

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

**School Name:** THE LORRAINE HANSBERRY ACADEMY  
**DBN (i.e. 01M001):** 12X214  
**Principal:** DAVID CINTRON  
**Principal Email:** DCINTRO@SCHOOLS.NYC.GOV  
**Superintendent:** RAFAELA ESPINAL PACHECO  
**Network Leader:** RUDY RUPNARAIN

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
David Cintron	*Principal or Designee	
Princess Andrews	*UFT Chapter Leader or Designee	
Migdalia Moure	*PA/PTA President or Designated Co-President	
Deborah Robinson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Adam Torres	CBO Representative, if applicable	
Fidelita Zohoski	Member/ CSA	
Marcia Abraham	Member/ Teacher	
Sherma Harrison	Member/ Teacher	
Frances Robinson	Member/ Teacher	
Althea Dixon	Member/ Teacher	
Jasmin Pujols	Member/ Parent	
Lizette Flores	Member/ Parent	
Candida DeJesus	Member/ Parent	

Kashannali Lopez	Member/ Parent	
Dorcas Albelo	Member/ Parent	
Barbara Jones	Member/ Parent	

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

## **Comprehensive Education Plan (CEP) Requirements**

### **Which Schools Need to Complete the CEP?**

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

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

### **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

**School Receiving Title I Funds**

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

**CEP Checklist**

***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

Throughout the 2014-2015 school year, all instructional teachers of English Language Arts, Mathematics, Science, and Social Studies will use the Evaluating Student Learning (EvSL) process to expand our culture of collaborative learning to increase teachers' knowledge of specific strategies that will result in a 10% increase in students meeting proficiency level in ELA and Math state exams by June 2015.

### **Comprehensive Needs Assessment**

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

- Data from the 2013-2014 SY's comprehensive review of our Advance System illustrates that formative assessments—as aligned with Danielson's component 3d—were not maximized by classroom teachers thus affecting student performance outcomes.

### **Instructional Strategies/Activities**

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

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

1. Teacher teams, led by Grade Team Leaders and Coaches, will collaborate across academies (Early Childhood, Elementary and Middle School) to increase teachers' knowledge of current/future students and reflect on students' needs by analyzing trends across subject areas utilizing a school-wide protocol of inquiry titled Evaluating Student Learning (EvSL).
2. Grade-level teacher teams (ensuring inter-rater reliability) will examine a sampling of student work quarterly to identify students' strengths, needs and the gaps in understanding between outcomes and standard levels of performance as they align to the CCLS.
3. Teacher teams will use these reflectivenotes from the Evaluating Student Learning(EvSL) process to identify trends within/across grades, delve further into studentperformance data, research strategies/best practices and create next steps for classroom instruction. Our school will begin to formalize the process for implementing and assessing the strategies to address the trends identified during the EvSL protocol.

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

1. Administration, Core Team, Classroom teachers, Instructional Coaches, ESL teachers, AIS providers
2. Administration, Core Team, Classroom teachers, Instructional Coaches, ESL teachers, AIS providers
3. Administration, Core Team, Classroom teachers, Instructional Coaches, ESL teachers, AIS providers

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

By June 2015, 85% of lesson plans will have specific strategies, directly related to the research/reflections from the Evaluating Student Learning( EvSL) process, intended to increase student achievement that will result in 5% increase in students' their New York States ELA and Mathematics score.

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

Evaluating Student Learning (EvSL) cycles/timeline for implementation:

1. October 2014
2. December 2014
3. February 2015
4. May 2015

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

1. iReady, Advance, NYC Talent Coach
2. Teachers meet quarterly during one of their common planning time.
3. Teacher Development Coach Professional Development sessions using Teachscape on selected components of the NYC Framework for Effective Teaching

**Strategies to Increase Parental Involvement**

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

1. School Leadership Team (SLT) monthly meetings
2. Administrative reports during monthly PTA meetings
  
3. Monthly newsletter parent report

**Budget and Resource Alignment**

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

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

Citywide Implementation Funds

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

Throughout the 2014-2015 school year, all instructional teachers will incorporate checks for understanding throughout daily lessons to improve student engagement and to adequately sustain instructional rigor that will result in a 5% increase in students meeting proficiency level on the ELA and Math state exams.

### **Comprehensive Needs Assessment**

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

- Data from the 2013-2014 school years 'review of our Advance System illustrates that formative assessments—as aligned with Danielson's component 3d—were not maximized by classroom teachers thus affecting student performance outcomes.
- Data from 2013-2014 Progress Report
- Review of curriculum unit plans and individual lesson plans indicated lack of checks for understanding

### **Instructional Strategies/Activities**

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

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

1. Teacher teams and/or coaches will create an idea bank of strategies for incorporating checks for understanding, such as paraphrasing new material and asking clarifying questions. Additionally, teachers will receive professional learning opportunities on how to design formative assessment questions. To follow-up on teacher implementation and build cooperative learning experiences amongst colleagues, regular inter-visitations will be planned to showcase best practices in "checks for understanding" and to provide teachers with timely feedback.
2. Cohort of teachers will use Teachscape program to improve teacher practice and maximize classroom instruction.
3. Administrators will use Advance system to monitor teacher progress on checks for understanding and student engagement.

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

1. Administration , Instructional Coaches, IEP Coach, Classroom teachers, NYC Talent coaches teachers, AIS providers
2. Classroom teachers and Instructional coaches
3. Principal and Assistant principals

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

1. Data from Advance system teacher reports
2. Feedback from each cohort of teachers will be collected weekly.
3. Data from Advance system teacher reports

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

1. October 2014–June 2015
2. October 2014–June 2015
3. October 2014–June 2015

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

1. Advance, NYC Talent Coach, engage NY, Professional Development on selected components of the NYC Framework for Effective Teaching
2. Teachscape, Professional Development on selected components of the NYC Framework for Effective Teaching
3. Advance, NYC Talent Coach

### **Strategies to Increase Parental Involvement**

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

1. Ongoing communication about student achievement at parent meetings (Wednesdays) and PTCs. Online access to student grades/progress reports through Skedula
2. Administration report to parents during Monthly Parent meeting (PTA)
3. Administration report to parents during Monthly Parent meeting (PTA)

***Budget and Resource Alignment***

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

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

N/A

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

Throughout the 2014-2015 school year, all instruction will move toward student-centered instruction in order to deepen critical thinking and to promote high levels of engagement that will result in 75 % of the teachers improving one HEDI rating in the Danielson Framework.

#### **Comprehensive Needs Assessment**

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

- Our prior Quality Review and the end of cycle reviews of our Advance system from the 2013-2014 SY indicated that student-to-student interaction was at a minimum; thus, impacting critical thinking skills as shown by student performance data on the NYS English Language Arts and Mathematics tests in the spring of 2015.

#### **Instructional Strategies/Activities**

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

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

1. Teachers will select discussion protocols that will be modeled (i.e. fishbowl, discussion frames for accountable talk) and utilized on a regular basis.
2. Students will answer specifically planned/designed critical thinking questions that are differentiated according to Depth of Knowledge levels during content area instruction.
3. Students will take part in debates/collaborative problem-solving activities related to real world/current issues and/or deconstruct solutions to come up with their processes.

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

1. Classroom teachers, model teachers, AIS providers, ESL teachers
2. Classroom teachers, model teachers, AIS providers, ESL teachers, students
3. Classroom teachers, model teachers, AIS providers, ESL teachers, students

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

1. 70% of the teachers will be rated Effective under Danielson's 3b and 3c by June 2015
2. Class time students spend engaged in discussions, debates/collaborative problem-solving activities and deconstructing solutions will increase by 5% as measured through classroom observations recorded in Advance.
3. Class time students spend engaged in discussions, debates/collaborative problem-solving activities and deconstructing solutions will increase by 5% as measured through classroom observations recorded in Advance.

##### **6. Timeline for implementation and completion including start and end dates**

1. October 2014—June 2015
2. October 2014—June 2015
3. October 2014—June 2015

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

1. Strategies researched from the Evaluating Student Learning (EvSL) process, feedback from teacher inter-visitations, teacher Development Coach, Professional Development sessions using Teachscape
2. Teachers observation as recorded in Advance
3. Teachers observation as recorded in Advance

**Strategies to Increase Parental Involvement**

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

1. Administration report to parents during Monthly Parent meeting (PTA), SLT monthly meeting updates
2. Administration report to parents during Monthly Parent meeting (PTA), SLT monthly meeting updates
3. Administration report to parents during Monthly Parent meeting (PTA), SLT monthly meeting updates

**Budget and Resource Alignment**

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

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

N/A

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

Throughout the 2014-2015 school years, all instructional teachers and staff will enhance students' social-emotional skills by explicitly modeling and reinforcing the concepts learned in the Social Emotional Learning (SEL) program to ensure students grow both socially and academically resulting in 10% reduction of higher levels of infractions in incidents reported on OORS.

