

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X204

School Name:

PS204, MORRIS HEIGHTS

Principal:

AMANDA BLATTER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PREK-5 School Number (DBN): PREK-5
School Type: ELEMENTARY Grades Served: PREK-5
School Address: 1780 DR. MARTIN LUTHER KING JR. BLV, BRONX, NY. 10453
Phone Number: (718) 960-9520 Fax: (718) 960-9529
School Contact Person: AMANDA BLATTER Email Address: ABLATTE2@SCHOOLS.NYC.GOV
Principal: AMANDA BLATTER
UFT Chapter Leader: BERNADETTE ALEXANDER
Parents' Association President: KAREN VERGES
SLT Chairperson: MARIANO MAQUEDA
Student Representative(s): _____

District Information

District: 9 Superintendent: LETICIA RODRIGUEZ -ROSARIO
Superintendent's Office Address: 55 St. Paul Place, Bronx, NY
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 917-763-3144 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO
Network Number: 534 Network Leader: BEN WAXMAN

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
AMANDA BLATTER	*Principal or Designee	
BERNADETTE ALEXANDER	*UFT Chapter Leader or Designee	
KAREN VERGES	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LIDDIE MICCABE	Member/ PARENT	
EBONY MILLINER-SCULLARK	Member/ PARENT	
LARA GRACIELA	Member/ [PARENT	
AILEEN NUNEZ	Member/ PARENT	
MARIANO MAQUEDA	Member/ TEACHER	
DEBRA SALGUEIRO	Member/ TEACHER	
LISA ELLIS	Member/ TEACHER	
	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	
-	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.
-	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
-	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.
-	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.
-	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.
-	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:

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Context:

PS204 is situated in the South Bronx with a population of 591. We have 409 Hispanic students, 165 Black, 6 Asian, 5 American Indian/Alaskan, 5 white and 1 multiracial students attending the school this year. Of this student population there are 51 English Language Learners (ELLs) and 65 Students With Disabilities (SWDs.)

Mission:

To promote opportunities for all students to achieve to their maximum potential in all aspects of life – academic, social, emotional and physical, for the purpose of educating the whole child.

Strategic Collaborations:

PS204 partners with a CBO-Directions For Our Youth (DFOY) which provides families with an after school program. They offer a variety of services for students including homework help, arts enrichment and supports. Dancing Classrooms provides instruction in ballroom dancing to students in grades 4 and 5. A full time music teacher provides music instruction which integrates literacy, dance and music. Studio-in-a-School provides visual arts instruction for all students. Residencies include instruction in two and three dimensional explorations using various art media. Art exhibitions allow students to present their work to the public. A Disney Musical Grant offers students the opportunity to participate in producing a Disney musical theater program. Marquis Studios provides ten Saturday parent/child workshops in performance arts and visual arts

Strengths Accomplishments :

We have a cohesive school community where 96% parents are satisfied with the education that their child has received and 97% of teachers feel that order and discipline are maintained at this school, & 100% of teachers agree that leaders of this school place a high priority on the quality of teaching.

22% Grade 3-5 students met state standards in NYSELA and 29% in NYS Math, well above the District averages. Our subgroup data includes an additional 2 SWD students (of 53) in 2014 achieving proficiency levels 3 and 4 in NYSELA & in NYS Math an additional 4 students in 2014 out of a population of 54. For our ELL population there were 2 students (of 53) in 2014 achieving proficiency levels 3 and 4 in NYS ELA; in NYS Math an additional -3 students in 2014 out of a population of 30 that was reduced by a total of 8 students, eligible to take the test, from the previous year of 38. PS204 scored between 41.2 to 58.9 in the 'Closing the Achievement Gap' category, therefore *'Meeting Target'*.

Challenges:

Meeting our goals in this community has academic challenges, such as developing a sound grade level academic and subject specific language base.

Our goals are designed to continue the upward trajectory of achievement for all students & particularly our student sub-groups. As well, we are focused on deepening rigor around the literary and expository texts and developing a deeper understanding of the language demands in all subject areas. Our professional developing and collaborative planning and instruction will work to ensure every student makes progress. Finally, we want to continue to strengthen school/family partnerships to support a vibrant culture and success for all.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- We made gains of 4.4% in Grades 3, 4 and 5 of students that achieved Proficiency levels in the NYS English Language Arts (ELA) Exam, which is an increase of 14 students.
- Percentage of students achieving proficiency or above by Grade in ELA
 - o 3rd grade – 25.3%
 - o 4th grade – 24.4%
 - o 5th grade – 15.5%
- On the NYS Math Exam there was an increase of 1.6% (up from 2013 by 8 students)
- Percentage of students achieving proficiency or above by Grade in Mathematics
 - o 3rd grade – 30.3%
 - o 4th grade – 22.1%
 - o 5th grade – 33.8%
- Percentage of students achieving proficiency or above on the NYS Science Exam
 - o 4th grade – 93.0%
- PS204 scored between 41.2 to 58.9 in the ‘Closing the Achievement Gap’ category, therefore *Meeting Target*
- On the 2014 NYSESLAT, 80.38% of our ELL students made progress and 23.53% attained proficiency;
- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 4.2% or 1 student of 24 students that were eligible for the NYS ELA Exam in 2014
- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Exam in 2014 who achieved proficiency levels was 6.7% or 5 students, 3 less than the previous year
- Of the SWD students in NYS ELA Exam data in 2014 we had 2 students or 3.8% who performed at the proficient level, up from 0% the previous year
- On the 2014 NYS Math Exam, 13% of SWDs or 7 students achieved proficiency levels, up by 4 students from the previous year

Therefore it is apparent that a continued focus on improving planning and instruction is necessary to provide the best possible support for improved outcomes for our subgroups

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 we will work to ensure that all students are actively engaged in CCLS aligned rigorous instruction and improve the percentage of all of our students achieving proficiency levels by 4% in ELA and Math, including those of our SWD & ELL subgroups.

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: <ol style="list-style-type: none"> 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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will devote significant time to planning rigorous curriculum so that teacher teams can meet regularly for common planning, and to monitor and review student outcomes data and to adapt the units to include multiple entry points for ELLs, SWDs, struggling students and advanced students. The master schedule will be created to allow for weekly planning meetings within grade teams, in addition to the common preparation periods. We will provide per session funding for planning to provide additional support for effective planning and planning outreach for families to support improved outcomes.	All teachers	Weekly September 2014 to June 2015	Instructional leaders, Grade teams
Continue collaboration, established in 2010, with Learner Centered Initiative (LCI) for the purpose of creating, revising and refining literacy units integrated with Social Studies and Science. We will utilize Ready Gen resources to create additional units of study.	All teachers	September 2014 to June 2015	LCI Consultants Instructional Leaders, SWD, ELL & classroom teachers
Utilize Professional Learning Communities (PLCs) to provide focused PD, and to review vertical alignment (e.g. examining a progression of speaking and listening skills in PreK-5).	All teachers Para-professional	Monthly September 2014 to June 2015	In school, network personnel and consultants
Monitor in-school and standardized assessments, especially the item analysis that is aligned to the CCLS and review strategies to address gaps in achievement	All teachers	Monthly, September 2014 to June 2015	Instructional leaders, Grade teams
Partner with Marquis Studio to provide an enrichment program for Immigrant students that will enhance our curriculum by creating experiences where students will explore the history and social fabric of their neighborhood through the eyes of an architect. There are be parent/child workshops to promote parent involvement in the school setting through various visual and performance art activities.	Immigrant students	January 2015-June 2015	ESL Teacher Marquis Studio Instructors

Part 4 – Resources Needed

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

- Master Schedule programming to allow up to periods a week of common planning for all teachers
 - LCI consultants to guide unit planning
 - Network staff to provide professional development
 - Funding for resources for units of study (Go Math, LCI and Ready Gen)
 - Additional nonfiction leveled texts
 - Per session funding for additional team planning
- Funding for parent outreach and curricula 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	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

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

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.

