

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: P.S. 226X	DBN: 10X226
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 24	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The 2013-2014 NYSESLAT data shows that a group of intermediate students in grades 2-5 need support in the English Language Arts as a whole. Additionally, students with individualized education plans who are ELLs will be included. Students who are in this subgroup will have additional services after school and Saturdays in the areas of reading, writing, and listening.

The program will run over 5 Saturdays (1/24, 2/7, 2/28, 3/14, and 3/28) beginning in January and ending in March, a total of 15 hours of support. Students will be grouped by beginning level and another section with intermediate and advanced students with Ms. Larrea, and Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics. Students will also receive after school on Wednesdays, Thursdays, and Fridays from 2:30 - 4:30 p.m. beginning January 7, 2015 and ending May 1, 2015. All instruction will be provided to students in English by an ESL teacher. Students who are beginning according to NYSESLAT data will be placed in one group with Ms. Larrea, and the other group will consist of intermediate and advanced students with Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics.

Materials for program will be purchased. We will be using common core aligned material - NYSESLAT practice books as well as reading material to support listening and vocabulary development.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development will be held the first week of January 2014 and there after will be conducted twice a month on Saturdays for one hour following the Saturday program.

Teachers will receive training on how to assess student listening through read alouds and passages that are common core aligned. Additionally, teachers will receive training on usage of the purchased materials, planning for students of ELLs, and ESL methodology including the SIOP model. Teachers will also learn strategies for teaching students to comprehend and understand the content of a text as well as teaching vocabulary development with visual supports. Teachers will also learn how to use the writing rubric to assess students writing needs.

Part C: Professional Development

It will be as follows:

Topic: To discuss new information on the New York State English as a Second Language Achievement Test (NYSESLAT)

Rationale: To get more acquainted with new information on the NYSESLAT data as it aligns with the Common Core Learning Standards, and provide more language support to our ELL students in the four areas of literacy.

Date: 1/10/15

Time: 12-1 P. M.

Name of Provider: Ms. Montolio, our ESL Coordinator will be providing PD to teachers.

Audience: Bilingual and ESL Teachers

Topic: The SIOP Model

Rationale: To discuss in depth the Sheltered Instruction Observation Protocol (SIOP) Model and best support our planning and teaching practice to teach language and content matter.

Date: 1/24/15

Time: 12-1 P. M.

Name of Provider: Ms. Montolio, our ESL Coordinator will be providing PD to teachers.

Audience: Bilingual and ESL teachers

Topic: Teaching Reading Comprehension

Rationale: Based on our NYSESLAT data analysis and ELA test, our ELLs need more support in the areas of reading comprehension and vocabulary development. During this time, we will be discussing different reading strategies such as analyzing vocabulary in context and in isolation, reading for meaning through picture clues, and stressing the importance of utilizing high order thinking questions to facilitate comprehension.

Date: 2/7/15

Time: 12-1 P. M.

Name of Provider: Ms. Montolio, our ESL Coordinator will be providing PD to teachers

Audience: Bilingual and ESL teachers

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: 1 Teacher (Yesenia Ortega) will engage parents in different activities around ESL: Parent workshops will take place from 3:30 - 4:30 p.m. every other Wednesday.

Teacher will focus on:

Topic: Knowledge of the NYSESLAT Test

Rationale: Parents will be able to get more familiar with this type of language assessment in order for them to provide extrat support at home. During the meeting, we will be discussing the NYSESLAT Test

Part D: Parental Engagement Activities

rubrics for the different grade levels as well as the areas in which students need to focus on.

Date: 1/14/15

Time: 3:30-4:30

Name of Provider: Yesenia Ortega

Audience: Parents of ELL students

Topic: Supporting parents with the Common Core Learning Standards

Rationale: With the new shifts in literacy development, parents will be supported in understanding the standards by navigating ARIS link. We will discuss students' work and how it aligns to the new standards in order to increase high expectations.

Date: 1/28/15

Time: 3:30-4:30

Name of Provider: Yesenia Ortega

Audience: Parents of ELL students

Topic: How to support students at home in reading, writing, and homework

Rationale: To provide parents with reading and writing strategies and support homework in these two areas. Additionally, most of our students need to continue reading and writing at home. At this workshop, parents are going to be able to go over the homework sheet and discuss high quality work that aligns to the Common Core Learning Standards.

Date: 2/11/15

Time: 3:30-4:30

Name of Provider: Yesenia Ortega

Audience: Parents of ELL students

- * Parents will learn how to navigate the public library
- * Creating a vocabulary rich environment in the household

Our parent coordinator, Charlie Urena will inform parents of these activities via: School messenger, parent bulletin board, school website, and flyers home

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	_____	_____

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

10X226

School Name:

P.S. 226X – THE NADIA J. PAGAN SCHOOL

Principal:

GLORIA DARDEN

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 226X – The Nadia J. Pagan School School Number (DBN): 10X226
School Level: Elementary Grades Served: Pk-5th Grade
School Address: 1950 Sedgwick Avenue, Bronx, NY 10453
Phone Number: 718-583-5560 Fax: 718-583-5557
School Contact Person: Gloria Darden Email Address: gdarden@schools.nyc.gov
Principal: Gloria Darden
UFT Chapter Leader: Edgar Irizarry
Parents' Association President: Carmen Cruz
School Leadership Team
Chairperson: Douglas Manzella
Student Representative(s): Student Council Members – Represented by Ana Dilia Matos

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gloria Darden	*Principal or Designee	
Edgar Irizarry	*UFT Chapter Leader or Designee	
Carmen Cruz	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Douglas Manzella	Member/ Staff Member/SLT Chair	
Melissa Erberti	Member/ Staff/SLT Secretary	
Bruna Trani	Member/ Staff	
Lisa Stewart	Member/ Parent	
Socomar Blumenthou	Member/ Parent	
Jenny Paredes	Member/ Parent	
Maria Sanchez	Member/ Parent	
N/A	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At PS 226, teachers are given the opportunity to work collaboratively on Tuesdays to look at student work through a structured inquiry block utilizing a selected protocol shared by the Teacher Leadership Program (TLP). Two teachers involved in the TLP are working with the School Development Committee (SDC) in support of the professional development being planned. The SDC in collaboration with the school administrative team has reviewed the school needs assessment data to determine areas of need for professional development in order to support teachers in their instructional practice. Professional development is given to staff for 80 minutes every Monday. Teachers are given 40 minutes of time on Tuesdays to meet with or call parents and/or hold workshops to support parents understanding of important educational topics identified by each grade level team.

