire State NYSESLAT" by Continental Press and "Spectrum Writing", a commercial program with skill and sequence progression aligned to state and national standards.

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: P.S. 229's Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers. Teachers working in the supplementary programs with ELLs will receive three two-hour professional

Part C: Professional Development
development sessions after school from 2:30 P.M. – 4:30 P.M. Topics that will be addressed during these professional development sessions are as follows: 1. Two-hour professional development session devoted to using graphic organizers to help teach and reinforce vocabulary with ELLs. (December 12, 2014— Mrs. Graziano – Classroom teacher/ESL certified) 2. Two-hour professional development sessions devoted to innovative reading strategies for ELLs. (April 16, 2015 -- Mrs. Sietas Classroom teacher/ESL certified) 3. Two-hour professional development sessions will be devoted to differentiating for Talented and Gifted English Lanugage Learners. (June 11, 2015 -- Mr. Rodriguez -- a bilingual/ESL/Gifted and Talented trained instructor)

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: P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 31 hours of parent English classes. A certified teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. We have a Holiday ELL Workshop for parents to get together. They sing English songs guided by an ESL teacher and discuss the progress their child has made thus far. The workshops are from an hour to two hours and refreshments are served. Translators are present at all of our workshops to ensure that the parents understand everything being said. In addition, the coordinator will provide information about our ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations. The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish

Part D: Parental Engagement Activities
and Chinese).

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $13863		
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) • Per session • Per diem	3	After School ELL Grades 1-5 (Teachers)*(Sessions)*(hours)*(rate)= (3) (45) (1.5) ($51.51) $10,430.78 Early Bird ELL Grade 5 (Teachers)*(Sessions)*(hours)*(rate)= (1) (11) (1) ($51.51) $566.61 Total cost of $10,997.39 ---------- Parent English Classes (Teachers)*(Sessions)*(hours)*(rate)= (1) (31) (1) ($51.51) $1596.81 Participation teachers -- Professional Development (Teachers)*(Sessions)*(hours)*(rate)= (3) (3) (2) ($51.51) $927.18 Facilitators -- Professional

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $13863		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Development (Teachers)*(Sessions)*(hours)*(rate)= (1) (3) (2) ($51.51) $309.06 Total cost: $2833.05 ---------- Total overall cost: $13,830.44
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 24	Borough Queens	School Number 229
School Name Emanuel Kaplan		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Dr. Sybille Ajwani	Assistant Principal Gina Mascia
Coach Catherine Sirianni	Coach Samantha Gonzalez
ESL Teacher Dora Bettencourt	Guidance Counselor Lisa Ryan
Teacher/Subject Area Christine Coughlin/ESL	Parent Huijun Guo
Teacher/Subject Area Jennifer Amare/ESL	Parent Coordinator Mary Messina
Related Service Provider Jude Ohrtman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers not currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers not currently teaching in the ESL program	2	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)	1556	Total number of ELLs	119	ELLs as share of total student population (%)	7.65%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1		5	1	1	1	3							12
Pull-out	1	2		1	1	2	1							8
Total	2	2	5	2	2	3	4	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	**Newcomers (ELLs receiving service 0-3 years)**	96	**ELL Students with Disabilities**	29
SIFE	1	**ELLs receiving service 4-6 years**	23	**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. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	97	1	11	23		18				120

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	97	1	11	23	0	18	0	0	0	120
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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	9	8	10	9	7	6							54
Chinese	16	9	5	2	5	4	5							46
Russian					1									1
Bengali			1	1		2	2							6
Urdu														0
Arabic		1			1									2
Haitian														0
French														0
Korean	1	1	1											3
Punjabi					1	1								2
Polish		1												1
Albanian														0
Other	3					1	1							5
TOTAL	**25**	**21**	**15**	**13**	**17**	**15**	**14**	**0**	**0**	**0**	**0**	**0**	**0**	**120**

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)	5	5	4	1	9	7	3							34
Intermediate(I)	0	8	7	4	5	4	3							31
Advanced (A)	20	8	4	8	3	4	8							55
Total	25	21	15	13	17	15	14	0	0	0	0	0	0	120