- Instructional Leaders share in weekly cabinet meetings their participation in, and their observations of teacher team planning
 - Grade Team Leaders and Instructional Leaders monitor progress made toward the completion of Planning Meeting Agendas and collaborate with teacher teams to set the next steps
 - Progress toward completion of work on units of study, lesson series and lessons that will exhibit CCLS alignment, academic rigor and scaffolded multiple entry points for the variety of learners
 - Improved school performance in ELA, especially for our subgroups
 - Improved school performance in Math, especially for our subgroups
- Increased attendance at school held workshops on curricula and other family and parent programs

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- There is a need for a school-wide comprehensive and cohesive approach to discipline that has a variety of appropriate consequences for students
- There have been multiple reported in-school incidences of disciplinary incidents that require intervention or time-out
- At this time there are 17 families, registered for Temporary Housing (Last year we had 4 families, this is a significant increase)
- Significant incidence of Child Abuse being reported & requiring intervention (already 9 reported cases of child abuse or neglect this school year)
- 89% students are eligible to receive Free Lunch
- 19.3% students school-wide have less than 90% attendance
- 11% school population in 2013-14 were classified English Language Learners
- 27% in 2013-14 were students with IEPs
- In 2014 School Survey, 96% of parents (citywide average is 53%) expressed satisfaction with the school culture, however only 63% of parents responded to the survey, representing a decline from 2012’s 77% and 2013’s 75%
- In 2014, 95% of teachers (citywide average is 83%) expressed satisfaction with the school culture, though this is a drop from 100% teachers responding to the survey in 2012 and 2013
- State Scores by Grade in Mathematics
 - o 3rd grade – 30.3%
 - o 4th grade – 22.1%
 - o 5th grade – 33.8%
- State Scores by Grade in ELA
 - o 3rd grade – 25.3%
 - o 4th grade – 24.4%
 - o 5th grade – 15.5%
- State Scores in Science
 - o 4th grade – 93.0%
- PS204 scored between 41.2 to 58.9 in the ‘Closing the Achievement Gap’ category, therefore Meeting Target

Therefore a continued focus on the creation and maintenance of a supportive social and emotional environment is vital this year.

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 we will work to ensure students feel safe, supported and engaged in rigorous academic programs, resulting in a reduction of the number of students referred for disciplinary action by 6% in 2014-15.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> - Establish a committee to explore strategies and/or programs to meet students' social emotional needs - Implement individualized behavior monitoring systems for at-risk students - Explore and implement coping strategies for at-risk students - Research methods to provide emotional support for students and their families. 	All Students	September 2014 to June 2015	Instructional leaders Related Service Providers Teachers
Utilize the RTI process to screen students requiring social and emotional support, develop strategies to meet their needs and monitor student progress in meeting goals.	Targeted students	September 2014 to June 2015	RTI Team Classroom Teachers Related Service Providers Parents
<ul style="list-style-type: none"> - Parents receive a monthly newsletters outlining units of study for each grade and the expected learning outcomes; - Parents receiving teacher invitations to make appointments for discussion during the scheduled '<i>Parent Engagement Periods</i>' on Tuesdays; - Parents are invited to '<i>Coffee and Conversation</i>' held in the '<i>Parent's Room</i>' to discuss issues and to address curricula questions; - Parents demonstrate their understanding of, and belief in, the school's high expectations for student outcomes when they attend parent-teacher conferences in increasing numbers. 	All parents	September 2014 to June 2015	Parent Coordinator Instructional leaders
<ul style="list-style-type: none"> - Partner with CBOs such as Good Sheppard and the Jewish Board to provide support for families 	Families of at-risk students	September 2014 to June 2015	Parent Coordinator Instructional leaders
<ul style="list-style-type: none"> - School wide implementation of Respect for All and iSAFE to promote awareness of responsiveness to bullying and cyberbullying 	All students	September 2014 to June 2015	Guidance counselor
<ul style="list-style-type: none"> - Creation of a student government with representatives from 4th and 5th grade classrooms. The student government promotes student voice, student decision making, and teaches principles of leadership 	Elected students All classes	November 2014 to June 2015	Student government facilitator

Part 4 – Resources Needed

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

- Materials for effective communication
- CCLS in all subject areas
- Bulletin Board upkeep
- Parent Coordinator
- Scheduling '*Parent Engagement Periods*'
- Resources for '*Coffee and Conversation*' in the '*Parent's Room*'

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

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Part 6 – Progress Monitoring

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

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

- Minutes, agendas and attendance sheets for RTI meetings
- SLT Meeting agendas and minutes
- Attendance sign in at *Parent Engagement Periods*
- School Survey 2014-15 (Parents and Teachers)

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

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10.	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

<ul style="list-style-type: none"> - Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> - We made gains in the percentage of our total Grade 3, 4 and 5 student population of 4.4% from 2013 that achieved Proficiency levels in the NYS ELA Exam, which is an increase of 14 students; - On the NYS Math Exam there was an increase of 1.6% (up from 2013 by 8 students); - PS204 scored between 41.2 to 58.9 in the ‘Closing the Achievement Gap’ category, therefore Meeting Target; - In 2014, NYSESLAT 80.38% of our ELL students made progress and 23.53% attained proficiency; - The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 4.2% or 1 student of 24 students that were eligible to sit for the NYS ELA Exam in 2014; - The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Test in 2014 achieving proficiency levels was 16.7% or 5 students, 3 less than the previous year; - Of the SWD students in NYSELA Exam data in 2014 we had 2 students or 3.8% reached that achieved state level proficiency up from 0% the previous year. - NYS Math Test 2014 SWD 13% or 7 students achieved proficiency levels 3 & 4 up by 4 students from the previous year <p>Therefore this goal is designed to continue this upward trajectory and we are focused on deepening rigor in planning and instruction to ensure every student makes progress.</p>

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, teacher teams will have collaborated on planning on improving their instruction to increase the number of students achieving proficiency levels in our students achieving proficiency levels by 4% in ELA and Math.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 			