P.S. 226 has also developed partnerships with the community to deepen both instructional practices and to foster social and emotional development for students through programs such as: LEAP, Ballroom Dancing, Chinese Dancing, Modern Dancing, Mighty Milers, Chess in the Schools, and Music on Wheels. Additionally, the school has allotted funds to hire outside consultants in the area of literacy, mathematics, and teacher effectiveness through companies such as: Metamorphosis, Generation Ready, and Brienza.

Our school mission is as follows:

P.S. 226 Mission Statement

It is the mission of Public School 226, The Nadia J. Pagan School, in partnership with parents and community to empower each student to reach high standards to achieve academic success for life long learning. We are committed to fostering an attitude of caring with respect for self, others and the environment.

P.S. 226 Vision Statement

We see our school, PS 226 as a community of learners where all members of the staff, students, and parents support and accept each other, and meet the needs of students. It is the hope that all members of our community will become lifelong learners, be flexible, embrace change, and become active participants in our school and in society at large. Ideally, all members of the community will be responsible and accountable. The members will respect themselves and others. The members will develop critical thinking skills and the ability to communicate effectively. We value the partnership which exists between school, parents, and the community and the part it plays in realizing this vision.

PS 226 is committed to providing the fundamentals for effective technology education in our school building. These fundamentals may include but are not limited to:

- Building and communicating a shared, community-based vision that prepares students to live and work in the 21st century.
- Creating powerful learning environments/classrooms using research-based strategies that effectively use technology.
- Effectively integrating information and technology literacy standards into all areas of the school curriculum through a collaborative model. (intervisitations)
- Providing ongoing professional development for all staff in order to achieve effective teaching and learning practices.
- Adequate funding to ensure adequate technology resources.
 - Access to the most up to date technology for all students, staff, and community members.

School Strengths/Accomplishments:

- Structure and a methodology of best teaching practices through the modality of Fisher and Frey
- Pedagogy is based on a research based framework – The Danielson Framework
- Teachers collaborate on and across grade levels which include out of classroom teachers and other personnel such as SETTS, AIS/RTI, SPEECH, and ESL providers.
- We have a common core aligned curriculum in both literacy through the establishment of a home grown curriculum that is correlated with Ready Gen and the GO MATH mathematics program.
- The implementation of accountable talk is something that all classrooms utilize to foster discussion among students.
- Teachers analyze and triangulate data from student work products, in house benchmark and end of unit assessments, and state testing data to identify areas of strengths and areas of weaknesses.
- Teachers set goals for students in literacy and mathematics based on areas identified in the data as weaknesses.
- Rubrics in literacy are common core aligned and imbedded in the units of study.
- P.S. 226 also has developed partnerships with the community to deepen both instructional practices and to foster social and emotional development for students through programs such as: LEAP, Ballroom Dancing, Chinese Dancing, Modern Dancing, Mighty Milers, Chess in the Schools, and Music on Wheels. Additionally, the school has allotted funds to hire outside consultants in the area of literacy, mathematics, and teacher effectiveness through companies such as: Metamorphosis, Generation Ready, and Brienza.
- P.S. 226 received a well-developed on the alternative quality review conducted by our network 606.
- Our school has been accepted into the Teacher Leadership Program.
- P.S. 226 invites parents into the school building monthly to celebrate student success through our Student of the Month, Student of the Grade, Principal Honor Roll, Assistant Principal Honor Roll, and Attendance Breakfast.
- We have a strong student council that supports events and represents the school through a unified voice.

School Challenges:

- P.S. 226X needs a universal system for checking and/or oversight of the effectiveness of various programs.
- Lack of technological resources such as laptops, desktops, and Ipads across grade levels.
- Additional professional development is needed for teachers of special needs students around individualized education plans and how to meet the needs of students with both significant gaps in academic achievement as well as social/emotional development.

The DTSDE Tenet(s) in which our school made the most growth during the previous year:

- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 6: Family and Community Engagement.

Key areas of focus for this school year:

- Tenet 5: Student Social and Emotional Developmental Health

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.0%	% Attendance Rate			93.3%
% Free Lunch	95.1%	% Reduced Lunch			2.1%
% Limited English Proficient	24.5%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.2%	% Multi-Racial			N/A

Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)	2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	10.21
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4	16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	HE
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

<p>STRENGTHS</p> <ul style="list-style-type: none"> The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) by fully integrating the instructional shifts and emphasizing rigorous habits and cognitive engagement so that all students are challenged to demonstrate their thinking and master the skills necessary for college and career readiness. Teachers ensure that unit and lesson plans are appropriately aligned to the CCLS and coherent curricula introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content by using assessment and supports and extensions for all learners which manifests itself in pedagogy that is aligned by the Danielson Framework for teaching and results in high levels of student ownership of learning and high quality student work products and discussions. The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities by utilizing the enrichment and technological aspects of the curriculum that is available through K6ThinkCentral in Mathematics and websites scripted in our literacy curriculum and Ready Gen.
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NEEDS:

- According to PFQR Tenet 3 – 3.5 Page 1 (Track progress of specific, grade-level rubric traits on performance-based assessments in English Language Arts and Math seeking an increase in student ownership and student performing on standards). The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes through a structured inquiry block to look at student data and student work samples. From this analysis of student data and student work samples teachers have planned targeted instruction and provided students with actionable feedback to impact student achievement.