### **Comprehensive Needs Assessment**

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

- The Learning Environment Survey (students'/teachers' responses),
- Informal feedback from students/teachers about the advisory program (Survey Monkey and Morningside),
- Infraction reports on the Online Occurrence Reporting System (OORS), and
- Data on student usage of the peer mediation program from the 2013-2014 SY

### **Instructional Strategies/Activities**

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

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

1. Teachers are provided ongoing professional learning opportunities to discuss the merits of SEL in advisory and how to embed these skills in the class throughout the school experience (inclusive of Expanded Learning Time). Teachers are advisors/facilitators, versed in helping students become reflective of their own anger triggers, utility of cool-down strategies and ultimately develop meaningful conflict resolution skills—skills of assertion versus aggression. Teachers reinforce SEL skills in the classroom, referencing community agreements outlined in advisory and using discussion techniques that contribute to a safe, inviting learning environment. Throughout the school building and in all classrooms posters/positive reminders are posted to reinforce SEL skills.
2. Trained Peer Mediators, under the guidance of the Youth Development Specialist, mediate student conflicts for all grades. Additionally, the *Each One, Reach One* Program pairs students with teachers/school staff members who serve voluntarily as mentors. Student mentees meet with their mentors on a weekly basis to discuss their academics and other personal issues. Furthermore, mentors serve as a liaison between their mentees and their parents/guardians.

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

1. Classroom teachers, Guidance Counselors, Social Workers, Deans, Youth Development Specialist, peer mediators
2. Classroom teachers, Guidance Counselors, Social Workers, Deans, Youth Development Specialist, peer mediators

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

1. Positive feedback by students on the Learning Environment Survey will increase by 5% as compared to the 2013-2014 SY; Student conflict and/or referrals will decrease by 8% as compared to the 2013-2014 SY; Student conflict and/or referrals will decrease by 8% as compared to the 2013-2014 SY; Periodic Survey Monkey online surveys to evaluate/receive feedback on the Middle School advisory program; Early Childhood and Elementary School students utilize reflection sheets to identify and track their feelings and emotions
2. Positive feedback by students on the Learning Environment Survey will increase by 5% as compared to the 2013-2014 SY; Student conflict and/or referrals will decrease by 8% as compared to the 2013-2014 SY; Student conflict and/or referrals will decrease by 8% as compared to the 2013-2014 SY; Periodic Survey Monkey online surveys to evaluate/receive feedback on the Middle School advisory program; Early Childhood and Elementary School students utilize reflection sheets to identify and track their feelings and emotions

#### **3. Timeline for implementation and completion including start and end dates**

1. October 2014—May 2015
2. October 2014—May 2015

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

1. Peer Mediation, Better Bucks stores (tied to school-wide PBIS), Wellness Program, *Each One, Reach One* Program
2. Peer Mediation, Better Bucks stores (tied to school-wide PBIS), Wellness Program, *Each One, Reach One* Program

***Strategies to Increase Parental Involvement***

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

- 1. School Leadership Team (SLT) monthly meetings, Administration reports during monthly PTA meetings
- 2. School Leadership Team (SLT) monthly meetings, Administration reports during monthly PTA meetings

***Budget and Resource Alignment***

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

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

N/A

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

Throughout 2014-2015 school year, the Parent Coordinator, Guidance Counselors, Social Workers, Instructional Coaches, and content specialists will plan and implement a series of family engagement workshops focused on peace in the household, dealing with adolescents, understanding the Common Core Learning Standards (CCLS) and equipping parents/guardians with strategies and information needed to successfully assist their children in school tasks and projects, which will result in a 10% increase in students passing final course exams, quarterly test, and unit test.

### **Comprehensive Needs Assessment**

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

- Results from the 2013-2014 SY's Learning Environment Survey indicate that parents need support in understanding the development of middle school children, particularly in dealing with adolescent issues.

### **Instructional Strategies/Activities**

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

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

1. The Parent Coordinator (or a dedicated staff person) serves as a liaison between the school and families. The Parent Coordinator, or dedicated staff person, provides parent/guardian workshops based on the assessed needs of the parents/guardians of children who attend our school and works to ensure that our school environment is welcoming and inviting to all parents/guardians. The Parent Coordinator maintains a log of events and activities planned for parents/guardians each month and file a report with the central office. Workshops planned for parents/guardians in the 2014-2015 SY include the following topics:
  - a. Maintaining peace in the household
  - b. Dealing with adolescents
  - c. Common Core Learning Standards (CCLS)
  - d. How to assist students in school tasks/projects and homework
  - e. Developing effective study techniques and organization skills
  - f. Parenting skills
  - g. Understanding educational accountability
  - h. Grade level curriculum and assessment
  - i. School-wide expectations
  - j. ELA/literacy and Math
  - k. Accessing community and support services
  - l. Technology training to build parents' capacity to help their children in the home
2. Incentives, such as raffles or community trips, are provided to improve parent/guardian attendance at these workshops and school-wide activities. Additionally, school-level committees (inclusive of parent/guardian members of the School Leadership Team (SLT), PTA and Title I Parent Committee) provide technical support, ongoing professional development, especially in developing leadership skills, and assist with translation.
3. Ample opportunities for students, parents/guardians and teachers alike to build positive relationships are made possible through the following events: International Night, 214 Idol, end of marking term Awards Ceremonies, Grandparent's Day, Breakfast with the Principal, Game Night, Math Night, Movie Night, fieldtrips, book club meetings and individual appointments scheduled between teachers and parents/guardians during parent/guardian engagement time (Wednesday afternoons). Parents/guardians are made aware of these activities through the school calendar, school meetings and the school publication of *The P.E.N.* *The P.E.N.* continues to be written and published by the Parent Coordinator and contributing parent/guardian writers, serving as an informative and entertaining newsletter for families about community and school events.

- 4. Key personnel and other resources used to implement each strategy/activity**
1. Parent Coordinator, Guidance Counselors, Social Workers, Content specialists, Instructional Coaches in ELA and Math, Parent Coordinator, SLT members, PTA members, Title I Parent Committee
  2. Parent Coordinator, Guidance Counselors, Social Workers, Content specialists, Instructional Coaches in ELA and Math, Parent Coordinator, SLT members, PTA members, Title I Parent Committee
  3. Parent Coordinator, Guidance Counselors, Social Workers, Content specialists, Instructional Coaches in ELA and Math, Parent Coordinator, SLT members, PTA members, Title I Parent Committee

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Positive feedback by parents/guardians on the Learning Environment Survey will increase by 10% as compared to the 2013-2014 SY
  2. The number of parents/guardians attending workshops and school-wide events will increase by 10% as compared to the 2013-2014 SY
  3. Positive feedback by parents/guardians on the Learning Environment Survey will increase by 10% as compared to the 2013-2014 SY; The number of parents/guardians attending workshops and school-wide events will increase by 10% as compared to the 2013-2014 SY

- D. Timeline for implementation and completion including start and end dates**
- October 2014—June 2015
  - October 2014—June 2015
  - October 2014—June 2015

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent workshops will be scheduled monthly to address needs according to Learning Environment Survey; Workshops will be scheduled for morning and afternoon sessions to accommodate parents' schedules; Flyers to inform parent of coming events will be noted on the monthly calendars and the parent newsletter; Technology specialist will be available to assist parents during parent workshops; translation assistance will be available during all parent workshops and meetings
  2. Administration, Parent Coordinator, PTA, Title I parent volunteers collaborate and coordinate activities and events
  3. Administration, Parent Coordinator, PTA, Title I parent volunteers collaborate and coordinate activities and events

- Strategies to Increase Parental Involvement**
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Parent/guardian workshops; The P.E.N. (parent/guardian newsletter); Raffles, fieldtrips and other parent/guardian incentives; School Leadership Team (SLT) monthly meetings; Administration reports during monthly PTA meetings
  2. Parent/guardian workshops; The P.E.N. (parent/guardian newsletter); Raffles, fieldtrips and other parent/guardian incentives; School Leadership Team (SLT) monthly meetings; Administration reports during monthly PTA meetings
  3. Parent/guardian workshops; The P.E.N. (parent/guardian newsletter); Raffles, fieldtrips and other parent/guardian incentives; School Leadership Team (SLT) monthly meetings; Administration reports during monthly PTA meetings