Grade teams work together to refine the integrated LCI units of study and lessons to include challenging thinking questions, projects and discussion points to engage students. Instructional Leaders provide guidance to assist grade teams to examine the data for progress by grade, by class, and by student.	All teachers	September 2014 to June 2015	Grade teams LCI Consultant
Looking at students' work to: - allow grade teams to monitor achievement of high standards of student work across the grades - develop workable multiple entry points to scaffold ELLs, SWDs, struggling learners and above grade level learners - norm teacher teams in their assessment of specific aspects of the work based on CCLS aligned rubrics - highlight strategies that work in teaching of aspects of writing specifically using mentor texts, teacher modeling and think aloud and interactive writing (in Literacy and Mathematics).	All teachers	September 2014 to June 2015	Instructional leaders, Grade teams
Collaboration of grade teams to discuss the outcomes of ELLs and SWDs, struggling and advanced students to ensure entry questions that challenge student thinking at their specific level	All teachers	September 2014 to June 2015	Instructional leaders, Grade teams
Instructional Leaders provide professional development support and guidance for all teachers to tailor instruction for specific performance indicators and to promote small group guided and strategy lessons.	All teachers	September 2014 to June 2015	Instructional leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Master Schedule programming to allow up to two periods a week of common planning for all teachers - LCI consultants to guide unit planning - Network staff to provide professional development - Funding for resources for units of study (Go Math, LCI and Ready Gen) - Additional nonfiction leveled texts - Per session funding for additional team planning - Funding for parent outreach and curricula 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	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
As a result of our structures and planning, we will have established coherence across grades and subjects as we promote college and career readiness and routinely require all students to demonstrate their thinking.				
-Monitoring in school and standardized assessment data (units & mid unit tests, writing assignments, DRA MidlineTests in ELA & IReady for Math				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes	No

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

School Survey 2013-14:

- In 2014, 63% of parents (citywide average is 53%) expressed satisfaction with the school culture, 63% of parents responded to the School Survey, representing a decline from 2012 of 77% and 2013 of 75%;
- In 2014, 95% of teachers (citywide average is 83%) expressed satisfaction with the school culture, though this is a drop from 100% in 2012 and again in 2013 of teachers responding to the School Survey.

Analysis of our 2013-14 Advance Observation data for Domain 3 revealed:

- 14% teachers were rated as ‘Developing’ on the rubric for component 3a, and 69% ‘Effective’
- 32% teachers were rated as ‘Developing’ on the rubric for component 3b, and 60% ‘Effective’
- 32% teachers were rated as ‘Developing’ on the rubric for component 3c, and 62% ‘Effective’
- 20% teachers were rated as “Developing’ on the rubric for component 3d, and 71% ‘Effective’

Therefore our goal is designed to continue to strengthen teacher practice in all 8 approved Danielson components for 2014-15 in planning and instruction and specifically Domain 3b *Using Questioning and Discussion Techniques*, and Danielson 3d *Using Assessment in Instruction*; to ensure every student makes progress.

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 we will have intensified our focus on the Danielson Framework for Teaching providing individual teacher professional support around identified areas of needs, as evidenced by an increase in teacher MOTP ratings in the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> - Form a Staff Development Committee to plan differentiated Professional Learning workshops based on teacher created goals and identified needs - Based on Advance data trends from 2013-2014 plan and conduct 	All teachers	September 2014	Instructional leaders

<ul style="list-style-type: none"> components of Domain 3 (3a, 3b, 3d and 3c) for a major PD emphasis. Teachers self-selected to participate in various professional learning communities based on individual professional learning needs. 		through to June 2015	All teachers
<ul style="list-style-type: none"> Each teacher receives immediate and actionable feedback from the (4-6) formal and informal observations being conducted using the Danielson Rubric. Upon completion of an observation teachers reflect upon how they accomplished their goal and what adjustments they would make if they were to reteach the lesson using a reflection sheet. Teacher reflections are used as a conversation tool in the post-conference. 	All teachers	September 2014 to June 2015	Instructional leaders
<ul style="list-style-type: none"> Professional support is provided, firstly via the feedback that is specific and evidence-based, selective (prioritizing 1-2 important practices to focus on), and with clear guidelines for action and follow up, also instructional leaders provide guidance and /or coaching as required. Book Club on <u>Enhancing Professional Practice: A Framework for Teaching</u>, Charlotte Danielson, to explore the rationale and underpinning educational theory. 	All teachers	September 2014 to June 2015	Instructional leaders
<ul style="list-style-type: none"> Inform staff on the MOTP data to pinpoint areas of need across the school and to show progress against the goal 	All teachers	September 2014 to June 2015	Instructional leaders

Part 4 – Resources Needed

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

- Book Club texts (Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson)
- Master schedule for teacher planning for all teams and grades
- PD Schedule for whole school, teacher teams
- Workshops designed for parent/families
- Observation schedule, 1:1 actionable feedback and MOTPL upload
- Professional texts to support Danielson Teaching Framework, particularly Domain 3)

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Record of professional support provided for teachers
- PD agenda and attendance records
- Danielson Framework for Teaching Observations
- Danielson Observation Data (MOTP) on Domain 3
- Ongoing review of assessment data
- Available student assessment data available for review special needs students
- Monthly cabinet meeting agendas & minutes

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In 2014-15 parent workshops are held monthly and the rate of parent attendance is generally low among upper grades;
- 10 parents out of 90 students in grade 5 attended the school facilitated workshop on Applying to Middle School;
- Varied attendance at school sponsored workshops on school programs and curricula;
- Spanish translation is always available, though a sector of the Spanish speaking community have limited literacy skills in Spanish and this places additional strains on the time and availability of the Parent Coordinator to meet the volume of need requested;
- New immigrant families demonstrate and or express a reluctance to make full use of what the school offers in terms of resources and opportunities;
- We have instituted a regular period for each teacher on Tuesdays for appointments to be made with and or by parents to discuss their child’s progress or any issues arising, and we want to track the attendance data held by individual teachers to ascertain the level of participation;
- Principal welcomes all parents for coffee and a conversation during parent engagement time after school on Tuesday;
- We’d like to develop opportunities to build on outreach to local community groups and city agencies to support enrichment programs in the Arts and after school activities, such as the following:
 - Studio in a School- arts residency for grades K-5
 - Dancing Classrooms- ballroom dancing for grades 4-5
 - Disney Musical – afterschool theater program for students in 4-5 (this year is Jungle Book, 2014- Cinderella, 2013 Aladdin)
 - Millennium Dance – afterschool dance program for students in grades 1 and 2
 - Alvin Ailey Dance partnership –grade 5
 - Flamenco – afterschool dance program for grades 2/3
 - Highbridge Voices- CBO- afterschool program- we have several fourth and fifth students who are attending
 - Marquis Studio
 - Architecture program for immigrant students
 - Saturday Family programs- movement, circus arts, sculpture
 - Basketball- open court and league (grades 4 and 5)
 - In 2014, 63% of parents (citywide average is 53%) expressed satisfaction with the school culture, however 63% of parents only responded to the School Survey, representing a decline from 2012 of 77% and 2013 of 75%;
- In 2014, 97% of parents (citywide average is 53%) expressed satisfaction with the school culture, however 63% of parents only responded to the School Survey, representing a decline from 2012 of 77% and 2013 of 75%.