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					0
4	9				9
5	6	1		1	8
6	9	2			11
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	6	1	3						10
5	3	1	1	1	3				9
6	8	1	1		1	1			12
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		4	1			9
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

   At P.S. 229 we have formal and informal assessment. Formal assessment includes standardized testing, performance based assessment, running records and unit or teacher made tests. At P.S. 229Q, the main written and oral translations are done in Chinese and Spanish. We can also have it done in Korean or Bengali when necessary. The information was generated from ATS and is also

supported by emergency cards and the Home Language Identification surveys. The Parents' Bill of Rights is distributed in various languages and signs are posted indicating availability of translation services. Informal assessment incorporates observation, small group activities and evidence of student work. Each student has a folder and the assessment can be found in that folder. The folder is passed along from grade to grade so that the classroom teacher or ELL teacher can see the growth of the student. ARIS can also be used to examine data.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The data patterns across profiency level show that we don't have many students scoring beginner. In grades two and five, there are more intermediates than advanced and in grades three and six there are more advanced students.
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)
   After reviewing the NYSESLAT scores, and noticing that most of our students struggle in the modality of reading and writing, we make sure that we try and service our students during their reading and writing periods. We discuss the results with their teachers and work together closely to try and meet a goal set for them.
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?

   The data patterns across profiency level show that we don't have many students scoring beginner. In grades two and five, there are more intermediates than advanced and in grades three and six there are more advanced students. When looking at our data, some of the ELLs who took the Math and Science State Tests in their native language, did better, some did not.

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*.)
   Proficiency levels from the NYSESLAT, their reading levels when they are assessed in the classroom and the LAB-R if they are new admits are used to determine grouping and instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   We make sure that a child's second language development is considered in our instructional decisions by providing additional scaffolding, emphasizing vocabulary and language structure. We also provide time for oral language practice and building background knowledge.
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.).
   We are an A school and 51.9% of our ESL students scored in the "75th growth percentile or higher" which earned points for closing the achievement gap.

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.)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) assisted by a trained pedagogue. This survey lets school staff know, what language the child uses at home. A certified ESL teacher is present during the informal oral interview in English or in their native language when possible. Our teachers and our paraprofessionals, Ms. Coughlin, Mrs. Amare and Ms. Bettencourt, who speak Spanish,Ms. Tong and Mrs. Sui, who speak Chinese, Mrs. Haq, who speaks Bengali, Ms. Samuel who speaks Arabic, Ms. Markowsi, who speaks Polish and Mrs. Oh, who speaks Korean are the pedagogues who assist parents with their HLIS from and conduct an informal interview. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment by a certified teacher. Performance on this test determines the child's entitlement for English language development support services.

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.
A student enters the public school system. The parent and child are interviewed by a certified ESL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the student is then administered the LAB-R within the first ten days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB in Spanish. The parent is then notified that their child is entitled to services. The ESL Department holds an orientation within the first ten days of school, informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained through the use of a video and a Guide for Parents of English Language Learners handouts is given to the parents in their native language. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. Once a parent has made a decision on the Parent Selection Form, this information is then entered into ELPC screen on ATS.

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].)
If the student fails the LAB-R, an entitlement letter (in their native language when possible) is sent home inviting them to attend, the orientation meeting. The original HLIS of students that failed the LAB-R is kept filed in the ESL Department. A copy is filed in the student's cumulative record. To ensure that the parents understand all three program choices, the first official interaction with the parents of ELLs is the parent orientation session program placement options which is presented with clarity and objectivity (parents that do not attend the orientation meeting, are called to reschedule an individual meeting with an ESL teacher or a video in their language is sent home). A video orientating parents of newly enrolled ELLs into the New York City school system of their program choices and their rights to choose is made available in English, Spanish, Chinese, Russian, Korean, Urdu, Bengali and Arabic. We also have Urdu, Spanish, Chinese and Korean translators available in the school.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used to place identified ELL students in our instructional program is the "Parents Survey and Program Selection" form. Although "Free-Standing English as a Second Language" has been the parents' preference in the last few years, during the meeting, parents are informed explicitly that with fifteen or more students of the same native language a bilingual class of instruction can be formed. They are also informed that a bridged class is possible. Furthermore, if a parent is interested in a bilingual program or dual language prgram and our school does not offer one, they are informed of a school nearby that has the program and the ELLProgramTransfers@schools.nyc.gov are contacted for assistance with placement. Lastly, the parent is informed that their choice of program is for the school year. The Free Standing English as a Second Language Program offers all instruction in English. Once a child has been determined whether they are beginner, intermediate or advanced, they are placed into an appropriate classroom on their age level where other ELLs are present.