**Budget and Resource Alignment**

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

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

N/A

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tier 3: Read Well, Wilson Program, small group instruction Tier 2 : I Ready for Math and Achieve3000 for ELA; expanded learning time/Morningside	Small group, push-in services, pull-out services, tutoring	Before school begins, during, after school and Saturdays
<b>Mathematics</b>	Tier 3: Read Well, Wilson Program, small group instruction Tier 2 : i-Ready for Math and Achieve 3000 for ELA; expanded learning time/Morningside	Small group, push-in services, pull-out services	Before school begins, during, after school and Saturdays
<b>Science</b>	Tier 3: Read Well, Wilson Program, small group instruction Tier 2 : i-Ready for Math and Achieve 3000 for ELA; expanded learning time/Morningside	Small group, push-in services, pull-out services	During school days and after school
<b>Social Studies</b>	Tier 3: Read Well, Wilson Program, small group instruction Tier 2 : i-Ready for Math and <i>Achieve3000</i> for ELA; expanded learning time/Morningside	Small group, push-in services, pull-out services	During school days and after school

<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>P.B.I.S-A system that rewards positive behavior in order to decrease the frequency of negative infractions</p> <p>The Success Mentor Program: A mentoring program with the goal to improve student attendance. The adult mentors will be selected from the school community to provide support to chronically absent students with personalized outreach to those students and their families.</p> <p>VIP Program: The mission of the VIP club is to recognize individual students that have successfully improved their attendance for a specific period of time.</p>	<p>Individual Counseling, Small Group, Push-in and Pull-out services, Home visits</p>	<p>During school days</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment: Hiring committee will interview, screen, and schedule demonstration lessons for applicants. A set of interview questions will be used to ensure fair and rigorous screening of the candidates. When interviewing prospective applicants, demonstration lessons will be focused on key components on NYC, "Framework for Effective Teaching." Applicants are now being required to produce their teacher certification exam scores reports and college transcripts prior to interviews.
Professional Development in aligning instructional tasks with Common Core Standards and Social-Emotional Learning will be provided.
Special Education School Improvement Specialist will provide weekly professional development and coaching.

**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).
On-going Professional Development on selected components of the NYC Framework for Effective Teaching and Common Core Standards, Professional Development on Social Emotional Learning, Teacher Leader Team monthly meeting

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

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

**SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
All instructions are aligned to the PreK Common Core Curriculum. Pre K teachers are in the school wide cohorts for Teachescape to continue to develop best teaching practices. Articulation meetings with Kindergarten teachers are held at the beginning of the school year and toward the end. Pre K students visit Kindergarten classrooms in May and are given 2-45 minutes learning experiences. Pre K parents are invited to attend the Common Core Standards workshops in preparation for the coming school year. Pre K Social Worker works with the Early Childhood Guidance Counselor to put in place early intervention services.

**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.
Pre K teachers, Early Childhood Instructional Coach, and the Administration selected the Word Sampling System (WSS) as an authentic assessment tool for the 2014-2015 school year.

iReady Plan was chosen by the Elementary and Middle School teachers, Instructional Coaches for Mathematics and ELA, and Administration as the benchmark assessment tool for the 2014-2015 school year. Throughout the 2014-2015 school year, Achieve 3000 and iReady on line component will be used by the AIS providers to support all Tier 2 and 3 students to improve instruction and student achievement.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP) 12x214**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the

## School-Parent Compact;

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

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

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

## SCHOOL-PARENT COMPACT

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

### I. School Responsibilities

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class as volunteers or chaperones on school trips, and to observe classroom activities during Open-house
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Parent Engagement every Wednesday from 2:20 – 3:10 pm

*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 20 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in 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.

**DBN: 12X214**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	\$845,965.89	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$137,915.00	X	See action plan
Title III, Part A	Federal	\$13,752.00	X	See action plan

Title III, Immigrant	Federal	\$3,496.00	X	See action plan
Tax Levy (FSF)	Local	\$5,197,813.00	X	See action plan

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>214</b>
School Name <b>P.S. 214X - LORRAINE HANSBERRY ACADEMY</b>		

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

Principal <b>DAVID CINTRON</b>	Assistant Principal <b>VICTOR WILLERT</b>
Coach <b>V. MAPP</b>	Coach <b>K. JOHNSON-PARHAM</b>
ESL Teacher <b>W. SCHNEIDER, M. MAEHARA</b>	Guidance Counselor <b>X. TERRERO</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>M. GONZALEZ</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1041</b>	Total number of ELLs	<b>124</b>	ELLs as share of total student population (%)	<b>11.91%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in	1	2	1	1	2	1	2	3	3					16
Pull-out							1	1	1					3
<b>Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	40
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	26

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	70	0	9	22	0	9	26	0	15		118

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>70</b>	<b>0</b>	<b>9</b>	<b>22</b>	<b>0</b>	<b>9</b>	<b>26</b>	<b>0</b>	<b>15</b>	<b>118</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	17	8	7	13	4	21	20	22					115
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							1	1	0					2
Urdu							0	0	0					0
Arabic		1					0	0	0					1
Haitian							0	0	0					0
French							0	3	2					5
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	1	0					1
<b>TOTAL</b>	<b>3</b>	<b>18</b>	<b>8</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>22</b>	<b>25</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>124</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1	0	2	1	5	7	7					26
Intermediate(I)	0	6	3	2	8	1	5	4	7					36
Advanced (A)	2	10	4	5	3	2	12	14	10					62
Total	<b>3</b>	<b>18</b>	<b>8</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>22</b>	<b>25</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>124</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	2	0	0	11
5	4	0	0	0	4
6	20	0	0	0	20
7	19	0	0	0	19
8	18	2	0	0	20
NYSAA Bilingual (SWD)	1	0	0	0	1

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	10		2		0		0		12
5	4		0		0		0		4
6	18		2		0		0		20
7	14		7		0		0		21
8	19		2		0		0		21
NYSAA Bilingual (SWD)	1		0		0		0		1

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		0		0		4
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	0	0		
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.  
To assess the early literacy skills of the ELL students our school uses Fountas and Pinnell. This assessment allows teachers to gain insight into the current reading level and reading strategies utilized by the ELLs and plan appropriate instruction. Weekly and end-of-unit assessments are part of Pearson's Reading Street curriculum. They allow teachers to closely monitor students' progress and adjust their

plans if necessary. Both F&P and Reading Street baseline assessments are ongoing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In grades K-3 the trend was for all students, except for those at the Advanced level, to gain one proficiency level on the NYSESLAT. In grades 4-5 the students who made no gains in proficiency levels were both Advanced and Intermediate. Overall, in grades K-5, the students who did not move up the proficiency scale improved in Reading but showed decline in the Writing modality. This phenomenon can most likely be attributed to the changes introduced to the NYSESLAT writing component.

Many students across the grades are either Proficient or Advanced in the Listening/Speaking modality. Few students have reached Proficient in the Reading/Writing modality; however, many ELLs are performing at the Advanced or Intermediate level in this modality. This trend is especially true in the middle school (Grades 6-8) where a bulk of the long-term ELLs are located.

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

ESL teachers will target Reading/Writing skills when making instructional decisions for ELLs in order to meet the requirements of AMAO II. Special attention will be given to reading and understanding nonfiction texts since both the NYSESLAT and NYS ELA heavily emphasize these skills (in case of the NYSESLAT, all four modalities tested require ELLs to be able to analyze and synthesize nonfiction informational texts). Language objectives will continue to be incorporated and addressed in ELA reading/writing lessons, which will help us meet AMAO III.

In the middle school, Pearson's Literature offers a companion Reader's Notebook for ELLs and Spanish Reader's Notebook for Spanish speakers. The ELL consummable notebooks offer a majority of the literature found in the actual textbook (omissions of texts are due to copyright permission); however, in the ELL notebook narratives are a melange of original text and adapted text. Additionally, this ELL notebook provides support for ELLs by chunking text and asking questions in the sidebar related to English language-learning development as well as reading comprehension/literacy skills (i.e. contractions, multiple-meaning words, idioms, cultural understanding, etc.). Each text commences with "Before You Read" (vocabulary, making connections and discussion), "Summary" (preview of the text and linking it to a prompt related to the unit's essential question), "Note-taking Guide" (a graphic organizer emphasizing a literary skill, or retelling of important details) and "After You Read" (reading comprehension questions and means to extend student understanding of the text by making connections and engaging in discussion). The notebook also offers additional practice in language (i.e. verb tense, irregular verbs, prefixes/suffixes, idioms, etc.). The Spanish notebook provides support for newcomer ELLs by translating text into Spanish. Literacy skills are represented graphically in the preface for students to use as a constant reference. The Spanish notebook follows the same format as the ELL notebook; however, the "Before You Read" section pairs Spanish vocabulary/definitions with the English equivalent/definitions. The "Summary" section also provides an English translation of the Spanish summary for students to read and make comparisons. Pearson's Literature offers many other interactive components including: audio read-alouds of text, videos, vocabulary practice and student access to material online. For a listing of all curriculum materials/components see Part B. #14.