Therefore a continued focus on improving family and community outreach is called for.

Part 2 – Annual Goal

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

By June 2015 we will build on the partnership with families and strengthen outreach to community organizations in order to increase parental participation as evidenced by an increase in attendance at school sponsored workshops and programs.

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: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent coordinator conducts regular meetings on topics of concern to parents around curricula and common core standards and issues of health and safety	All Parents	September 2014 to June 2015	Parent Coordinator Instructional Leaders
<ul style="list-style-type: none"> - Meet the Teacher night will be held in September with translation services available as required; - Two scheduled Parent Teacher sessions (afternoon through to 8pm) will be widely promoted to maximize participation. The Report Cards are then given out along with opportunities to discuss progress of their child; - Parents demonstrate their understanding of, and belief in, the school's high expectations for student outcomes when they attend parent-teacher conferences in increasing numbers. 	All Parents	September 2014 to June 2015	Instructional Leaders, Guidance Counselor
<ul style="list-style-type: none"> - Newsletters that promote communication and highlight events at the school; - Principal's and Assistant Principal's open door policy; - Principal, Assistant Principals, Guidance Counselor and teachers communicate with parents on a range of issues affecting student performance at school, as requested and/or required. - Parents receiving teacher invitations to make appointments for discussion during the scheduled 'Parent Engagement Periods' on Tuesdays; - Parents are invited to 'Coffee and Conversation' held in the 'Parent's Room' to discuss issues and to address curricula questions; - Instructional leaders partner closely with the PTA through daily meetings to discuss school wide events, parent engagement, and ensure that the school is a welcoming and nurturing environment 	All Parents	September 2014 to June 2015	Instructional Leaders, Guidance Counselor
<ul style="list-style-type: none"> - Community Based Organizations, including Studio in a School, Alvin Ailey Dance partnership, Highbridge Voices- CBO etc. activities are planned, scheduled and communicated across the school community - Partner with Directions for our Youth (DFOY) to provide an after school and summer program with no expense to families 	School Community	September 2014 to August 2015	Instructional Leaders CBO Liaison

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Funding allocated for Parent Coordinator and activities, including workshops; - Monthly calendar of events & monthly Principal letter is sent home; - Parent Conferences and school events advertised with flyers sent home and monthly calendar; - Scheduling and information home in regard to in school and out of school activities through community organizations and city agencies

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

Part 6 – Progress Monitoring

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

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

- SLT Meetings
- Parent Coordinator distributes information translated into Spanish
- Regular monthly PTA meetings with presentations on aspects of the curricular
- Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home
- Progress Reports and regular Parent/Teacher Conferences
- Parent/teacher interview as required
- School Survey 2014-15

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

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34.	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)	<p>Through the use of universal screeners of iReady and DRA2 as well as classroom level assessments, teachers are able to refer students to the RTI committee. The RTI committee will review the areas of concern and make recommendations for Tier I, II, and III intervention services.</p>	<p>Fundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program during the school day in a small group setting by the AIS teacher.</p>	Small group	During the school day
	<p>Through school level data analysis of the NYS ELA Exam, students receiving level 1 will be identified and targeted for intervention services.</p>	<p>Wilson – This reading Intervention system teaches students how to fluently and accurately decode sound symbols for reading and spelling. It is an interactive and multisensory program that helps improve reading comprehension.</p>	Small group	During the school day
		<p>AIS – This small group instruction services students in grades k-5 by 3 AIS teachers with a focus on accuracy, fluency and comprehension skills based on need.</p>	Small group	During the school day
		<p>The Title III Enhance Language Proficiency after school program meets two times a week for one hour and fifteen minutes. The program targets</p>	Small Group	After School

		<p>first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition.</p> <p>The Title 1 Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA2,</p> <p>Small group instruction utilizing Reading Recovery strategies for Kindergarten and 1st grade students</p> <p>Guided Reading intervention for 3rd, 4th, and 5th grade students around identified needed skills and strategies</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>After School</p> <p>During the school day</p> <p>During the school day</p>
Mathematics	<p>Through the use of universal screeners of iReady as well as classroom level assessments, teachers are able to refer students to the RTI committee. The RTI committee will review the areas of concern and make recommendations for Tier I, II, and III intervention services.</p>	<p>Math Academy –This program services small groups of students in grades 3-5 students who are having difficulty understanding math concepts. The teachers provide activities to strengthen students' number sense and review essential basic math skills after</p>	<p>Small group</p>	<p>After School</p>

	Through school level data analysis of the NYS Math Exam students receiving level 1 will be identified and targeted for intervention services.	school once a week. The Title I Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at levels 1 and 2. Grouping for instruction in this program is based upon data from iReady assessments, standardized assessments and Go Math unit tests. Small group work provides the students with opportunities to become effective problem solvers.	Small group	After School
Science	Through classroom level assessment analysis, students are identified for intervention services.	The Title I after school program services small groups of students at risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning twice a week for 1hour and 15 minutes.	Small group	After school
Social Studies	NA	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Through the recommendations of teachers, paraprofessionals, parents, ACS workers, students are identified for intervention services.	The Guidance Counselor services mandated and at-risk students. The school social worker takes care of mandated and at-risk services two days a week. The SETSS provider meets with at risk	Small group Small group Small group	During the school day During the school day During the school day

		<p>students on a weekly basis.</p> <p>There is a nurse who addresses health concerns daily.</p> <p>The Occupational and Physical Therapists do classroom observations to make recommendations around sensory needs as well as fine and gross motor skills for at risk students.</p>	<p>One-to-One</p> <p>One-to-One</p>	<p>During the school day</p> <p>During the school day</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

As of September 2014, 100% of our teachers are certified and 90% hold masters degrees. To ensure that there continues to be high quality instruction, we will implement the following:

- Coordinate professional development activities with LCI for application of higher order thinking skills in the classroom
- Provide workshops for developing practices on Common Core standard-setting instruction in specific content areas
- Implement small, focused study groups for teachers to share and reflect on practices
- Develop action research projects in which teachers formulate questions, examine school-based data, and address areas of instruction
- Provide lab sites in ELA and math to improve instructional practices
- Provide professional development on Danielson's Framework for teaching
- Participate in city and state conferences

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).

- Plan weekly curriculum team meetings where administrators, consultants, teachers and paraprofessionals can collaborate on planning and revising units of study
- Develop a professional development calendar that aligns with strategies outlined in curriculum calendars
- Provide professional development in Common Core Learning Standards and unit planning
- Provide professional development in Webb's Depth of Knowledge
- Provide professional development in Danielson's Framework for teaching
- Provide professional development to deepen understanding of effective data driven instructional practices
- Implement study groups around professional literature and resources on engageny.org
- Create a School Development Committee to create and implement Professional Learning Community Cycles

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.).

- Kindergarten open houses
- Scheduled tours of the school
- Parent/child orientation where they go over expectations for the year, school routines, curriculum and experience a modified day in kindergarten with their parents
- Parent coordinator meets with parents and provides a take home kit to support students at home

Information packet and family handbook (with translated versions available)

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.