Part 2 – Annual Goal

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

By June 2015 P.S. 226 will have revamped all curriculum unit-pacing guides in math utilizing the Go Math program as well as deepening all ELA units with the ReadyGen implementation. This will be measured by the April 2014 ELA and MATH NY State Test Scores. Through the revamping of the curriculum, we will have 5% gains in ELA and 5% gains in Mathematics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none">• Research-based instructional programs, professional development, and/or systems and structures needed to impact change• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).• Strategies to increase parent involvement and engagement• Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
By 12-1-14 all classrooms will engage in Ready Gen K-5 as an instructional support for science and social studies and to engage students in rich literature. All classroom teachers use CCLS aligned Units of Study as the literacy curriculum to teach readers and writers to be proficient. All K and 1 teachers and grade 2 at risk students use Foundations to develop foundational skills. All grades 2-5 Wordly Wise Vocabulary Program – Grade 2-5. All grade 4-5 teachers will implement DEAR Time by December 2014—with a focus directly tied to ELA State Exam data 2014. All grade 3 teachers will implement DEAR Time by March 2015—with a focus directly tied to ELA State Exam data 2014. All teachers will understand and use the workshop model (Fisher and Frey) to teach across Literacy. All teachers will develop understandings of and employ the instructional shifts in ELA. All teachers will implement the Go Math Curriculum into their classrooms by 9-2014. All teachers will develop understandings of and employ the instructional shifts in Math. All teachers will develop understandings of Danielson Framework for Teaching. All faculty will implement Responsive Classroom techniques. 100% teachers	Teachers/Staff	September 2014 – June 2015	Teachers, Staff, Administration, & Consultants

<p>will work in inquiry teams to answer the question: How can we support and plan to increase student-writing abilities aligned to the common core learning standards. The school development committee in conjunction with the administration has put a multitude of professional development topics together based on the Staff Needs Assessment and has calendared these PDs out for the 2014-2015 academic school year.</p>			
<p>Rosetta Stone - An afterschool program utilizing Rosetta Stone will be implemented for ESL students in grades 2-5 who are beginning level in NYSESLAT data. This program will be used to leverage students English Language proficiency through reading, writing, and speaking. This program will consist of 1 teacher paid per session over a 42 hour period.</p> <p>LLI - Leveled literacy intervention will be used for Academic Intervention Services. (RTI)MAX Scholar - RTI for struggling students and learning disabled students in literacy to support them at their independent level,</p> <p>Title III - The 2013-2014 NYSESLAT data shows that a group of intermediate students in grades 2-5 need support in the English Language Arts as a whole. Additionally, students with individualized education plans who are ELLs will be included. Students who are in this subgroup will have additional services after school and Saturdays in the areas of reading, writing, and listening. The program will run over 5 Saturdays (1/24, 2/7, 2/28, 3/14, and 3/28) beginning in January and ending in March, a total of 15 hours of support with one administrator to oversee. Students will be grouped by beginning level and another section with intermediate and advanced students with Ms. Larrea, and Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics. Students will also receive after school on Wednesdays, Thursdays, and Fridays from 2:30 - 4:30 p.m. beginning January 7, 2015 and ending May 1, 2015. All instruction will be provided to students in English by an ESL teacher. Students who are beginning according to NYSESLAT data will be placed in one group with Ms. Larrea, and the other group will consist of intermediate and advanced students with Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics.</p> <p>Afterschool and FOCUS Tutoring Programs – With strategic emphasis on the particular standards of need where academic achievement gaps have been identified. These will be conducted in-house with approximately 2 sections in each grade level, grades 2-5 using per-session funds for approximately 7-8 teachers from October 2014 through April 2015. And 4 teachers for a grades 1 and 2 from January 2015 to April 2015. There will be 4 teachers from March 2015 to May 2015. All programs will run Wednesdays, Thursdays, and Fridays from 2:20 – 4:20 p.m.</p>	<p>Students who are level 1 and level 2, students with special needs, English Language Learners</p>	<p>Rosetta October 2014 – June 2015</p> <hr/> <p>LLI – 8 Week Cycles from October 2014, May 2015</p> <p>MAX Scholar January 2015- June 2015</p> <hr/> <p>Title III - January 2015 – April 2015</p> <hr/> <p>Afterschool – January 2014-May 2015</p>	<p>Teachers and Administration</p>
<p>Parent Involvement – In addition to parent workshops by administration, teachers will lead parent workshops on a variety</p>	<p>Parents</p>	<p>September 2014- June</p>	<p>Parent Coordinator,</p>

<p>of planned topics for each month. Parents will be invited in every Tuesday to learn new topics and teachers will outreach to parents.</p> <p>Parents will be given interim progress reports, an open house will take place for parents to learn about the child's teacher and grade level standards. Newsletters will be sent home each month to parents. Important announcements will be sent home by flyer and by blanket phone messenger as well as on the parent Bulletin board and parent calendar.</p>		2015	Teachers, and Administration
<p>To build a culture of trust and positive attitudes:</p> <ul style="list-style-type: none"> - Monthly Breakfast – provided by Administration -FYI best practice shout out and congratulatory section -Potluck breakfast – 2/3* year -Birthday cards each month -Beginning of year gifts from Principal -PD Day Luncheons -Teacher Appreciation Week -Secret Santa/Holiday Snowball gift giving -School Spirit days -Friday whole school Shirt Day -Thanksgiving Pot Luck Lunch -School Leadership Team supporting whole school decision making -Shout out board for best practices -Supporting parents with the school Parent Coordinator -The use of Responsive Classroom/PBIS 	Whole Staff	September 2014 – June 2015	Whole Staff