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

The school only offers ELLs the free-standing ESL program. See #2 in this section.

Generally, ELLs across the grades fare better on the NYS Math compared to the NYS ELA assessment. Only a few Beginner/Intermediate proficiency level ELLs opted to take the NYS Math assessment in their L1. We are unable to make a true comparison of how this impacted their performance given the dramatic difference in the state tests from 2012 to 2013, the unreliability of comparing assessment data from two different academic years and, in some instances, this was the first year the student ever took a NYS assessment (newcomers).

School leadership and teachers use results of ELL periodic assessments to program students/classes, create schoolwide goals, create student goals, target students for intervention/inquiry groups, differentiate lessons to accommodate ELL needs/language acquisition, create teacher professional growth plans and develop professional development schedules for classroom teachers with a high concentration of ELLs.

Periodic assessments (i.e. Performance Series, Rally!) are administered quarterly to all students in Grades 3-8. These assessments have shown ELL growth; however, results from these assessments have not correlated well with results of the NYS exams. Generally, ELLs perform better on these periodic assessments as compared to the state exams. This is particularly perplexing given that these periodic assessments (except for Performance Series math) are offered only in English. This academic year we plan to replace Performance Series with another computer-based periodic assessment program, iReady (twice a year). Additionally, students will be assessed using Rally! twice a year.

Additionally, in the middle school, at the close of every ELA unit, teachers are designated common planning time to evaluate student portfolio pieces/writing. Teachers follow a set protocol to examine and evaluate student work that is representative of student performance within a given grade/class. Teachers collaborate, researching and discussing potential instructional strategies that can be implemented to strengthen student learning/understanding in future lessons. The middle school ESL teacher participates in this process.

Some content area teachers are bilingual (English and Spanish) and are able to provide some native language support for Spanish-speaking ELLs. Curriculum material in the content areas offer Spanish translations of the textbooks (i.e. science, social studies and math). Classroom libraries of ELA classes containing ELLs are equipped with Spanish literature.

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](#).)

Our school uses data (LAB-R, NYSESLAT, ELA, Fountas and Pinnell, unit tests, etc.) to provide high quality instruction for ELLs. Both the classroom teachers and ESL teachers use the data to identify the areas of need, group students and plan appropriate instruction. This Tier I intervention takes place throughout the day including the time when push-in ESL services are delivered.

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

In the elementary school, teachers use Reading Street's native language support materials to facilitate language acquisition, enhance student engagement and learning of content knowledge.

In middle school ELA, the use of Pearson's Literature curriculum considers a child's second language development in instructional decisions. The curriculum offers native language support and student-centered multimedia activities to build background knowledge, engagement and ability for students to make connections. For a list of the curriculum's offerings that are particularly relevant to ELLs see #3 in this section and Part B. #14.

7. For dual language programs, answer the following:

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

NA

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

\*Meeting AYP for ELLs

\*NYSESLAT results/meeting AMAO for ELLs (i.e. Beginners scoring at the Intermediate level their first year, ELL movement from one proficiency level to another, number of ELLs testing proficient, etc.)

\*NYS ELA and Math assessments (i.e. number of ELLs performing at grade level)

\*ELLs meeting school-wide goals

\*ELLs meeting their quarterly goals (i.e. according to iReady and Rally! assessments)

\*ELL improvement from unit pretests to posttests

\*ELA writing portfolio pieces

\*Math performance tasks

## 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](#).)

The ELL identification process begins with the Home Language Identification Survey (HLIS), in which the Pupil Accounting Secretary, or an available ESL teacher informally interviews parents in English and/or Spanish (the first language of most of our ELL population) and assists them in filling out the HLIS form. Translation services are made available for parents of ELLs who speak languages other than Spanish. Next, ESL teachers review the HLIS forms. They conduct informal oral interviews with the students and administer the LAB-R accordingly. This process is carried out within 10 school days of the students' admittance. In order to ensure that all students who are eligible to take the LAB-R have been tested, the RLER report is generated approximately every 10 days. Additionally, the list of students eligible for the LAB-R is cross-referenced with ATS (i.e. student exam history) and ARIS databases. Students who do not pass the English version of the LAB-R and whose home language is Spanish are administered the Spanish LAB by the ESL teacher and Foreign Language teacher/staff member who speaks Spanish fluently (for the oral and listening portions of the Spanish LAB ONLY). This is done to assess students' proficiency in their native language. In cases of newly admitted ELLs that have already taken the NYSESLAT, RLAT and RNMR reports are used to identify these students and their proficiency levels. To identify Special Education ELLs, IEPs are checked and cross-referenced with the information documented in ATS and CAP systems. This screening and identification process of ELLs is done on an ongoing basis throughout the year as new admits filter into the school.
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.

As soon as the LAB-R is hand-scored, the ESL teachers provide the parent coordinator with a list of students whose parents need to view the ESL orientation video and complete the Parent Survey and Program Selection form. The parent coordinator sends these parents the Parent Survey and Program Selection form and letters informing them of dates that they can view the video and complete the form at school. The first orientation video session of the academic year is typically scheduled for a date in late September or early October.

To ensure parent understanding of all three programs, screenings of the Board of Education's informational video are presented throughout the year. During these video presentations, ESL teachers, the parent coordinator and translators are available to answer parents' questions about these program choices. Orientation sessions and other workshops/activities with parents are conducted in English with translation provided to parents' whose L1 is not English.

Parents of ELLs who do not attend the orientation session are contacted by phone to schedule a meeting to view the orientation video at their convenience. If parents are unable to attend orientation sessions, they provide responses to the Parent Survey and Program Selection form over a phone interview. Phone calls are made by the parent coordinator, who speaks Spanish as well as knows many of the ELL parents on a more personal level. This is done on an ongoing basis throughout the school year.

Additionally, as a last resort, the school family worker has made home visits to parents who have not completed the Program Selection form. He visits the parents with the orientation video and form for parents to complete. Should the parents have any questions about program selection, the family worker contacts the ESL teachers via phone for clarification.

In addition to meetings scheduled solely to view the orientation video, attempts are made to have parents view the video and complete the Program Selection form during parent-teacher conferences.

This year the first orientation session/parent workshop for ELL parents is scheduled for October 7th and will be followed up by parent-teacher conferences in mid-November and in the spring.

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

Initial Entitlement, Continued Entitlement, Non-Entitlement Letters and language preference forms are sent to parents as soon as NYSESLAT/LAB-R scores become available to the ESL teachers. The ESL teachers are responsible for distributing the varying entitlement letters and collecting the language preference forms from students/parents. A tracking tool spreadsheet (Appendix K: ELL Admissions Program Data), listing all ELL parents who received letters and the date letters/forms are returned, is stored and kept secure in the ESL classroom. This administrative data is maintained by the ESL teachers.

Parent Survey and Program Selection forms are collected after they are completed by parents during video orientation sessions conducted in the school. In cases where Parent Survey and Program Selection forms have not been returned, or parents have failed to show, information containing dates and times of future orientation sessions are distributed to students/parents.

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. All ELLs are initially placed in a free-standing ESL program (the only program offered at P.S. 214X) and receive services primarily through a push-in model. During the video orientation session, parents are reminded that free-standing ESL is the only program offered at P.S. 214X; however, we will assist them in finding schools in which alternative programs are available and have open seats if they opt for the TBE or dual language programs.

A TBE program is encouraged for parents of identified ELLs whose language/literacy skills are low in their native language (according to the Spanish Lab), or newcomer ELLs. Identified ELLs with strong language/literacy skills in their native language should be able to easily transfer those skills when learning English through a free-standing ESL program. Ultimately, parents are encouraged to make the choice based on their personal preferences.

Additionally, parents who choose a TBE or dual language program are informed that if twelve parents of ELL students opt for a TBE program in two consecutive grades, the school would be required to create such a program.