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.
To ensure that an ELL student takes all four sections of the NYSESLAT, rosters are prepared by grade. The rosters have columns for each of the modalities. When a teacher administers the NYSESLAT, the column is checked off to make sure that the child has been

tested in all four modalities.

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.

After reviewing the Parents' Survey and Program Selections for the past two years, the program selection is aligned with the parents' choice. Parents in our community request, Free-Standing English as a Second Language. Out of thirty-three Parent Survey and Selection forms no parent opted for transitional bilingual or dual language instruction. The program offered by our school is aligned with the parents' request. One-hundred percent of the parents have chosen, Free-standing English as a Second Language. The three different ELL instructional programs are described in detail at our Parent Orientation meetings. We explain to the parents that if there are fifteen or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we suggest a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. All meetings are translated into the major languages of our community, which are Spanish, Chinese, Bengali and Korean.

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])?

The preferred organizational model used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in the ReadyGen literacy program developed by Pearson to address the ELA Common Core standards. The program includes 90 minutes of literacy daily from grades K-5. ReadyGEN engages students with complex text and its academic language through the use of units of study designed around text sets at each grade level. Students are asked to extract and employ evidence from text, and use text sets to understand evidence within and across texts to support writing. It builds knowledge through theme-based units of study that balance literacy and informational text. Sixth grade participates in Expeditionary Learning for 90 minutes daily. In addition, grades K-5 have 60

minutes and grades 3-6 have 75 minutes of Envision Math. The ESL teacher pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out four times per week to fulfill the NYS CR Part 154 mandated number of units of ESL. For "push-in or "pull-out", beginner and intermediate levels are grouped together. Advanced and proficient students are grouped together. The ESL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals. For "push-in" or "pull-out", beginner and intermediate levels are grouped together. Advanced and proficient are grouped together. The ESL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

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)?

Students are grouped according to the LAB-R and/or NYSESLAT and their reading level when assessed. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from ReadyGEN or Expeditionary Learning.

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

In our free-standing English as a Second Language model, the content area is delivered in English. Dictionaries, glossaries, student pairing (same native language), charts, highlighting text books and learning leaders are used to make content comprehensible and enrich language development. Our goals are to provide academic subject area instruction in English using ESL strategies and methodology, to incorporate ESL strategic instruction in every lesson and within the content areas and to assist students in achieving the state-designated level of English proficiency for their grade by the third year of ESL services considering that there is no interruption in their academic year and that their cognitive ability does not interfere with their ability to learn. To engage ELLs above the beginner level in developing grade-level content, the teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers use learning activities that connect new content to students' prior knowledge.

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

ELLs who speak Spanish and fail the LAB-R, receive the Spanish LAB. Also, ELLs who are in the country two years or less receive all content area state exams in their native language or through a translator to exceed state standards. Native language support is delivered through dictionaries.

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

P.S. 229 features holistic learning and teaching. Our ESL program utilizes methods and techniques, concepts, skills, strategies that are integrated rather than taught in isolation. Listening, speaking, reading and writing skills are developed in a cyclical rather than linear fashion and are therefore evaluated by the teacher in formal or informal assessment contexts throughout the year.

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

For SIFE students, programming and instruction is adjusted for them. When possible a SIFE student receives support in their native language to help them understand the text. A packet has been created that includes an alphabet chart with corresponding pictures, a newcomer survival baggie containing words and pictures of themes that are necessary for the child to survive the everyday school environment. They are closely watched to make sure that they are included in classroom work especially small group and hands-on activities.