Part 4 – Resources Needed

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

In order to implement the above, a variety of resources will be used depending on the programming. Money has already been allocated for three supporting consultants to further develop teacher pedagogy over 8-10 week cycles (26 days for math, 35 for literacy, and 20 for effectiveness). For after-school programs, a combination of Title I and FOCUS funds will be used to run tutoring programs for our students with special needs and our English language learners. Additionally, students who are identified as intensive or strategic will be invited to these programs. The number of students will determine as outlined above the number of teachers needed. 4 Permits will be purchased to extend hours of learning time with security. Title III program will be run with Title III funds including the parent professional development training. Per-session trainee funds have been allocated for any after school training for teachers and/or staff members. Materials (RALLY Test Prep) will be purchased and for upcoming programs, additional common core aligned texts/work books will be purchased. The program will run over 5 Saturdays (1/24, 2/7, 2/28, 3/14, and 3/28) beginning in January and ending in March, a total of 15 hours of support with two teachers slated to teach and one administrator to oversee the program. Students will be grouped by beginning level and another section with intermediate and advanced students with Ms. Larrea, and Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics. Students will also receive after school on Wednesdays, Thursdays, and Fridays from 2:30 - 4:30 p.m. beginning January 7, 2015 and ending May 1, 2015. All instruction will be provided to students in English by an ESL teacher. Students who are beginning according to NYSESLAT data will be placed in one group with Ms. Larrea, and the other group will consist of intermediate and advanced students with Ms. Montolio. The focus will be on literacy- reading, writing, speaking, and vocabulary development as well as reading in mathematics.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic	X	Title I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

Part 6 – Progress Monitoring

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

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

In late January we will begin our mid-line interim benchmark assessments. In addition to looking at end of unit GO MATH assessments and Running Records tracking sheets, students will be taking the mid-line GO MATH assessment and mid-line Fountas and Pinnell reading test. Teachers will also assess students writing by comparing a sample of their writing to the baseline writing assessment. This data will inform us of the overall effectiveness of the above programs that have been put into place. And we will expect to see some gains with new programs being launched in January.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	HE
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health through the use of two hired guidance counselors, school nurse, social worker, family worker, guidance intern, and crisis para-professionals.

- The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students by working on our school culture through the use of Responsive classroom as well as the following initiatives:

Monthly Breakfast – provided by Administration
 -FYI best practice shout out and congratulatory section
 -Potluck breakfast – 2/3* year
 -Birthday cards each month
 -Beginning of year gifts from Principal
 -PD Day Luncheons
 -Teacher Appreciation Week
 -Secret Santa/Holiday Snowball gift giving
 -School Spirit days
 -Friday whole school Shirt Day
 -Thanksgiving Pot Luck Lunch
 -School Leadership Team supporting whole school decision making
 -Shout out board for best practices
 -Supporting parents with the school Parent Coordinator

- All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes through Parent Association Meetings, Workshops held for parents by administration, teachers, and staff members as well as guidance.
- The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful by building time into the schedule weekly (every Tuesday afternoon for 40 minutes) where a variety of workshops will be covered throughout the school year as identified by teachers as areas of need.

NEEDS:

According to the 2013-2014 School Quality Snapshot (page 4) – 47% of teachers feel that order and discipline are maintained at this school. School constituents are not able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

Part 2 – Annual Goal

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

By June 2015, all staff members will be able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to achieving greater student outcomes as evidenced by the School Environment Survey. This will be evident by our 2014-2015 school SnapShot (environment) and School Environment Survey from 48% to 78%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In addition to careful analysis of our school safety meeting data we will have a school discipline committee that will take the data analyzed and put together action plans for students who are identified as tier II and/or tier III behavioral at risk. These students will be looked at and systems will be put into place in collaboration with guidance to support students in building new strategies for maintaining their behavior. Staff will receive the discipline handbook and training will be offered around Responsive Classroom and Positive Behavioral Intervention Support Training (PBIS).	Whole School	September 2014 to June 2015	School Discipline Committee, School Safety Committee, classroom teachers, guidance, crisis-para professionals, and parent coordinator
In this data we will identify the subgroups that the students fall in so that we can determine if these students are students with individualized education plans and/or if there are patterns within the data of infractions by the same students.	Students	September 2014 to June 2015	Safety Committee
Our school safety team will work in collaboration with guidance to support students who are having difficulty behaviorally.	Students	September 2014 to June 2015	School Discipline Committee, School Safety Committee, classroom

			teachers, guidance, crisis-para
Parents of students who are having behavioral infractions will be notified and informed of the process in order to establish a collaborative and trusting relationship with families.	Parents	September 2014 to June 2015	School Discipline Committee, School Safety Committee, classroom teachers, guidance, crisis-para

Part 4 – Resources Needed

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

Title I Basic funds will be used for any Saturday and/or after school training for teachers and staff members as well as any committee meetings after school hours for approximately 8 teachers over 114 hours and 1 administrator for 114 hours.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

Part 6 – Progress Monitoring

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

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

From September through December 2014 – OORs Safety reports will be pulled and compared to last years 2013 report to see if there has been a decline as well as where the greatest amount of infractions currently are occurring.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	HE
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	HE
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	HE
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	HE

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS

- Use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry which is built into our Tuesday schedule whereby teachers and staff members will analyze student work samples, review data, and plan next steps throughout the school year.
- Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals through the use of common core aligned material such as READY GEN and GO MATH.
- Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry through Responsive Classroom.
- Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process: common planning time is also built into schedules so that grade-level teams can meet to participate in additional inquiry work to best meet the needs of students. Teachers will review data every 6-8 weeks looking at interim benchmark assessments, running records, end of unit GO MATH assessments.

NEEDS:

- According to the PPO (Page 1) – Assessment is deemed developing; therefore, teachers must use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop

explicit teacher plans and foster student participation in their own learning process.

Part 2 – Annual Goal

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

By June 2015 100% of teachers will have used a variety of data sources, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. From this process, 65% of teachers will have moved within or to the next level of 3b: using questioning and discussion from the Danielson Framework. This will be measured by: the use of **monthly** grade-level meeting templates (to show the monitoring of data and lesson planning as well as next steps for meeting the needs of students), student self assessments (grades 1-5), and student learning goals. Teacher growth from the process in the area of questioning and discussion will be monitored by teacher growth from their informal to formal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The use of monthly grade-level meeting templates (to show the monitoring of data and lesson planning as well as next steps for meeting the needs of students), student self assessments (grades 1-5), and student learning goals.	All teachers and students	December 2014 – June 2015	All Teachers, Administration, and Consultants
Teachers will use a protocol selected by the school to look at student work in conjunction to reading material “Facilitators Book of Questions,” By David Allen and Tina Blythe. This book has been purchased for all teachers and staff members.	Teachers and students	December 2014 – June 2015	All Teachers, Administration, and Consultants
Parents will be informed during our School Leadership Team meetings of the work that is taking place to meet the needs of students. Inquiry outcomes will be discussed at these meetings.	Parents	October 2014 – June 2015	Parents, teachers, administration, and staff members
In building trust, teachers and staff will create together the norms for looking at student work. Teachers and staff will collaborate and articulate the needs of students in a relaxed setting.	Teachers, Staff members, and Administration	November 2014 – June 2015	Teachers, Staff members, and Administration

Part 4 – Resources Needed

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

Common planning is built into the schedules. Title I funds have been allocated for the use of support consultants. Money has already been allocated for three supporting consultants to further develop teacher pedagogy over 8-10 week cycles (26 days for math, 35 for literacy, and 20 for effectiveness).