- Instructional leaders participate in weekly team meeting where teachers facilitate the meeting and plan the agenda
- Curriculum decisions are discussed during team meetings with teachers
- A MOSL committee meets to make decisions about local measures used school wide
- Partnership with Learner Center Initiative (LCI) to develop assessments, rubrics, and checklists for CCLS tasks
- Professional Learning Community provides professional development on the use of formative and summative assessments

PD provided on analyzing student work, the NYS ELA and Math Exams, iReady, DRA2 and classroom level assessments to guide 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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	492,481	X	Found in all goals
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	20,157	X	Found in all goals
Title III, Part A	Federal	11,200	X	Found in all goals
Title III, Immigrant	Federal	20,257	X	Goal 5a on page 8
Tax Levy (FSF)	Local	3,058,012	X	Found in all goals

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) for 09X204

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 204, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 204 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) for 09X204

PS 204, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- 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.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 204
School Name P.S. 204 The Morris Heights School		

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

Principal Marcy Glattstein	Assistant Principal Patricia Sousa
Coach type here	Coach type here
ESL Teacher Elizabeth Miskimmon	Guidance Counselor Dale Drakeford
Teacher/Subject Area Carmen Depompeis/Bilingual	Parent Karen Verges
Teacher/Subject Area Doreen Gonzalez/Bilingual	Parent Coordinator Lilly Nissing
Related Service Provider Reyna Rafael	Other Jacqueline Merced/Bilingual
Network Leader(Only if working with the LAP team)	Other Erica Sass/ESL

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	548	Total number of ELLs	64	ELLs as share of total student population (%)	11.68%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	13									13
Dual Language										0
ESL	35		5	10		6	2		2	47

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	48	0	5	10	0	6	2	0	2	60
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13													13
SELECT ONE														0
SELECT ONE														0
TOTAL	13	0	0	0	0	0	0	0	0	0	0	0	0	13

*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																
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	12	9	10	7	12	10								60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	12	10	11	8	13	10	0	64						

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	3	4		4	4								20
Intermediate(I)	6	3	1	2	2	4								18
Advanced (A)	1	4	6	6	7	2								26
Total	12	10	11	8	13	10	0	64						

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	7	4	2	0	13
4	4	4			8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		9		2		2		16
4	3		5		3		0		11
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					5		6		11
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The Diagnostic Reading Assessment 2 (DRA2) is administered to all ELL students in grades K-5 two times a year. Based upon student assessment results, differentiated goals are developed for each student. An individual Fountas and Pinnell level is assigned to each student for independent and guided reading. I-Ready is assessment tool used throughout the school that gives instructional planning

for English language learners.

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

Grade	#Tested	Beginner	Intermediate	Advanced	Proficient
Kindergarten	8	1	2	2	3
1 st grade	15	1	4	8	2
2 nd grade	14	0	2	5	7
3 rd grade	16	3	3	7	3
4 th grade	11	3	3	2	3
5 th grade	10	2	1	6	1

The data indicates that students progress and become more proficient as they move from one grade to the next. However, in the 3rd grade, the test become more difficult and students may have difficulty reaching proficiency due to reading and writing. Also, students with an IEP have difficulty reaching proficiency in reading/writing due in part to their needs.

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

The AMAQ shows that a large percentage of our ELLs are moving forward in the modalities. However, students with IEPs tend to have more difficulty reaching advanced in reading and writing.

4. For each program, answer the following:

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

a. Our students tend to perform higher in listening and speaking than reading and writing. Students achieve proficiency in listening and speaking before reading and writing. In the 3rd grade last year, only 3 out of 15 students became proficient in the NYSESLAT. Last year the NYSESLAT was more difficult and there were two writing parts. This year, we will incorporate more fact-based essays in the curriculum. Our current bilingual population is in K and are not mandated to have native language reading test in Spanish. Therefore, there are no patterns on how our ELLs are fairing in tests taken in English as compared to their native language.

b. The school administrators and the ESL teacher review the ELL Periodic Assessment data and look for trends in the item and analysis. The data is then used to further scaffold and differentiate instruction for ELLs based on the trends. The ELL Periodic Assessment allows ESL teachers to develop individual goals for the ELL students based on their results in the assessment. The Periodic Assessment informs teachers of what modality levels students are stronger and/or weaker in. This allows teachers to give more targeted individual instruction.

c. Since the Periodic Assessment is multiple choice and there is no essay, students that have Basic Interpersonal Communication skills tend to do just as well as students with more Cognitive/Academic Language. Newcomers and beginner students tend to perform low on the Periodic Assessment. The students native language is not explicitly used in the Periodic Assessment. However, there are instances when students will use cognates to comprehend words. However, we found that in the 5th grade listening section of the Periodic Assessment, even students that were advanced had difficulty comprehending the long listening passages and answering the questions correctly. We adjusted our lessons to include longer listening exercises, which we broke down into segments when needed.

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](#).)

RtI instruction for ELLs is a collaborative effort between service providers and general education teachers to develop strategies for ELLs using the data from the universal screener and other assessments. All students including ELLs are given the universal screener (i-Ready) three times a year along with tailored instruction. There are weekly grade meetings and RtI meetings to monitor progress and discuss further interventions if needed.

6. How do you make sure that a child's second language development is considered in instructional decisions?

During grade meetings, all content area teachers develop ways to scaffold and differentiate work based on the needs of the students, including the ELLs in the classroom. During some activities, students are placed in collaborative groups. Within every classroom students have different learning styles, the teacher incorporates performance tasks that address the different learning styles of students. Also, when introducing new vocabulary and content, teachers will front load this new vocabulary and use visuals to illustrate the meaning of new words and concepts. Bridging new concepts and language with previous knowledge is used to tap into a students prior knowledge and experiences. All students have access to bilingual glossaries and content picture dictionaries. Students use Imagine Learning which uses the students first language and English. As the student develops more English, then the first language is used less and less. During extended day, students that are new to this country are paired with teachers and paraprofessionals that speak their Native Language.

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?

(Not applicable) Our school does not have a dual-language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At our school, we base the success of our program for ELLs on meeting our schools AYP and meeting our AMAO I and II each year.