For students with less than three years of ESL services and with beginner and intermediate proficiency levels the academic, emphasis is placed on acquiring vocabulary and shared experiences. These ELL classrooms have evidence of functional prints (labeling of classroom), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students are also mandated for the Title III extended day. In ELL Extended Day, "On Our Way to English" is used which addresses the four

modalities of language. Classes are limited to 10 students so the teacher can focus on the needs of the individual students. The ELLs receive literacy and math support from a certified ESL teacher. If a student is a newcomer, he or she may take content-standardized tests in his/her native language if available.

Our plan for ELLs receiving service four to six years depends on the student's needs. When they are reading, the students will be grouped. When they are writing, they will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. A reading specialist also addresses newly proficient ELLs four to five times a week for forty-five minutes. Peer tutoring is also used by having our sixth-grade students help with individual students. Learning Leaders, who are volunteers work with individual students as well.

For our long-term ELLs, if we see that their weaknesses in reading and writing is what is keeping them from passing the NYSESLAT, an Early Bird program is designed for them to work on various skills in reading and in writing.

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?

   The ELL SWDs use grade-level text. For self contained classrooms, we have Pearson's Reading Street. It offers ELL SWDs the same Common Core experiences as the regular education students to ensure that the state mandated tests on grade level do not come as a total surprise to the students. The instruction is differentiated by varying background and vocabulary development, varying modes of reading the material and varying the amount of the text read at a time. Furthermore, this program provides scaffolding and support. It has English Language Development Readers with visuals to provide all ELL access to the same content. Content in the readers is scaffolded according to language proficiency level. It provides guidance on instructional strategies designed to prepare English Language Learners for standardized tests. The Wilson Reading System is also being used by teachers with SWDs and we have SGI twice a week for fifty-five minutes.

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?

   Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229Q. One model is the ICT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ESL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	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.

   Based on students' NYSESLAT scores, ELA exams, and teacher's classroom data, students will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense reading instruction that includes SGI, guided reading and Wilson Reading system for SWDs. The strategies used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, and explicit vocabulary development in the content areas. There is the use of Leap Pads and comprehension workbooks from Continental Press during Extended Day. The ELL students also participate in Title III funded after-school program, Early Bird and summer school. Peer tutoring is also used by having our sixth grade students help with individual students and Learning Leaders work with individual students as well.

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

    From the evidence on the School's Progress Report 2012-2013 we can attain that our ESL program is effective. 51.9% of our ELLS scored in the "75th growth percentile or higher" which earned points for closing the achievement gap.

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

    P.S. 229 will continue participating in a Federal Funded Project for the year called Developing English Language Literacy through the Arts (DELLTA), It will target fourth and fifth grade ELLs and it is a collaborative action inquiry that will look at what the nature of teaching theater is and in what ways does it influence second language acquisition in ELLs. It will incorporate: standard-based arts instruction, clear language objective and formative assessment strategies. We now have use of "Safari Montage" (educational videos). For the upcoming year, we will continue a three-month Early Bird support program in reading and math for long-term ELLs.

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

    The parent English classes are shortened due to lack of funds.

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

    P.S. 229 is a barrier-free school that prides itself on its collaborative school climate, welcoming all special needs, diverse populations (ELLs), gifted and general education students. The ELLs are grouped within the general education if the student requires it. We have no self-contained ESL classes. The ELLs participate within the same rigorous academic standards, cluster programs, special arts (Dancing Classroom by American Ballroom theater company, Ballet Tech, Recorder Programs, DELLTA, and Midori and Friends), school government, and various school events). They also participate in an after-school program and summer school. Information about the programs available is provided in the students' native language.