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

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

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

By the end of January we will look at mid-line benchmark assessments in comparison to our baseline assessment to take note of improvements made and make adjustments to support where no improvements are evident.

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

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

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	HE

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). The SLT in conjunction with the whole staff has articulated a vision which encompasses a particular focus on technology supported by Jason Levy, technology consultant. The goal encapsulates our needs as a school.

- Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. These practices are evidenced by gains in our student academic achievement in interim benchmark assessments and end of unit tests. Teaching practices are evidenced by Advance data and learning walks in both literacy and mathematics. Plans have been put in place for students at-risk and OORs data is reviewed to see shifts in behavioral infractions. Parental involvement is documented in both agendas and signature pages for all teacher/parent meetings, workshops, and school trainings.
- Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved by hiring strategically with a hiring committee comprised of teachers, guidance, and administration. All fiscal and programmatics are developed based on available funding and student needs that are identified in both state and school level data.

- The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. In addition to ADVANCE data, informal observations with written and/or verbal feedback is given to teachers throughout the school year in order to follow-up on suggestions from former feedback to teachers for further developing their instructional practices. Data is broken down and in conjunction with the Staff Needs Assessment, professional development training is planned with the School Development Committee to best suit the needs of the staff in becoming effective and highly effective practitioners.

NEEDS:

- While the school leader has a functional system in place to conduct targeted and frequent observations track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement according to the 2013-2014 PPO (Page 1) we will continue to work on this area.

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will have received at least four ADVANCE feedback reports and at least two informal feedback non-advance reports in order to support teachers to become effective and highly effective in their teaching practice as measured by the Danielson Framework. We expect to see at least a 5% increase in ELA State Test Scores and at least a 5% increase in MATH State Test Scores based on a heightening level of instruction from the feedback provided to teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
100% of teachers will have received at least for ADVANCE feedback reports and at least two informal feedback non-advance reports in order to support teachers to become effective and highly effective in their teaching practice in alignment with the Danielson Framework.	Teachers	September 2014 – June 2015	Teachers and administration
Teachers will receive professional development around questioning and discussion and assessment to support all students including ELLs and students with special needs. This professional development will support students in nature of supporting teachers in being effective in their instructional practices.	Teachers and Students	September 2014 – June 2015	Teachers and administration
Parents will be informed of our school goals and areas of focus as addressed on the School Leadership Team. Parents will be informed of student academics 4-5 times per year through report cards and	Parents and Teachers	October 2014 – June 2015	Parents, Teachers, Guidance, Parent Coordinator, and

interim report cards.			administration
Teachers will receive both advance and non-advance feedback that is informal via e-mail and/or verbal to further support the growth in their instructional practice which will heighten the rapport and trust between the staff and administration.	Teachers	September 2014- June 2015	Teachers and administration

Part 4 – Resources Needed

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

Funding will be utilized for planning and preparation of professional development training as well as time spent for administration to analyze the data from ADVANCE and plan next steps for supporting teachers around their instructional practices for a total of 6 Saturdays at 3 hours per Saturday for a total of 18 hours.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

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

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

By the end of January 2015, all teachers will have received at least one informal and one formal (or two informals if they are not slated for a formal). We expect to see progress from their first set of feedback to their second set of feedback in addition to informal feedback. It is expected that students are making gains in their literacy F&P and GO MATH midline data.

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

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

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS

- The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. This is evidenced by our school learning environment survey. Parents rated the school as follows: At my child’s school... my child is safe 95%, there is an adult whom my child trusts and can go to for help with a problem 94%, students with disabilities are included in all school activities 95%, and teachers and staff treat all students with respect 93%.
- The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. This is evidenced by the school learning environment. Parents rated the school as follows: My child’s school...Keeps me informed about what my child is learning 95%, keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school 90%, makes me feel welcome 94%, communicates with me in a language I can understand 94%, is responsive to parent feedback 91%, has teachers who are interested and attentive when they discuss my child 92%, has high expectations for my child 92%,
- The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. This is evidenced by the school learning environment. Parents rated the school as follows:
My child’s school... makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways 93%, offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school 90%, and gives my child extra help when he or she needs it

90%.

- The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. This is evidenced by the school learning environment. Parents rated the school as follows: My child’s school keeps me informed about my child’s academic progress 96%. This is done by providing parents with interim progress reports, and RTI reports between report cards. It is also done through time built into our schedule on Tuesdays for parents to meet with teachers about their child’s academic progress. Students are invited to after school or enrichment programs based on their academic needs. Additionally, newsletters go home to parents to empower and encourage them to understand the standards that students will be working towards each month.