After the Parent Survey and Program Selection forms are reviewed, parents who did not choose the free-standing ESL program as their first choice are either assisted in finding another school, or placed in the free-standing ESL program. Once again, parents are informed that rejecting a transfer to a school with the program of their choice will require their student to attend the free-standing ESL program offered at P.S. 214X.

Parents of ELL students who did not score Proficient on the NYSESLAT are sent the Continued Entitlement Letter informing them that the student will continue receiving services in the same free-standing ESL program unless the parent decides to choose an alternative program. Additionally, the letter informs parents that ELLs tend to perform better academically if they remain in the same program. Regardless, parent choice is honored and the student is placed accordingly.

Most communication is done at orientation sessions, parent teacher conferences or by appointment with the ESL teachers. The parent coordinator or a translator is available to assist with communication when needed.

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. A tracking tool listing all four modalities of the NYSESLAT is created prior to the administration of the test and is used to assure that all ELLs have taken all parts of the assessment. The test is administered by two ESL teachers.

#### Speaking:

The ESL teachers work closely together, reviewing the scoring procedures and sample responses found on the CD for all grade bands prior to scoring. The ESL teachers work together to assess all ELLs. The one-on-one speaking test is proctored by the ELL's ESL teacher, but is scored by the other ESL teacher. For example, an elementary school ELL will be asked the assessment questions by their elementary ESL teacher, but their responses will be scored by the middle school ESL teacher.

**Listening:**

In all grades, except Kindergarten, ELLs listen to the listening CD provided and bubble in their responses accordingly. The ESL teachers read the scripted directions aloud to the students prior to the assessment and then play the CD. The CD plays through once without pausing, stopping or repetition of any question. The CD may pause only if the school's change of period bell interrupts a question. In Kindergarten, the elementary ESL teacher reads the provided NYSESLAT script for the listening modality and adheres to the testing guidelines.

**Reading:**

The ESL teachers read the scripted directions aloud to the students, pausing and allowing appropriate wait time for students to respond to the sample questions. Students are given unlimited time to complete this portion of the exam.

**Writing:**

The ESL teachers read the scripted directions aloud to the students, pausing and allowing appropriate wait time for students to respond to the sample questions in each section. Students are given unlimited time to complete this portion of the exam.

**Scoring:**

The ESL teachers work together with a member from the school's testing team to score the writing portion of the NYSESLAT. This NYSESLAT scoring team works closely together, reviewing the scoring procedures, samples and anchor papers prior to scoring. Neither ESL teacher scores their own students. Each ESL teacher scores 50% of the writing portion of students that are not on their caseload and the remaining 50% is scored by a member of the school's testing team.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The program model offered at our school—free-standing ESL—is aligned with the majority of parent requests. The school annually monitors trends in parent program choice by calculating the percentage of parents opting for each of the three programs offered and comparing this data to previous years.

As of September (prior to our first parent orientation session), 50% of total ELL parents have returned the Parent Survey and Program Selection form (this number includes several IEP students). 61% of ELL parents, excluding IEP students, have returned the Parent Survey and Program Selection form. 84% of total ELL parents chose the free-standing ESL program; 8% chose TBE; and, 8% chose the dual language program. 82% of ELL parents, excluding IEP students, chose the free-standing ESL program; 8% chose TBE; and, 10% chose the dual language program. This has been the trend in our school; hence, we continue to offer the free-standing ESL program only.

Parents who prefer to enroll their students in a TBE or dual language program are assisted in finding schools nearby that offer these programs and have open seats.

ELLs whose IEPs recommend monolingual services with ESL are served per IEP. However, parents of ELLs whose IEPs recommend bilingual instruction are made aware that the school does not offer a bilingual program at this time. Parents are assisted in finding an appropriate bilingual placement for their student. However, if the school had twelve students in two consecutive grades (special education and/or general education) whose parents opted for the bilingual program choice, we would create a bilingual program.

## 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])?

ELL students are grouped in classes (general education, ICT and self-contained) with push-in ESL services. Beginner/newcomer ELLs in the middle school receive additional pull-out services in basic English.

The heterogeneous model (push-in) allows ELL students of mixed proficiency levels to benefit from interactions with other language learners as well as native speakers of English in the class. These groups are block and graded. This homogeneous model (pull-out) provides newcomers with the foundations of English in order to better access the curriculum in their normal school programs. This group is not blocked and ungraded.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The two ESL teachers serve the ELL population in the following manner: one of the teachers provides services in the elementary school and the other teacher in the middle school. By strategically placing ELL students in specific classes in each grade, we enable the ESL teachers to provide push-in ESL services with a minimal pulling out of ELLs. This careful programming also allows for making the best use of available human resources to meet the mandated number of instructional minutes.

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.

Currently, content area instruction is delivered with elements of the SIOP approach: (e.g. vocabulary activities, emphasis on cognates, use of graphic organizers). The predominant language-learning method is the task-based method. To make content comprehensible, teachers of ELLs increase wait time, model fluent reading, use explicit modeling/think-alouds, utilize graphic organizers (e.g. Picture Word Inductive Model and Frayer Model for math terms), textbooks with native language translations, visuals representing new concepts, manipulatives, and group English learners with English-fluent peers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
At this time we do not evaluate ELLs in their native language, beyond the initial Spanish Lab assessment.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Modalities tested throughout the year are: reading (weekly and end of unit assessments in the Reading Street program/Pearson's Literature, iReady and Rally!), writing (weekly and end of unit assessments in the Reading Street program, unit projects and on-

demand writing, on-demand writing and portfolio pieces in Pearson's Literature), speaking (informal assessments), listening (informal assessments).

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).

Since our school currently has no Students with Interrupted Formal Education, we have an evolving instructional plan for SIFE students. Both ESL teachers received training through professional development workshop on SIFE identification and early assessment (i.e. Academic Language and Literacy Diagnostic/Alfabetismo y Matematicas) for this population. We keep in mind the unique needs of SIFE students who cope not only with the language barrier, but also with problems that arise due to lack of formal educational experience. To address these needs, we focus on the language, learning skills and acquainting them with the structures of a school environment. Our plan for SIFE students is based on strategically placing them in classes where additional help from staff (teachers and/or paraprofessionals) speaking the student's home language is available. In addition to regular ESL pull-out sessions, SIFE students would also be provided with additional instructional time during Small Group Instruction, Morning Tutorial, Expanded Learning Time (from 3:30 p.m. to 6:00 p.m.), Saturday Program, AIS and Summer Quest.

Newcomers in the middle school are pulled out five times a week and receive intensive English instruction. They utilize "Everyday English," which provides ELLs with basic vocabulary categorized in thematic units (i.e. school, neighborhood, home, grocery store, etc.). ELLs learn phonics, conversational English, basics of sentence-structure/grammar and even begin to read (through the use of graphic comic strips related to the thematic units) and write simple sentences in English.

ELLs receiving 4 or more years of service are targeted in the school's after school program, morning tutorial, Saturday school and other intervention services (i.e. inquiry groups). These ELLs are given priority for registering for these activities. All ELL students, regardless of years of service, receive push-in services to maximize their time in the classroom with concurrent language support. Lessons are differentiated and ELLs receive appropriate accommodations/support.

Expanded Learning Time for ELLs is taught by a licensed ESL Teacher, from 3:30 pm - 6:00 pm Mondays-Fridays. This program is funded through Title III monies. Material used for the program is the Journeys I program. The rationale behind the program is to provide Advanced/Intermediate middle school ELLs (typically ELLs with 4+ years of service) with extra support in order to perform at grade level on the NYS ELA test and test Proficient on the NYSESLAT. The goal of the program is to provide ELLs with vocabulary enrichment, reading comprehension strategies and writing practice. Additionally, the program provides extracurricular enrichment activities (cooking, art (varying mediums), martial arts, etc.) and homework help. The program is divided into three periods: tutoring, recreational activity and homework help. Once students finish a Journeys I "Expedition," the teacher reinforces student learning through meaningful field trips, connecting content explored in the unit to further students understanding of the material in the real world.

Former ELLs continue to receive testing accommodations for two years after testing Proficient. Additionally, former ELLs are often programmed in classes with current ELLs and therefore receive the support of the push-in ESL teacher.

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?

Teachers of ELL-SWDs use the Reading Street program (Kindergarten through fifth grade), which provides adapted materials such as ELD (English Language Development) and ELL readers. They use graphic organizers, explicit modeling, reading partnerships, visuals and manipulatives, as well as support students' home language and culture.