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

    There are various computer programs ELLs have access to while in school. A newcomer has the chance to use Rosetta Stone in English to help develop vocabulary. A website students use is Starfall. Using Starfall helps in areas of phonics, letter recognition and reading fluency. Students in Kindergarten, Grade One, Two and Three learn computer skills once a week, while those in Fourth, Fifth and Sixth grade have computer class twice a week. Students are encouraged to use computers in their classroom to do research and type reports which is part of their Writing Workshop. Students are encouraged to participate in answering questions in all content areas using the Smart Board. This not only provides them with learning new technology but gives them the opportunity to express themselves despite their level of proficiency. The teacher when teaching content area uses TPR and demonstrates what the project/experiment will be about and what is expected. Charts are used. An ELL child is paired with English speaking students and when possible someone who speaks their native language to make sure that he/she understands what is expected of them in that class. With the use of a Smart Board, the teacher makes content-area subjects more realistic and engaging. For ELLs SWD, paraprofessionals are assigned to specific students on a daily basis offering assisted instruction in their native language in all subject areas. ELL students who received a level 1 or 2 on Math and Science State exams receive small-group instruction that takes place in school two days a week for 55 minutes.

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

    When an ELL is placed in the classroom for the first time, the teacher tries to sit the child where his/her language is spoken by another child. Parts of the classroom are labeled. A list of expressions is given to each child in their native tongue with the translation into English to help them with simple everyday requests. It is also used to test newcomers in content areas and to assign paraprofessionals for ELLs SWDs. We have picture dictionaries and provide materials that have instructions and words in both languages.

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

Required services, supports and resources correspond to the ELLS age and grade levels. ELLS are grouped according to grade age appropriate unless a student was held over. Students in the lower grades utilize pictures, acting, phonics, color coded activities and rhymes to learn vocabulary. In the upper grades, instructional support is embedded within the reading program, the smart board and online technology that support ELL students. Furthermore, academic and content specific vocabulary is learned and reinforced through various multimedia experiences.

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.

    When a newcomer enters the school, the ESL teacher informs the classroom teacher and the student is paired with a "buddy" to help them become more comfortable in their new environment. Dictionaries are provided by the ESL teacher and books may be available in their native language. When working with older students, the student is encouraged to write in his/her native language so the work is produced and the ELL teacher finds a way to have the writing translated.

18. What language electives are offered to ELLs?

    N/A – Our elementary school does not offer a language elective at this time.

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

    N/A

C. Professional Development and Support for School Staff

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

The ESL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend professional development and share a common preparation period with their grade counterparts to devise strategies to help ELLs reach the standard in English and content areas. In addition the ESL teachers will also provide the five-mandated workshops for all teachers on different aspects related to English Language Learners. Teachers attend ESL workshops given by the Network where they learn about the latest research and Common Core Learning Standards to support our ELL's. This year the region/Network provided a series of workshops with Shirley Rouse-Bey. These workshops are planned with the opportunity to turnkey to their peers. Furthermore, the extended-day ELL teachers under Title III participate in three professional developments. Topics that will be addressed during these professional development sessions are as follows: Scaffolding instruction for ELLs to facilitate knowledge and understanding of academic vocabulary in Ready Gen, analyzing data for the school year and review and share DELLTA's goal: students will explore asking higher order questions that lead to small group discussions using a bank of phrases and journaling.

The teachers of Grades Five and Six are able to departmentalize for literacy, mathematics and science in preparation for life as middle school students. They are allowed to visit the middle school with their students and also receive information about middle schools that they can share with the students and parents.

We have an on-going inquiry-based model of professional development for all staff. The principal, supervisors, literacy coach, math coach and reading specialist look are the strengths and weaknesses of individual teachers and group them for professional development in the domains of Charlotte Danielson's Framework for teaching that their indicators showed need. The professional development is carried-out during citywide mandatory dates, monthly faculty conferences, grade conferences and extended day. The following areas have been addressed in professional development:

** Sensitivity to culturally and linguistically diverse student and parents.
** Recent research in ESL education and language and acquisition.
** ESL methodologies for teachers serving ELLs including content-area instruction.
** Native language and ESL instruction

These professional developments support the staff in meeting the mandated 7.5 hours of ELL training, as per Jose P. Teachers maintain their own record of requirement hours and a copy is kept in their respective teachers file. The school secretary also keeps a file of signed rosters and agendas of professional developments given in a school year.

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?