NEEDS:

- According to the School Quality Snapshot, 90% of parents are satisfied with the education that their child has received. We would like to continue to work towards our school atmosphere being welcoming and fostering a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

Part 2 – Annual Goal

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

By June 2015, all grade levels will have held at least 8 parent workshops over the course of the school year for parents on a Tuesday as built into the school schedule. Parent workshops will be mapped out and letters will be sent home monthly with the topic of the workshop being held by each grade level team in effort to further support the school’s initiative to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strengths and needs are addressed. This will be evidenced by calendars from each grade level with the topic of the workshop, agendas, and parent signature pages from each event. We expect that the School Quality Snapshot will increase from 90% to 93% of parents being satisfied with the education that their child has received.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In terms of structures, parent workshops will be mapped out and letters will be sent home monthly with the topic of the workshop being held by each grade level team in effort to further support the school’s initiative to engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strengths and needs are addressed.	Parents	November 2014 – June 2015	Teachers, administration, and the parent coordinator.
Some workshops for parents will be around supporting Parents of ELL, Special Ed, and other high needs students so that parents can better	Parents and Students	November 2014- June	Teachers, administration,

assist their children at home, such as homework support.		2015	and parent coordinator.
All grade levels will have held at least 8 parent workshops over the course of the school year for parents on a Tuesday as built into the school schedule. This will be evidenced by calendars from each grade level with the topic of the workshop, agendas, and parent signature pages from each event.	Parents	November 2014 – June 2015	Teachers, administration, and the parent coordinator.
Letters will be translated in Spanish, parent Tuesdays will be in place for teachers to outreach, and our Parent Coordinator will support with parent outreach.	Parents	September 2014 – June 2015	Teachers, administration, and the parent coordinator.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time is built into the regular school day for workshops to be held. Any materials/supplies for workshops will be purchased based on need and available funding.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
n/a													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
This will be evidenced by calendars from each grade level in January with the topic of the workshops, as well as agendas and parent signature pages from each event held in November and December.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
n/a				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2013-2014 NYS ELA Data for Cycle I and F&P Scores for Cycle II.	F&P Leveled Literacy Intervention (LLI) Guided Reading Wilson Foundations Rosetta Stone	Small Group & One-to-One Support	During the Day After School Saturdays
Mathematics	2013-2014 NYS Math Data for Cycle I and End of Unit GO MATH scores for Cycle II.	Strand-by-Strand (Small Group Instruction) Engage NY	Small Group Instruction	During the Day After School Saturdays Tailored Extended Day Groups
Science	2013-2014 NYS Science Data	FOSS Investigations	Whole Class with Educational Assistant to support content	During the Day Science Academy – After School
Social Studies	End of unit assessments embedded in READY GEN	Vocabulary Development and Content Support	Small Group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORs occurrence reports and logs of support	At- Risk Counseling Behavioral and Social and Emotional	Small Group Classroom Support One-to-one	During the Day

10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
% Limited English Proficient	24.5%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

Economically Disadvantaged

N/A

10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
% Limited English Proficient	24.5%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

Economically Disadvantaged	N/A	
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10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
% Limited English Proficient	24.5%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

Economically Disadvantaged

N/A

10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
% Limited English Proficient	24.5%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

Economically Disadvantaged

N/A

10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
% Limited English Proficient	24.5%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

Economically Disadvantaged

N/A

10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
% Limited English Proficient	24.5%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%
% Hispanic or Latino	76.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		10.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

Economically Disadvantaged

N/A

10X226 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	505	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		93.3%
% Free Lunch	95.1%	% Reduced Lunch		2.1%
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)		2.6%
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ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	81.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A

10X226 School Information Sheet Key

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment: DOE Sponsored Recruitment Fairs Network provides us with Resumes</p> <p>Retention: All new teachers are provided with mentors and receive support through administration and consultants. Teachers have built-in time in schedules to collaborate.</p> <p>Assignments: Based on license area and/or school needs</p> <p>Support: All Staff Members are provided with on-going support weekly, out of school professional development training, working with consultants, meeting with administration to discuss professional goals and needs, taking staff needs surveys and/or feedback surveys from attended training(s)</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>ELI – Provides PD for administration Network 606 PD for Administration and Teachers Weekly PD (Danielson Framework, Inquiry Vertical and Grade Level, ELL, and Quality Review) of which includes Paraprofessionals Consultants – Literacy, Mathematics, and Teacher Effectiveness</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Parent meetings are held for all incoming Kindergarten students of which includes all Pre-Kindergarten parents
 Pre-K parent letter that is sent home monthly to inform parents of the curriculum and activities each month
 Our Pre-K teacher attends monthly PD around planning in order to align lesson planning to the CCLS
 Pre-K teacher also has a common planning time to meet with the Kindergarten teachers each week to discuss next steps for supporting students in the transition of Pre-K to Kindergarten.
 Parents are invited into the classroom monthly for end of unit celebrations and/or activities

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Staff Needs Assessment Survey was conducted to gather information as to the specific areas of interest that teachers and staff members indicated they needed support in. Additionally, teachers are asked to complete a form after each workshop in order for administration to make informed decisions as to the next steps for continued teacher growth. Teachers receive an assessment calendar which is discussed at grade meetings and is adjusted based on discussions.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$466,532.00	X	14, 17, 19, 23, & 26
Title I School Improvement 1003(a)	Federal	\$16,961	X	14
Title I Priority and Focus School Improvement Funds	Federal	\$112,926.00	X	14 & 19
Title II, Part A	Federal	\$187,493.00	X	14, 17, 19, 23, & 26
Title III, Part A	Federal	\$16,304.00	X	14
Title III, Immigrant	Federal	\$1,464.00	X	14
Tax Levy (FSF)	Local	\$2,488,355.00	X	14

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 226X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 226X** will support parents and families of Title I students by:

- Providing the parents the opportunities to understand their child's curriculum through workshops and meetings with teachers.
- Supports parental involvement by encouraging meaningful participation in the life of the school through various activities.
- Holding monthly PA meetings, SLT and all sub-committees of all these bodies, Parent Teacher conferences, Movie Night, orientation meeting for incoming Kindergarten families, workshops, and continuing the use of our parent resource center.
- Notifying parents of upcoming events by: notices sent home regularly, Parent Bulletin Board, and our school website, www.ps226.org. In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish (as well as other languages needed to meet family needs) to take home to parents. The PA also prepares bulletins and informs parents of school activities for their children.
- Additionally, mailings are conducted at various times.