In the middle school, ELL-SWDs use Pearson's Literature (Grades 6-8) and have an Adapted Reader's Notebook, ELL Reader's Notebook and/or Spanish Reader's Notebook. The companion reader's notebook to use is at the discretion of the SPED teacher (after conferencing with the ESL teacher). See #3 and Part B. #14.

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?

To attain English proficiency within the least restrictive environment and achieve their IEP goals, ELL-SWDs will receive AIS services

from the special education teacher providing ICT services on a particular grade. The students will be pulled out one to four periods a week for ESL support with other, non-disabled ELL peers. Such environment will allow teachers to meet both the language and special education needs of ELL-SWDs.

**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:		FOREIGN LANGUAGE	SPANISH
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

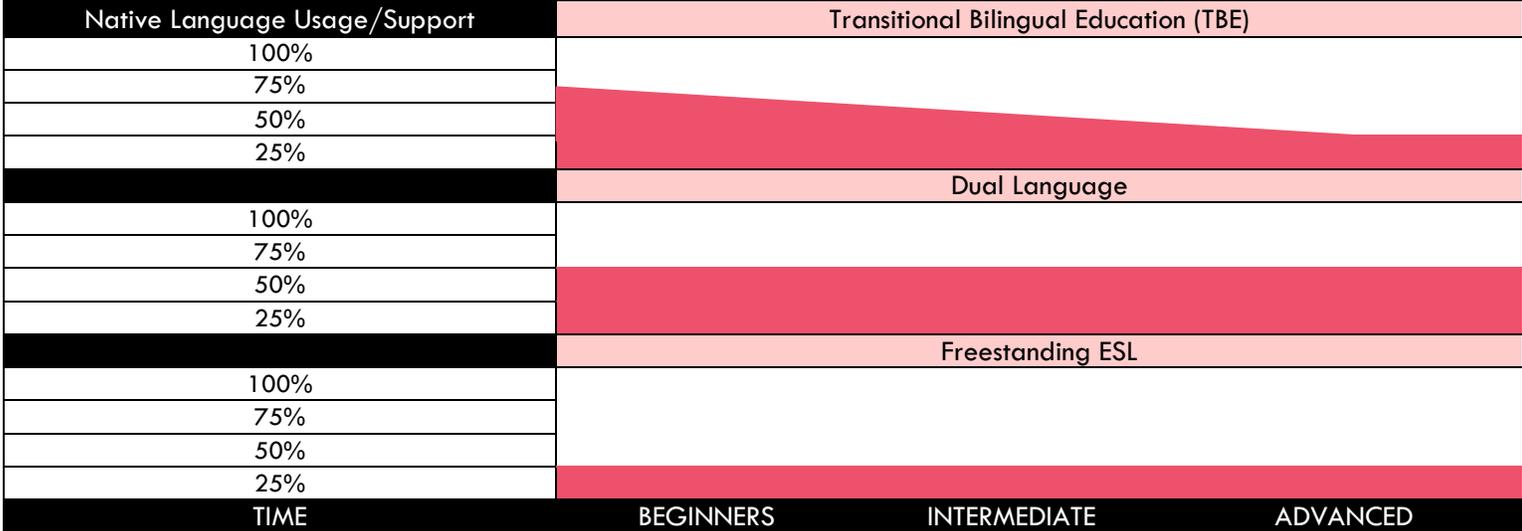
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**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.

The following intervention and enrichment programs are offered to ELLs (as well as the general education population) in ELA and Math:

- Morning Tutorial (ELA/Math)
- Expanded Learning Time (After-School Program (ELA/Math))
- Saturday Program (ELA/Math)
- Summer Quest (ELA/Math)
- ESL (ELA)
- SETSS (ELA/Math)
- AIS (ELA/Math)
- Speech (ELA)

Other intervention programs (offered to all students):

- O.T.
- P.T.
- P.B.I.S.
- Counseling
- Small Group Instruction/Advisory (4Rs Program)
- Each One, Reach One (a middle school mentoring program)
- Peer Mediation and Conflict Resolution
- Lorraine Hansberry Eagles (basketball team)
- \*Lorraine Hansberry baseball
- Lorraine Hansberry Eaglettes (cheerleading team)
- Lorraine Hansberry Tribune (student-run newsletter)

Currently, there are no intervention/enrichment programs offered in Science and Social Studies; however, many materials used in the above mentioned programs provide informational texts rich with content from the sciences and social studies.

While ELLs (all subgroups, with a special focus on long-term ELLs), SPEDs, the school's bottom third and gifted students are targeted populations in Expanded Learning Time, all students are welcome as space permits.

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

Elementary school ELLs are provided with push-in ESL services mostly during ELA periods to enhance their language development. The effectiveness of the current program is particularly noticeable at the early childhood level, where almost 90% of ELLs made a gain of at least one proficiency level on the NYSESLAT or scored Intermediate or Advanced in Kindergarten. ELLs in Grades 3-5 improved in all modalities except writing. Only half of this population made a gain of at least one proficiency level. This data points to the effectiveness of the current push-in model in the areas of speaking, listening and reading, but signals the need for more targeted writing practice.

Middle school ELLs receive ESL services with the push-in model during their ELA periods to promote English language learning and language arts development. Students use adapted and native language versions of CCSS aligned grade-level texts from Pearson's Literature curriculum. The ESL teacher and middle school ELA teachers plan daily, integrating language objectives and appropriate ELL accommodations for each reading and writing lesson. Beginner (non-Newcomers)/Intermediate ELLs made the most dramatic gains, moving up one proficiency level. Advanced ELLs remained static. As in the elementary school, this data points to effectiveness of the push-in model in the speaking, listening and reading modalities, but a need for improvement in writing.

Due to the lack of growth among Beginner/Newcomer ELLs in the past academic year, we have restructured and created a Beginner/Newcomer ELL class. The goal is to provide an entry point for these students to ensure they develop basic language skills, enabling them to better access to the standard ELA curriculum.

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

This year, elementary school ELL students will receive more rigorous learning opportunities in the area of writing within the established push-in model.

Additionally, middle school newcomer ELLs are pulled out of their programs to receive intensive support in English language development--basic vocabulary, conversation, phonics, reading and writing skills.

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

NA

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

See #9 in this section.

Expanded Learning Time for ELLs is taught by a licensed ESL Teacher, from 3:30 pm - 6:00 pm Mondays-Fridays. This program is funded through Title III monies. Material used for the program is the Journeys I program. The rationale behind the program is to provide Advanced/Intermediate middle school ELLs (typically ELLs with 4+ years of service) with extra support in order to perform at grade level on the NYS ELA test and test Proficient on the NYSESLAT. The goal of the program is to provide ELLs with vocabulary enrichment, reading comprehension strategies and writing practice. Additionally, the program provides extracurricular enrichment activities (cooking, art (varying mediums), martial arts, etc.) and homework help. The program is divided into three periods: tutoring, recreational activity and homework help. Once students finish a Journeys I "Expedition," the teacher reinforces student learning through meaningful field trips, connecting content explored in the unit to further students understanding of the material in the real world.

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

Elementary School:

- \*Interactive digital resources (e.g. Big Question Video, Concept Talk Video, Envision It! Animation) - Pearson's Reading Street
- \*Visuals accompanying the oral and selection vocabulary
- \*Audio Text CDs and Background Building CDs
- \*Digital Path (offering readers different levels of text complexity)
- \*Pearson's ELL Adapted Readers
- \*Reading Sleuth (short, high-interest, complex texts)

Middle School:

- \*Audio reading of texts - Pearson's Literature
- \*Interactive digital resources (i.e. Videos: Get Connected Video, The Big Question, Meet the Author, Background Video; Vocabulary Central) - Pearson's Literature
- \*Personalized student access to most interactive digital resources online (given usernames/passwords)
- \*Pearson's ELL Adapted Reader's Notebook
- \*Pearson's Spanish Reader's Notebook

All ELLs:

- \*English/L1 dictionaries
- \*Spanish books in libraries

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

The school only offers ELLs free-standing ESL in pull-out (Newcomers) and push-in models (all other proficiency levels).

In the elementary school, Beginner ELL students are provided with adapted versions of the main selections and their translations. During each unit, ELL students will read native language books on themes discussed in the unit.

In the middle school, Newcomer ELLs receive native language support with the use of Pearson's Spanish Reader's Notebook (containing most of the ELA material from the original textbook and literacy skills translated into Spanish), which complements the CCSS aligned ELA curriculum, Pearson's Literature. Libraries in ELA classes with ELLs contain Spanish literature and English/L1

dictionaries. Additionally, middle school ELLs receive native language support with the Spanish foreign language elective.