P.S. 229Q Parent Involvement Policy was designed upon careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PTA and Parent Coordinator provide many opportunities for parents to get involved in the school. For example, there is a PTA meeting once a month and translators are available. Parents are asked to participate in Picture Day, Pumpkin Patch, Candy Sale, Book Sale, Craft Fairs and the Supermarket Bonanza. The PTA newsletter is translated into other languages. At present, the PTA has a parent website for easier parental communication. The school also offers many events that encourage parental involvement such as "Go Green Night," "Math Night" and "International Night". Under the Title III program the ELL parents and guardians have the opportunity to attend 32 hours of parent English classes. A certified teacher teaches these classes. Instructional materials such as adult ESL workbooks are utilized. Our parent coordinator will help create a welcoming school environment and host parent workshops, trips and meetings on issues of interest to all parents. For example, a Homework Help Workshop – Dial-A-Teacher, Learning Leaders Workshop – Learning Leaders Liaison, and Parenting Workshops. The ESL teachers also hold workshops for the parents. They have a holiday ELL workshop for parents to get together. They get free raffles and sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the ELL teachers conduct an orientation session for parents of newly enrolled ELLs after completing ten days of school and then as needed through the school year. Parent Orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessment and school expectations. The Parent coordinator and the ELL Coordinator work closely together in order to reach immigrant parents in their native languages through written or oral translations. The "Villager" publications are translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

We have The After-School Corporation (TASC) that offers an after-school program in our school. We also have classes for the adults in our community. We have visits from the Maspeth Library to inform the parents of their services.

The needs of the parents are evaluated by parents surveys available in different languages and requests made during school meetings. For example, orientation, open-school week, parent-teacher association meetings, and parent-teacher conferences. Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parents committees, Learning Leader Program, PTA meetings, PTA workshops, Publication of "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Math Night, Go-Green Night, Open School week, class trips, International Night, PHD Night, Band and special program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q229 **School Name:** Emanuel Kaplan

Cluster: 2 **Network:** 4

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

Part A: Needs Assessment Findings

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

The assessment was conducted by looking at four different variables: LAP, CEP, The Home Language Report and parents suggestion on the emergency cards.

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.

In P.S. 229, there are languages other than English being spoken by the parents. However, most of the parents communcate in English. Our intent is to provide written translations in the languages with the greatest precentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Bengali, Burmese, Arabic, Urdu and Polish for written translation. The information was generated from ATS and is also supported by emergency cards and the Home Language Identification surveys. The Parents' Bill of Rights is distributed in various languages and signs are posted indicating availability of translation services.

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 plan to translate:
1. The P.S. 229 Villager, a monthly newsletter that communicates information about the school's academic programs and events during and after school.
2. The Kindergarten Orientation Packet
3. Weekly or monthly notices on school activities or events for example, "Getting to Know You" (open school week), information on standardized test taking, math night, the science fair, etc.
Written translation is done through the use of various teachers or para-professionals that speak one of the languages needed. In P.S. 229Q, we have Spanish, Chinese, Urdu, Bengali, Arabic, Polish, and Burmese translators.

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.

1. We will provide language (Begali, Urdu, Polish, Chinese, Spanish, Arabic, and Burmese) para-professionsals during Meet the Teacher, Parent/Teacher conferences, PTA meetings and other events as needed.
2. We will provide oral interpretation before, during and after school hours and by phone calls in any of the languages needed. If there is a language in which we are unable to provide translation for, we will use the Language Translation Unit 718-752-7373.

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.

1. Primary language spoken by the parent of each student will be determined within 30 days of enrollment and will receive assistance if needed.
2. Timely provision of translated documents will be provided including important notices and students' report cards.
3. Timely provision of oral translation in groups or one to one meetings will be provided.
4. A copy of the Bill of Parent Rights and Responsibilities is available to parents in their native language.
5. A sign of the translation provided by our school is posted by the entrance of the school and in the main office.
6. To ensure that that parents in need of language assistance services are not prevented from reaching the school's administrative offices due

to language barriers, the security officer or the first staff member contacted should determine the language of the parent or visitor and locate a translator within the building by contacting the main office. If the translator is not present in the building, the Interpretation Services Unit at will be called.