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

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

- ☒ Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Schools Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ☒ 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;
- ☒ Maintain a Parent Coordinator to serve as a liaison between the school and families. Mr. Urena, our parent coordinator meets with parents and supports teachers in translating documents and meetings when needed.
- ☒ Parent Coordinator works in conjunction with the PA to plan parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; so that parents are aware of the standards their children need to meet.
- ☒ Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- ☒ Invite parents to PA meetings to support them in the decision making process as well as keeping them aware of the initiatives of the Chancellor;
- ☒ Translate all critical school documents and provide interpretation during meetings and events as needed;

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

- ☒ Plan and invite parents to our September Meet The Teacher Night
- ☒ Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- ☒ Continue to improve our Parent Resource Center/Area or lending library; to support parents with materials that help them support their child.
- ☒ Encourage more parents to become trained school volunteers, such as Learning Leaders through the Region.
- ☒ Provide written progress reports that are given at least twice per year to keep parents informed of their children's progress
- ☒ Develop monthly grade level newsletters, monthly calendar, and placing pertinent materials on the school web;

School-Parent Compact (SPC) Template

P.S. 226X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described

in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

IV. Teacher Responsibilities:

- Parents and students will be provided with monthly newsletters to support their understanding of the content that students will be learning.
- The teacher will ensure that students are afforded consistent opportunities to actively engage in

conversations within the classroom setting.

- Students will be given the opportunity to reflect on their academics and/or social well being, which includes safety if necessary.
- Teachers will set academic goals with students based on current data across subject areas and students in grades 2-5 will learn to self-monitor their goals.
- Teachers will provide students with feedback on assignments daily, as well as monitor the progress of each individual student through the utilization of a checklist in mathematics through conferring with students in all other subject areas.
- Homework sheets will be signed off by parents to heighten the level of awareness as to what students are learning daily by-way also providing home-support to ensure that the work is completed. Homework sheets will also include key dates of activities and/or events.
- Parents and students will be provided with progress reports 3 times per year for grades K-2 and 2 times per year for grades 3-5. Parents will receive this information prior to formal report cards and parent conference meetings.
- Parents and students will be informed at the end of each math unit of the score that students received on the unit test.

**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 10	Borough Bronx	School Number 226
School Name Nadia J. Pagan School		

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

Principal Gloria Darden	Assistant Principal Danielle Jawski/Doug Manzella
Coach Yesenia Ortega	Coach
ESL Teacher Kilsia Montolio	Guidance Counselor Ms. Gomez
Teacher/Subject Area Marie-Laure Dubois	Parent Carmen Cruz
Teacher/Subject Area Enid Echevarria	Parent Coordinator Charlie Urena
Related Service Provider Valerie Rivera	Other ype here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	520	Total number of ELLs	131	ELLs as share of total student population (%)	25.19%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	19	19	15	12										65
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	7	10	6	6	6									35
Pull-out	0	0	0	0	13	18								31
Total	26	29	21	18	19	18	0	131						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	23
SIFE	10	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	65	3	2	0	0	0	0	0	0	65
Dual Language										0
ESL	66	5	16	0	0	5	0	0	2	66

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	131	8	18	0	0	5	0	0	2	131
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	19	15	12										65
SELECT ONE														0
SELECT ONE														0
TOTAL	19	19	15	12	0	65								

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	6	7	21	12								54
Chinese														0
Russian														0
Bengali	1													1
Urdu		1												1
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2	1		2								9
TOTAL	7	7	8	9	21	14	0	66						

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)	22	6	3	6	0	4								41
Intermediate(I)	0	17	7	4	10	2								40
Advanced (A)	4	6	11	9	11	9								50
Total	26	29	21	19	21	15	0	131						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	2		3
4	13	8	2		23
5	11	3			14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	2		7				10
4	17	2	4	1	2				26
5	13	2	4						19
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	5	0	9	1	2	0	19
8									0

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

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

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

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

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

Forty students in grades three, four and five were administered the ELA 2012-2013 state wide test. Out of the 40 ELL students 11 are

approaching standards in English Language Arts, and 4 ELL students are level 3. To further support our ELL students in levels one and two, we will continue to scaffold strategies to improve in the areas of reading and writing. Our grade Team is meeting on a weekly basis to provide further support to these group of students that are approaching standards through AIS and Response to Intervention Services (RTI). Additionally, our Inquiry Team has developed an action plan, in which targeted students were looked at their strenghts and areas in need of improvement. Students are going to be closely monitored to determine areas of literacy needs. Long and short term goals were set through the Smart Goal Model, and strategies were implemented to achieve higher academic standards. We will continue to increase more time in literacy engagement, where students can discuss strategies for comprehending texts, clarify ideas on language structures and vocabulary development. Our next step as school is to continue forming heterogeneous groups based on needs and levels and provide them with more support through AIS, in which they can continue to enhance learning about grade appropriate curriculum material aligned to the Common Core Standards and Danielson Framework. They will continue to participate in our After School Program and our Saturday Academic Program, where they can have more opportunities to engage in reading various content area materials. Additionally, we will increase Guided Reading, small group instruction, and implement more running record analysis to determine areas of need. We will expose our students to more "Read Aloud" and Accountable Talk, as well as to increase vocabulary skills in context, word study and differentiate activities during the reading block. Teachers will be supported with professional development on ESL strategies and rigorous planning and instruction to scaffold the demands of the curriculum and lessons. The teachers will plan activities that would modify speech rate, incorporate more reading strategies, and plan lessons to meet individual needs in reading such as context clues, story telling, synthesizing information, word/sentence comprehension. Furthermore, we will continue reinforcing and implementing ESL strategies that will foster language concepts and grammar, through the use of the four language modalities (reading, writing, speaking and listening). Moreover, teachers will use their common planning time to develop an action plan that will include areas of focus, strategies for learning new information, goal settings and time frame, assessments and next steps to further intervene with this target ELL population.

In the content area of Science, 9 out of the 19 students that were tested scored on grade level (3 and 2 scored at level 4). Students in level one and two (7) will receive extra support with more hands on and academic language. Currently, a period of science instruction is provided to our fourth graders in small group instruction, in which students work on hands on projects, vocabulary and test taking strategies. The FOSS Science program supports our students in learning specific content related vocabulary and our cluster science teacher further supports the Science curriculum.