In some classes, students receive additional support in Spanish from bilingual teachers, paraprofessionals and staff.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
See Part III. #3 and #14 and #15 in this section.
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.  
See #11 and #15 in this section.

Prior to the school year, ELLs are targeted to participate in Summer Quest--a month long, half-day program offered Monday-Friday in July. Summer Quest is an enrichment program that provides students with additional support in ELA and Math. Additionally, students in the program go on field trips across the city once a week.

18. What language electives are offered to ELLs?  
Spanish as a foreign language is offered to middle school students.
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)?

NA

### 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.

ELL personnel have been receiving in-house professional development support from the NYS/NYC Regional Bilingual/Education Resource Network, Fordham University Graduate School of Education. ESL teachers will also attend ELL Institutes organized by Fordham University.

School staff will have the opportunity to benefit from monthly workshops organized either in-house through Fordham University or ELL Institutes organized by the NYC DOE OELL. A designated staff member holding a special education licence will attend the monthly workshops and then turnkey information to other teachers of ELLs.

Currently, ESL teachers are in the initial stage of developing professional development for all teachers of ELLs. The workshop will encourage teachers of ELLs to develop heightened sensitivity to ELLs needs that primarily stem from limited English proficiency and cultural knowledge. ELL teachers will receive information on appropriate ELL teaching strategies.

Support provided to staff to assist ELLs as they transition from elementary to middle school includes trainings on successful implementation of the advisory program and the Positive Behavior Intervention Program.

#### **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?

To foster parental involvement we have organized a Common Core Workshop for parents of ELL students in early October. This workshop will focus on preparing students for the NYS assessments and what parents can do at home.

Internatinal Night is an annual event that encourages all parents to strengthen involvement in their children's education process and celebrate their various cultural backgrounds.

Other parental involvement events include the quarterly award ceremonies, Grandparent's Day, Back-to-School Night, parent-teacher conferences, PTA meeting, parents workshops, SLT meetings, and field trips.

Our school partners with the Hispanic Federation which provides literacy workshops for parents. Among parental needs addressed by the school are translation and babysitting services during workshops.

#### **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: <b>PS 214X</b>		School DBN: <b>12X214</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DAVID CINTRON	Principal		1/1/01
VICTOR WILLERT	Assistant Principal		1/1/01
MICHELLE GONZALEZ	Parent Coordinator		1/1/01
WOJOCIECH SCHNEIDER	ESL Teacher		1/1/01
	Parent		1/1/01
MELISSA MAEHARA/ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
VANESSA MAPP	Coach		1/1/01
KENDRA JOHNSON-PARHAM	Coach		1/1/01
XIEOL TERRERO	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: 12X214 School Name: PS 214

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

The tools used to assess our school's written translation and interpretation needs include the home language survey, language preference form, and formal and informal interviews with the parents. All written communication with parents is in the language marked on the language preference form. In instances when no language preference form was returned, communication with parents is in the language documented in ATS as the student's home language, or the teachers decide at their own discretion which language is preferred based on their knowledge of the student and parent. Among parents whose children speak Spanish at home, 90% of those who returned the language preference form indicated Spanish as their preferred language for oral and written communication while less than 10% chose both English and Spanish. All other parents indicated their home language as their preferred language (either French or Bengali) with the exception of Arabic speaking parents whose preference was consistently English.

All school-wide written translation and oral interpretation is delivered to students/parents in English and Spanish (our school population's highest-frequency L1). Spanish-speaking translators (school staff members) always attend and their services are readily available during parent teacher conferences, parent workshops or PTA meetings. At times, a parent volunteer may serve as a translator for a lower frequency L1 (e.g. Arabic) at these events. If a parent is unavailable, the school utilizes the translation services provided by the Translation and Interpretation Unit.

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.

See #1. Our school's written translation and oral interpretation needs are primarily in Spanish. Lower-frequency languages our students/parents speak include: French, Bangla, Arabic, Vietnamese and other African dialects. Other than the few French-speaking families, the families of these lower-frequency covered languages prefer communication in English. Regardless, they are informed of the availability and their right to request translation and interpretation services in their home language. In response to our school's demographics, all school-wide written translation and oral interpretation is delivered to students/parents in both English and Spanish (our school population's highest-frequency L1) and the other covered languages. These findings will be reported to the school community during professional development sessions and through newsletters sent home with students.

## 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 school-wide written translation is delivered to students/parents in both English and Spanish (our school population's highest-frequency L1). Written translation services are by in-house school staff. Assistant principal receives requests from teachers and assigns translations to a teacher hired on per diem basis to translate documents as needed. Additionally, many materials, documents or forms are accessed in the covered languages through the NYC DOE website. In case of other languages, the school will use the translation services through the Interpretation and Translation Unit.

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

Oral interpretation services the school provides are by in-house school staff or parent volunteers. Additionally, the principal, parent coordinator, PTA president and many staff members are bilingual (English/Spanish). Spanish-speaking translators (school staff members) always attend and their services are readily available during parent teacher conferences, parent workshops, disciplinary meetings, or PTA meetings. At times, if available, a parent volunteer may serve as a translator for a lower frequency L1 (e.g. French, Arabic) at these events. If a parent is unavailable, the school uses over-the-phone interpretation services through the Interpretation and Translation Unit. Currently the school is purchasing a portable simultaneous interpretation system for 20 listeners and 2 translated languages, which will allow for simultaneous, rather than consecutive, interpretation to parents attending meetings/workshops. This will streamline the interpretation process

and make it easier to accommodate more than one language.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by making translation and interpretation services available to parents of ELL students and increasing parental awareness regarding the availability of those services. Parents arriving at the school for the first time who do not speak English can use the Language Identification Card displayed to indicate their home language. In addition, school safety agents can connect parents to interpreters using the "over-the phone card" listing the Interpretation and Translation Unit's phone number. In the case of parents speaking Spanish, the predominant home language in our school, many bilingual staff members are able to assist those parents during their school visits. Documents containing important information are translated before they are sent to parents. The school uses either the translated templates of documents available online or relies on the services provided by the Translation and Interpretation Unit. Data regarding the preferred language of both written and oral communication is collected together with the program selection forms. To increase parental awareness, the parent coordinator provides information to parents regarding their right to and the availability of language services.



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 214</u>	DBN: <u>12X214</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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

6 7 8 9 10 11 12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III monies are used exclusively to service current ELLs (with a special emphasis on long-term advanced ELLs and newcomer ELLs in the middle school) in the after school Expanded Learning Time Program. These programs are taught by one certified ESL teacher. ELLs have equal access to all other supplemental/extracurricular programs offered.

The Expanded Learning Time (PAZ--Peace from A to Z) for ELLs is offered Mondays-Wednesdays from September 15, 2014 to June 19, 2015 from 2:30 pm - 5:30 pm. The ESL teacher holds instruction sessions Mondays through Thursdays. The after school Expanded Learning Time is divided into three instructional periods—one period for each grade 6-8. The focus of the instructional period is to provide students with direct instruction in phonemic awareness, vocabulary/word study, reading comprehension skills/strategies, writing, speaking and listening skills—depending on their ELL proficiency level and area(s) of need based on the 2014 NYSESLAT/RLAT report (from ATS).

The curriculum used for Expanded Learning Time will be a combination of Voyager's "Journeys I" and "Getting Ready for the NYSESLAT and Beyond." The "Journeys I" curriculum builds students' background knowledge through thematic units, featuring both fiction and nonfiction texts. Students engage in phonological awareness, identifying spelling patterns, vocabulary development/word study, reading comprehension strategies (for fiction and nonfiction texts) and practice in the writing process. The curriculum makes use of sound ESL instructional practices/strategies by allowing for practice in all language modalities. During the instructional period, the teacher's role will be to deliver direct instruction on the day's vocabulary and reading skill, provide guided practice, check in on students during independent practice by providing supports (as needed) and assess students' understanding of the lesson/skill through informal assessment(s) which will be used as a tool for future lesson planning/intervention.

The "Getting Ready for the NYSESLAT and Beyond" curriculum provides students with practice in each of the tested language modalities of the NYSESLAT. The curriculum makes use of sound ESL instructional practices/strategies. An emphasis will be placed on reading fact-based documents for information and understanding and the writing process involved in planning, organizing and composing the fact-based essay. During the instructional period, the teacher's role will be to deliver direct instruction on the day's writing/grammatical skill, provide guided/group writing opportunities, check in on students during independent practice by providing supports (as needed) and assess students' understanding of the lesson/skill through informal assessment(s) which will be used as a tool for future lesson planning/intervention.