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](#).)
P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the NYC school system are required to complete a Home Language Identification Survey and an oral interview at registration. The ESL teacher, assistant principal and parent coordinator assist parents in completing the survey. There are three copies of the HLIS made, one is placed in the students' cumulative record, the other is placed in the ESL teachers' binder and the other one is given to the assistant principal. The oral interview is conducted in English and/or the parent's native language by the assistant principal. If a student is in Kindergarten and the HLIS and the interview are conducted in both English and a native language, then an interview with the student is given in English. The student answers ten questions in English. If the student answers the questions correctly then the ESL teacher will put an OTELE code of NO. If the survey and interview indicate that a language other than English is used at the home and by the student, the student is administered the Language Assessment Battery (LAB-R) In the beginning of the 2013-2014 school year, we will use the LAB-R and then beginning in February 2014 transition to the New York State Identification Test for English Language Learners (NYSITELL). First, the student is given the LAB-R in English. If the student does not pass the LAB-R and their native language is Spanish then they are given the LAB-R in Spanish. The LAB-R is administered to the student within ten days of the initial registration date by the ESL teacher. The results of the LAB-R determine whether students require 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.
After administering the LAB-R, parents are informed by telephone and in writing whether or not their child requires services. The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video, in their native language, which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs. After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. This process is done throughout the school year, whenever there is a new student admitted to the school.
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 [\[see tool kit\]](#).)
Before leaving the orientation session, parents are given the entitlement letters, Parent Survey and program Selection form. Parents are encouraged to ask any questions regarding these forms before they leave the orientation and to call the parent coordinator or assistant principal with an further questions. The ESL teacher informs the parent coordinator if parents have not returned the forms and follows up with parents to ensure that everyone has returned the forms. There are three copies of the entitlement letter, Parent Survey and Program Selection made, one copy goes into the students cumulative record, the other is kept in the ESL teachers binder and the third is given to the assistant principal.
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.

We have found based on the Parent Survey and Program Selection form, that parents choose to have their child placed in a freestanding English as a Second Language program when the child is in grades 1st to 5th. Most of the parents whose child is in Kindergarten do choose to have their child placed in a Transitional Bilingual class. All consultation and communication activities are done in the language that the parents requested in the HLIS.

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.

The speaking section is the first subtest administered. This test is administered individually and in a separate location. It is scored in-house as determined by the speaking rubric. Then, the reading and listening subtests are administered in a group setting based on grade level. The listening subtest is administered in a group setting; in the lower grades the test proctor reads the listening section and in the upper grades there is a CD recording played for the students. Finally, the writing section is administered in a group setting. Open ended questions on the writing section are scored in-house according to the writing rubric.

All students with IEPs are tested separately depending on the accommodations/modifications listed on their IEPs. Some examples may include: extended time and separate location, directions read and reread, the listening section can be reread to them and scribing during the writing section.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

Upon review of the parent selection surveys and entitlement letters over the past five years, trends show that parents had a preference for the Transitional Bilingual program in grade K and opted for the ESL Push-in/Pull-out program in grades 1-5. In previous years we had a Transitional Bilingual program for grade 2. Recently that trend has changed for first and second grade and parents are choosing ESL Push-in/Pull-out programs. For this reason, we will not have a Transitional Bilingual class for 1st and 2nd graders for the 2013-2014 school year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Our school provides two language models, Transitional Bilingual Education and ESL Pull-out. Transitional Bilingual Education in Kindergarten and Pull-out in 1st grade to 5th grade.
- b. Our Transitional Bilingual class is heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced). In the ESL Push-out program, there is bridging of 1st and 2nd graders based on the students proficiency levels. Also, Newcomers in 2nd grade to 5th grade receive extra class time in ESL every school day, targeting the specific needs of newcomers.
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)?

ELLs receive mandated instructional minutes according to CR Part 154 in Transitional Bilingual Education and ESL Pull-out classrooms according to their English proficiency level. The administration ensures that the appropriate mandated units are being implemented through ongoing administrative and staff articulation periods, common preps, grade meetings and collegial team meetings. Bilingual/ESL services are provided by certified Bilingual/ESL teachers.

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.

Transitional Bilingual Program (Spanish/English)

Our Kindergarten Transitional Bilingual class is designed to provide instruction in the student's native language along with intensive ESL instruction. The instruction is aligned with the New York State Standards to achieve proficiency in English. Differentiated instruction is provided depending on the student's level of proficiency in English. The Language Allocation Policy for the Transitional Bilingual program provides the following instructional time in English and Spanish:

- 60/40 (Spanish/English) model for beginners
- 50/50 for intermediate students
- 25/75 for advanced students

Students are grouped heterogeneously in the Kindergarten Transitional Bilingual classes. Literacy groups are differentiated based upon DRA2, Running Records, and NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing). For each instructional unit and individual lesson, the teacher target students' specific instructional needs in listening, speaking, reading and writing. The components of our bilingual Spanish reading program are in alignment with NYCDOE core curriculum of balanced literacy - guided reading, independent reading, independent writing, shared reading, interactive writing, read aloud and word study. There are both leveled and genre libraries in both English and Spanish in our bilingual classrooms.

ESL Push-in/Pull-out

The ESL Push-in/Pull-out program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ELL students in grades 1 -5. Based upon the LAB-R and NYSESLAT scores, these students are at the beginning, intermediate and advanced proficiency levels. The students at the beginning and intermediate levels receive 360 minutes per week of ESL and students at the advanced level receive 180 minutes per week of ESL. ELL students receive explicit instruction by licensed ESL teachers. The following instructional strategies are used by the ESL teacher to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach, Visuals, Front-loading, tapping into Prior Knowledge, Experiments, Observations, use of Graphic Organizers and Role Playing.

Additionally, ELL students who are identified as levels 1 and 2 in reading and math receive targeted instruction from the AIS teacher during the day and during our extended day program. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Every student whose Native Language is Spanish , are administered the Spanish LAB-R. Imagine Learning has Native Language

support throughout the program. In addition, Imagine Learning periodically produces parent reports in the parents Native Language that the ESL teacher will send home so that the parent is informed of their child's progress. The Imagine Learning program constantly assesses the students strengths and weaknesses. As a student develops more English, then their less of their Native Language is used in the program. However, there is always some support in the students Native Language. When needed, students will be assessed in Spanish using Pruebas de Aprovechamiento Revisada by Woodcock-Johnson and Cuaderno de Practica by Trofeos may be used to further literacy in the students native language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition using the ELL Periodic Assessment, writing baselines, i-ready and Imagine Learning. I-ready and Imagine Learning give periodic assessments and suggestions as to what the students needs are and what the teacher should focus on.

6. How do you differentiate instruction for ELL subgroups?

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

a. SIFE's receive pull-out services with students with similar needs, use Imagine Learning as a supplemental tool 3-5 times a week and receive AIS services 3-5 times a week as well. Brainpop ESL is a program used to reinforce past English Language Learning and tap into prior knowledge. SIFE students are given Native Language Arts (Spanish) support as needed and counseling services and/or support as needed

b. Newcomers are pulled-out one period a day with other newcomers to develop speaking and build vocabulary. Additionally, newcomers are pulled out with their grade/leveled group one period a day. They are partnered with someone with a higher level of English. Brainpop ESL is a program used to introduce vocabulary and grammar in an accessible manner. Also, all newcomers use Imagine Learning once a day. Finally, during extended day, all newcomers are paired with an ESL teacher, bilingual teacher or paraprofessional that speaks their native language and given targeted instruction and /or support.

c. Instruction is targeted based on data and assessments, such as, DRAs, i-ready, Periodic Assessment, etc. ELLs receive the mandated hours of service based on their proficiency level in a pull-out setting with students with similar levels of proficiency. If needed, intervention services are given by AIS. There is differentiated instruction on a daily basis in the ESL pull-out class and grouping based on students proficiency levels.

d. In addition to the services mentioned in number 6, section c. Long-term ELLs might be referred to RTI for tier 2 instruction and in some cases, tier 1 instruction. If the student has an IEP we take this into consideration and compare their IEP with the modalities that the students needs help in to see if there is any correlation. Once, this is done then we develop instruction based on all of the information and data. Also, there is regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).

a-d. For all subgroups, the ESL teacher will do more front-loading of vocabulary and tap into students prior knowledge with visuals, videos, powerpoints, explicit vocabulary instruction along with sentence starters, paragraph frames, TPR and manipulatives. All ESL students can participate in Title III after school, Saturday Academy and Extended day for further instructional support.

e. Former ELLs are allowed to continue with ESL pull-out classes if it is seen necessary by the teacher and ESL teacher.

Additionally, students still have accounts with Imagine Learning and are recommended to use the program 2-3 times a week.

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?

There are numerous instructional strategies and grade-level materials for teachers of ELL-SWDs including:

- Daily Individualized instruction by certified Bilingual Special Education and ESL teachers, SETSS and related service providers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support
- Academic Intervention Services (AIS) to support literacy and content-area learning
- Individualized Education Program (IEP) for eligible students.

Students also use, Imagine Learning, i-ready and DRAs to help monitor and assessment their strengths and weaknesses. SWD are grouped based on their level of English and are expected to do the same work as the other students with differentiation when needed.

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?

Students are given services based on the Least Restrictive Environment (LRE). Whenever possible, students remain in the General Education class and receive part-time services such as SETSS (Special Teacher Support Services), Speech, and Counseling. If additional interventions are needed, students are placed in a self-contained classroom (12:1:1). For all program placements, students must receive mandated ESL services in accordance with their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

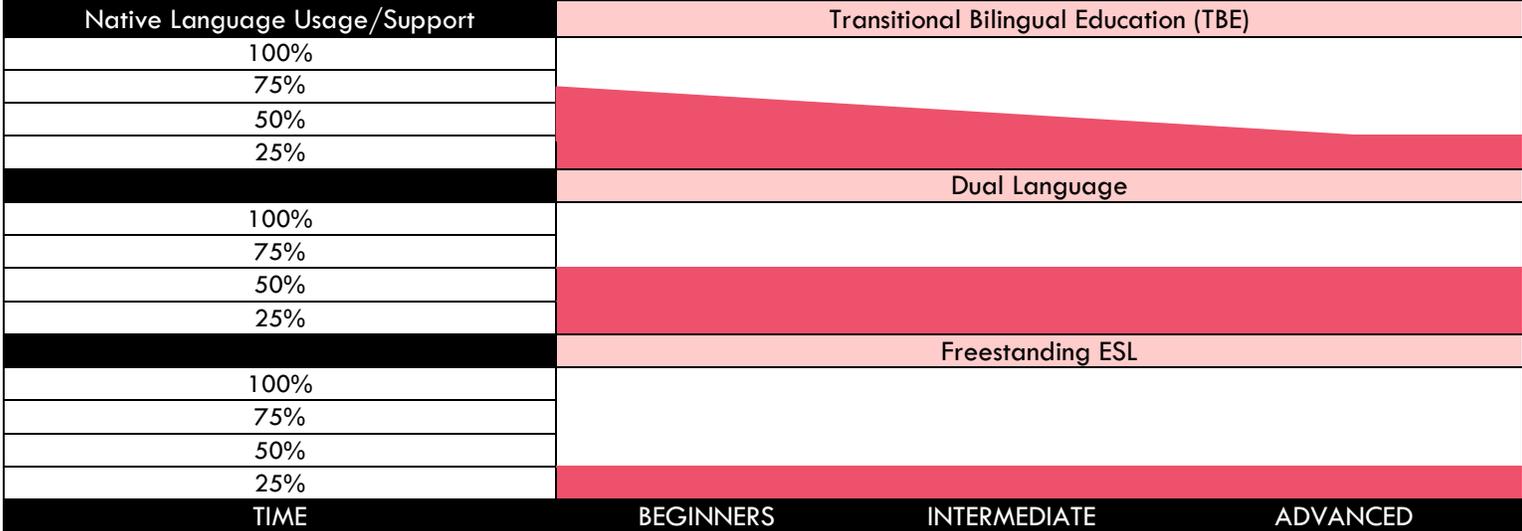
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- TARGETED INTERVENTION PROGRAMS:**
- The following are the targeted intervention programs that are being used by Academic Intervention Specialist (AIS):
- Imagine Learning, Grades K-5
 - Getting Ready for the NYSESLAT and Beyond, Grades K-5
 - Foundations, Grades K-2
 - NYS Coach ELA, Grades 3-5
 - STAR Reading Program, Grades 3-5, Levels C, D, E
 - Ladder to Success ELA, Grades 3-5 •ELAP, Grades 3-5
 - Best Practice Reading Options C,D,E, Grades 3-5
 - Buckle Down, ELA and Math, Grades 3-5
 - Foundation, Math, Grade 4
 - ELL Component of Go Math K-5
 - NYS Coach Math, Grades 3-5
 - BrainPop ESL grades 1-5
 - Avenues Curriculum grades 1-5
 - Language Log grades 1-5
 - I-Ready grades k-5
 - Ready NY grades 3-5
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program emphasizes all four modalities of language acquisition. Brainpop ESL and Imagine Learning focus on listening, reading and speaking. Our curriculums whether it is Avenues and/or Language Log, has multiple writing tasks. The teacher differentiates instruction and tasks and uses graphic organizers to scaffold writing. I-ready is a program that every student participates in, but it offers extra instructional support and teacher guidance for ELLs. All of the teachers use the assessments and recommendations given by i-ready to further develop their lessons and meet the needs of their students including ELLs. All teachers have received Jose P. training and are aware of and use ESL strategies for their ELL. Many of the ESL strategies used, can be adapted to suit most other students.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year we began using i-ready and we will use the recommendations of i-ready to further develop and improve instruction for our ELLs. We will use the recommendations given by i-ready to further our instruction of ELLs.
12. What programs/services for ELLs will be discontinued and why?
- We may buy fewer licenses in Imagine Learning and gear the program just for our newcomers. If i-ready is successful and useful than more resources would be used to further ELLs use in i-ready as opposed to Imagine Learning.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All Ells can participate in Extended day, Saturday Academy and Title III supplemental instruction in Monday Enrichment. Also, all ELLs are open to participate in programs such as after school and the basketball team, performance theatre, choir and ballroom dancing are open to all 4th and 5th graders.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Imagine learning, Brainpop ESL, voicestreams, bilingual glossaries, thesaurus, content picture dictionaries, Language Log and Avenues curriculum, sentence starters, sentence and paragraph frames and graphic organizers are all used to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- There is always some support given to a student in their native language. Imagine Learning supports students in their native language and gives homework with directions in their native language. Also, students have access to books in the library that are solely in their native language or bilingual books to further develop native and second language acquisition. When a student is new, they are encourage by all teachers to read and write in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELL pull-out teacher, bilingual teacher and content area teachers scaffold reading writing and questioning in order to meet the

needs of our ELLs. All staff collaborate to ensure that content area objectives are met by ELLs. Finally, the ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

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.