## Part B: Direct Instruction Supplemental Program Information

Additionally, the Expanded Learning Time program provides students with the following enrichment activities: advisory, art, chess, dance, fashion, gaming and gym. The instructional focus of these programs is to enhance students' oral and speaking language development through social interaction with their counselors and peers. Furthermore, students learn social-emotional skills within their advisory groups—as aligned with our school's mission—to help them assert themselves respectfully, mediate difficult situations and solve their own conflicts peaceably.

To further enrich student learning/help build background knowledge and bridge the gap with the ELA classroom curriculum, ELL students involved in the after school Expanded Learning Time will go on fieldtrips that correlate to their studies. The following is a list of anticipated fieldtrips and their curricular connections:

1. Nuyorican Poets Café/The 17th Annual Urban Word NYC Teen Poetry Slam Semifinals– Saturday, April 18, 2015 (3:00 pm): This coincides with middle school's ELA curriculum, "Literature" and their unit of study—"Poetry." The essential question of this unit is: What is the best way to communicate? Students will watch semifinalist teen slam poets communicate through spoken word and analyze how they convey their messages through figurative language and other poetic devices.
2. Repertorio Espanol/Performance of "El Quijote" - Saturday, May 23, 2015 (3:00 pm): This coincides with middle school's ELA curriculum, "Literature" and their unit of study—"Drama." This fieldtrip will be a celebratory, culminating trip for those with regular attendance in after school. The essential question of this unit is: Do other see us more clearly than we see ourselves? Students will watch the performance and analyze the character of Don Quijote—how he perceives himself and the world in which he lives vs. how others perceive his character.

The rationale behind this program is to provide middle school ELLs (Grades 6-8), particularly Advanced proficiency level long-term ELLs (according to the 2014 NYSESLAT) who are part of the school's inquiry group, with extra support, pushing them to perform at grade level or beyond on the upcoming 2015 NYS ELA Test and test proficient on the 2015 NYSESLAT. The goal of the program is to provide all participating ELLs with academic vocabulary enrichment (valuable across content areas), vocabulary defining strategies (through word study activities: prefixes, suffixes, word roots, word families, cognates in their L1), reading comprehension strategies (i.e. closed-reading), listening/note-taking skills and short/extended response writing exercises.

The language of instruction for all programs is English.

## 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: The rationale behind professional development for Title III Program teachers is to provide them with the knowledge necessary to best serve our ELL population. We recognize the need for an instructional approach to English Learners that is different than that of a regular class. As a result,

## Part C: Professional Development

inquiry groups will be formed, targeting Advanced proficiency level LTEs, to analyze the most effective ESL strategies and practices.

Professional development will be conducted for classroom teachers as a two-part workshop once every other month during the Monday and Tuesday after school professional development periods. They will take place from 2:20-3:15 pm. They will be based on the SIOP Model and "Making Content Comprehensible for English Learners," a book by Jana Echevarria, MaryEllen Vogt, and Debora Short . The topics to be covered will build on last year's SIOP workshop series and delve further into the SIOP components. These components include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Indicators of Review/Assessment, and Issues of Reading Development and Special Education for English Learners. This year's series will emphasize revising teacher lesson plans by incorporating language objectives, further differentiating lessons by providing appropriate ELL accommodations (as well as how to differentiate amongst ELL proficiency levels) and ensuring all language modalities are met throughout a lesson. All teachers who teach English language learners will be invited to attend; although, content area teachers will be targeted. The following certified ESL teachers will provide the professional development: Melissa Maehara, Wojciech Schneider and Samantha Wolski.

### Topic 1: Lesson Preparation and Language Objectives

Rationale: Teachers will learn how to incorporate language objectives related to their content objectives for lessons. Teachers will understand the importance of language objectives as the process (the how), to complete the task (the what).

Date: January 12th and 13th

Time: 2:30-3:10

Name of Provider: M. Maehara (MS/Elementary ESL), S. Wolski (MS/Elementary ESL), S. Schneider (Elementary/Early Childhood ESL)

Audience: K-5 teachers and middle school content-area teachers (i.e. math, science and social studies)

### Topic 2: Revising Lesson Plans: Incorporating Language Objectives and Proper Accommodations within Lessons

Rationale: Teachers will build on their knowledge of language objectives from the prior PD session and work on incorporating language objectives into their current lessons/units of study. Teachers will plan accommodations appropriate (and perhaps even differentiated) for ELLs in their classes to ensure their students master the language objective while assessing the content being taught.

Date: March 9th and 10th

Time: 2:30-3:10

Name of Provider: M. Maehara (MS/Elementary ESL), S. Wolski (MS/Elementary ESL), S. Schneider (Elementary/Early Childhood ESL)

Audience: K-5 teachers and middle school content-area teachers (i.e. math, science and social studies)

### Topic 3: Strategies for Building Background and Scaffolding Student Learning

Rationale: Teachers will build on their knowledge of incorporating accommodations for ELLs and find entry points for scaffolding instruction to make lessons more comprehensible for ELLs. Teachers will think about how to strategically group students to suit the needs of their content/language objectives (i.e. heterogeneous vs. homogenous). Additionally, teachers will incorporate strategies to increase classroom engagement across the four language modalities and ensure student participation even among their Emergent ELLs.

Date: March 11th and 12th

Time: 2:30-3:10

### Part C: Professional Development

Name of Provider: M. Maehara (MS/Elementary ESL), S. Wolski (MS/Elementary ESL), S. Schneider (Elementary/Early Childhood ESL)

Audience: K-5 teachers and middle school content-area teachers (i.e. math, science and social studies)

ESL teachers will also receive professional development relevant to their work with ELLs. The following is a list of PD sessions they will attend:

Topic: Helping Students to Read Complex Text: Designing Close Reading Experiences (Middle-High School Session)

Rationale: Introduction to the close reading experience for teachers of middle-high school and how to design close reading experiences alligned to CCLS and supporting student needs.

Date: October 22, 2014

Time: 9:00-2:00

Name of Participants: Melissa Maehara, Samantha Wolski

Topic: Planning a Close Reading: Experience for ELLs (Middle School Followup Session)

Rationale: Understanding different levels of language acquisition/progressions as they relate to the four language domains and reinforce/make practices of close reading accessible to all levels/proficiencies of ELLs. Additionally, creation/presentation of social studies lesson plans that embed close reading practices tailored to ELLs' needs across language proficiencies/progressions.

Date: December 1, 2014

Time: 9:00-12:30

Name of Participants: Melissa Maehara, Samantha Wolski

Topic: Helping Students to Read Complex Text: Designing Close Reding Experiences (Elementary School Session)

Rationale: Introduction to the close reading experience for teachers of elementary shool and how to design close reading experiences alligned to CLLS and supporting student needs.

Date: January 2015 (TBD)

Time: (TBD)

Name of Participants: Wojciech Schneider, Samantha Wolski

### 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:While parental engagement activities are offered to all parents, a literacy workshop is offered with a focus on ELL parents. This workshop is facilitated by the Hispanic Federation and our Parent Coordinator. The rationale behind this workshop is to enable parents to help their students with reading even when they may not speak English themselves.

**Part D: Parental Engagement Activities**

A workshop related to the Common Core standards/tasks and the implications they have for ELLs was held on October 15, 2014. The rationale behind this workshop was to provide awareness to parents of the academic demands their students face and how better to assist them as it relates to the Common Core shifts.

Our ELL parent engagement workshop calendar consists of the following sessions:

These follow up workshops will be offered from 9:00 am - 10:00 am.

- 1) December 10<sup>th</sup>, 2014: Revisiting Common Core Shifts in ELA/Math
- 2) February 12<sup>th</sup>, 2015: Prepping for the NYSESLAT
- 3) April 16<sup>th</sup>, 2015: Test-taking Strategies

The workshops are facilitated by the parent coordinator, the ESL teachers and Instructional Coach . Translation is provided by the parent coordinator using our translation equipment.

The school offers a Translation Unit for PTA meetings and other important school events/functions for parents that speak languages other than English.

Parents are notified of these activities and other schoolwide activities through flyers (in English and parents' L1), phone calls (i.e. personal and through School Messenger in English and parents' L1) and face-to-face conversations with teachers, administration and the parent coordinator.

**Part E: Budget**

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

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____