Prior to the beginning of the school year, students and parents are invited to a school orientation. They are presented with the opportunity to meet and greet teachers and school personnel. Activities are conducted to familiarize students and parents with their surroundings and to create a comfort zone for them. Also, newly enrolled ELL students are placed in a Newcomers class along with other new ELLs. The age group of the students range from 2nd to 5th grade. This class focuses on early emergent speaking and BICS.

18. What language electives are offered to ELLs?

Not applicable

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)?

Not applicable

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.

P.S. 204x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support professional growth. Professional development in ESL techniques and methodologies provide support for teachers and staff, including but not limited to secretaries, related service providers and parent coordinator while they master new strategies and improve their skills. The principal, assistant principal and consultants provide professional development activities during common planning and Chancellor's Professional Development days.

PROFESSIONAL DEVELOPMENT PLAN:

ELL Specialists and Network Professional Development Sessions-once a month

Dr. Anita Archer "Increasing Comprehension by Increasing Engagement"-Sept. 2013

Unpacking NYSESLAT: Instructional Implications for ELLs (2-part workshop)-November 2013

4-part hosted by the NYC DOE Division of Students with Disabilities and ELLs-November 2013-February 2014

Jose P training-throughout the school year

RTI and ELLs training-April 2014

Inquiry Team findings on best practices in ELL literacy instruction-ongoing

Teachers will be given the opportunity to receive mandated training and professional development. The instructional approaches presented are modeled by presenters and can be applied immediately in a variety of program models. Additionally, ESL and Bilingual staff share their understandings during common planning sessions. These sessions target how to utilize research-based strategies such as: language functions and structures within the context of an ESL content based lesson, how teachers can scaffold academic language to support students' participation and how to align language instruction to ESL and ELA standards.

Jose P and Mandated ESL workshops for Special Education Teachers:

All new special education teachers participate in a workshop that focus on ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. Additionally, teachers are given insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

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?

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education. Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops. Last year, we started to offer Zumba classes for the parents and community in order to educate and promote exercise and healthy living.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs. The ESL monthly newsletter is written in English and Spanish to ensure that most parents know what their child is learning in school and gives recommendations to the parents so they can further help and be involved in their child's education.

Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

The parent coordinator gives out a parent survey at the beginning of the school year. Through these parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. Workshops and activities are planned for the parents. The workshops and activities conducted not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

Starting last Spring, we now offer Parent/Adult ESL classes for parents in our school and adults in the community. This year we will have two sessions. The Fall session is for beginners and the Spring session will be for intermediate students. The class is free and is from 4:15pm-5:00pm Tuesday and Thursday and each session is 10-weeks long.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x204 School Name: P.S. 204

Cluster: _____ Network: 534

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.

P.S. 204X reaches out to the 59 parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. There are 1 parent/guardian who is a native Fulani speaker, one parent/guardian who is a Hausa speaker and the remaining parents are native Spanish speakers. Our Home Language Surveys indicate that translations are mostly needed in Spanish. Teachers are notified of individual student's home language so that oral and written translations can be provided as needed. The Department of Education (DOE) meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

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.

The DOE provides most of our written translation services. Our parent coordinator and bilingual teachers translate all other written documents. Oral interpretation is available by our parent coordinator for all parent meetings and workshops. The school community is informed of our translation and interpretation policy in the parent handbook.

Part B: Strategies and Activities

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

All written documents are translated in Spanish to meet the needs of our parents in a timely manner by school staff. Parents who speak other languages than English and Spanish are offered translation services through the Department of Education Translation and Interpretation Unit.

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

School staff will provide oral interpretation services during workshops, meetings and parent teacher conferences. Our parent coordinator, school secretary and school aides provide oral interpretation services to parents on a daily basis.

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

At the beginning of each school year, a Home Language Survey is administered to parents to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 204</u>	DBN: <u>09x204</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>51</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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. 204X is an elementary school located in the Morris Heights section of the Bronx. This pre-kindergarten through fifth grade school has a population of 593. According to the latest ethnic data, 68% of students are Hispanic, 28% are Black, 1% is Native American, 1% is Asian, 1% is White and 1% is Multi-Racial. Within this population 8.6% of our students are ELLs. There are fifty-one ELL students in grades kindergarten through five.

Upon examination of the needs of our students through the 2014 NYSESLAT and the AMAO data analysis, it is clear that our kindergarten, first and second grade ELLs need more support in all four modalities of listening, speaking, reading and writing. Our third, fourth and fifth grade ELLs need more support in reading comprehension and writing. The goal of the Title III program is to provide supplementary instructional support to enhance language proficiency for 51 of our ELL students.

During our Saturday Academy program, kindergarten, first and second grade students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. In addition to one-to-one instruction, students will utilize Imagine Learning which is a computerized, research-based program. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains in English literacy.

During the after-school Literacy Enrichment Program, third, fourth and fifth grade students will receive one-to-one instruction, utilize reading comprehension strategies and build upon their writing skills.

There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity.

The Saturday Academy program will begin in January. The first session will be on Saturdays from 9:00am-12:00pm. The Literacy Enrichment program will begin in February and will be on Wednesdays from 2:20pm-4:20 pm. Each program will run for ten weeks and will terminate in April. The program will be implemented by one certified ESL teacher, one certified bilingual teachers and two content teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

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. 204 believes that effective learning opportunities are the key to increasing student performance. Professional development will be provided by Learner Centered Initiatives (LCI) on best practices for ELL instruction and aligning curriculum to the Common Core Standards throughout the year. In addition, staff will participate in network sponsored NYSESLAT Assessment professional development. Attendance at these workshops will take place from September-June at no cost to the program. Also, the ESL provider will attend professional development workshops sponsored by the Department of Education and the UFT Teacher Center throughout the year.

Starting this month, P.S. 204 will be utilizing professional learning communities (PLCs) where we will be dedicating cycles for strategies to use with English Language Learners. In addition we will be partnering with our Networks ELL liaison to learn about the SIOP model and how to incorporate content and language objectives into daily lessons across classrooms.

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:

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. Communication with parents occurs using multiple media; written notices, School Messenger, on the school message scroll, as well as through telephone communication.

Our school is committed to meeting with parents on Tuesdays from 2:20 pm to 3:00 pm during Parent Engagement at the no cost to Title III. Also, throughout the year we will be having Parent Teacher Association meetings so that parents have an open forum to voice their concerns and needs.

During the first Parent Teacher Association meeting, it came to our attention that parents wanted Adult ESL classes they could attend at the school. The Parent Coordinator and the President of the the Parent Teacher Association distributed information to parents and maintained a sign up sheet. At the end of September over 20 parents signed up for ESL classes. To meet the needs of our parents, we now offer Adult ESL classes for parents in our school. The certified ESL teacher, who has prior experience working with adults, is implementing the parent ESL classes. This year there will be two sessions. The Fall session began on October 6, 2014 and will last for 10 weeks. The second session will be in the spring and will last for 12 weeks. The class is free and is from 4:00pm-5:30pm on Mondays.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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