After reviewing and conducting an analysis of our third, fourth and fifth grade students' city-wide Math Test, 9 out of 55 ELL students demonstrated significant progress in this area and are meeting promotional criteria standards (level 3). For our level 1 and 2 students, we are implementing an extended day program in Math, in which students are highly immersed in Math strategies and vocabulary development based on the NYS Math analysis test. The math instruction within the extended day program is conducted twice a week. One day the math instruction is an extension of the Go Math program, and the second day is also conducted through small group instruction utilizing Crosswalk Coach textbooks, in which our support teachers mainly focus on the math skill students need support with. We will continue to provide services in content vocabulary development, and facilitate more math strategies to those individual students who are approaching standards, but did not meet city and state mandated standards. We will also continue to provide enrichment of language acquisition in mathematics through the use of ESL methodology and hands on learning. The Math Coach administrators will meet with teachers on a weekly basis to discuss our students' progress and further differentiate mathematic instruction in the classroom, through homework, and through our small group instruction. Currently, we have a Math Consultant providing support to teachers and students by collaborating with Math lessons and strategies.

The results of the Language Assessment Battery-Revised (LAB-R) show that most of our K students are at the beginning level of this assessment. On the NYSESLAT score data, we have 41 ELL beginning students grade 1-5, 40 intermediate students and 50 on the Advanced level. Additionally, as we examined the NYSESLAT raw and scaled scores, we have noticed that our students need more support in the areas of listening, reading and writing. Therefore our plan highly consists of implementing reading and writing strategies through the use of good literature. From the data, we can also determine that most of our students are at the advanced level in the modalities of listening and speaking. As a school, we need to continue provide support to our students in these two areas of the NYSESLAT. To further support our teachers and ELL population in the classroom, we need to foster and implement in our lessons of instruction specific strategies during the reading and writer's workshop, especially in the lower grades. The LAB-R/NYSESLAT data also reveals that we have a higher number of students in the lower grades at the beginning level of English proficiency. To help them become proficient in the area of listening and speaking, we need to continue facilitating activities that reinforce the development of these two literacy areas, such as listening to stories and discriminating information, read aloud, dictations, following commands and instructions. Our reading components are: read aloud, shared reading, independent reading, guided reading, and literature circles. Through these reading components, students are taught comprehensible input and language skills that are necessary for them in order to become independent readers. To further differentiate instruction and provide more support in the area of reading, our students will

work in small group settings to develop more vocabulary, comprehension, and decoding skills in context through the implementation of the Wilson Reading Program, Orchard Software, Reading Coach, and the Foundation Reading Program, and our Saturday Academy that provides students with more literacy development and ESL skills..

Patterns and trends across the different modality levels of the NYSESLAT reveal that a high percentage of our students moved to at least one level of proficiency of the English language in the areas of reading and writing. As a result of our all day instruction and supplemental program, this year we had 48 students move to the proficiency level of the NYSESLAT. Teachers will continue using ESL methodology and instructional materials that will move them to proficiency level. Through the ELL Periodic Assessment, we will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of the NYSESLAT test. We are utilizing the results from the Periodic Assessment in order to develop an action plan and drive instruction.

In the area of writing, students learn strategies that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students focus on learning specific writing skills and the structure of the English language. Consistently, teachers model these language skills by analyzing children's writing work and at the same time making good use of writing rubrics, standards and performance indicators.

Additionally, our ELL population will receive extra ESL services through AIS personnel at the school, in small group settings, where the use of reading and writing skills are highly promoted and reinforced. ESL lessons are geared to support the language levels of the students (Beginning, Intermediate, and Advanced). At the beginning level, students are more engaged in hands on activities, visual aids in order to support comprehensible input. The goal of our small group instruction service is to provide our second language learners with the tools to learn language skills and content. Our intermediate and advanced students are immersed in literacy activities that promote vocabulary and language structures of the English language. In addition, the students are engaged in accountable talk and writing activities where they learn to negotiate ideas and enhance their oral language skills, grammar functions, and academic language in order to achieve goals to meet higher standards and attain proficiency in English. Part of our Academic Intervention Services at the school, our ELL population is grouped according to the areas of needs, which is based on the combined modalities of the NYSESLAT (listening/speaking and reading/writing) in order to develop a more suitable program that meets the needs of our population during our ESL Extended Day Program as well as our After School Program, which is supported by Title III. Our 100 minutes of extended day services is used to support second language instruction in vocabulary development, reading and writing strategies through read aloud, Leap Track, and Leap Frog (listening and reading components) where students build on their academic language proficiency.

For our Summer Program this target population is recommended to participate in our remediation program (Title III) based on the ELA Performance Score, in which an education plan is prepared to support the students.

Professional development activities are done through our common ESL/Bilingual prep and the ELL Forum, in which we discuss ESL methodologies, student's need in terms of academic language and content, scaffold strategies and best practice in the four literacy skills.

In addition to the NYSESLAT and the ELL Periodic Assessments, we measured the progress of our ELL population by utilizing various methods and modes of continue achievement. Our Inquiry Team looks very closely at students' data and individual skills. This information is used to support teachers and academic instruction. As a school, we are continuously gathering information to assess progress toward established goals, and measuring how strategies are working. Therefore, our evaluation consists of focusing on program goals, selecting indicators of students' achievement and program, and collecting information and analyzing it for continuous program improvement. As a result, P. S. 226 uses varied perspectives to examine programs and activities, which include attendance, test results in all academic areas, formal and informal evaluations in order to place students in appropriate instructional programs and to determine the effectiveness of the same. Additionally, the effectiveness of our program development consists in training staff, providing quality instruction, developing English language skills, notifying parents of program options and activities, identifying program weaknesses and strengths which are done through our monthly ESL Forum.

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

The Language Assessment Battery-Revised (LAB-R) data analysis shows that most of our kindergarten students are at the beginning level on this assessment and only three students scored advanced. The LAB test, which was only administered to Spanish speaking students and who scored at or below the cut score on the LAB-R test, revealed that most students need a lot of Native language support in the areas of speaking, listening, reading, and writing.

On the NYSESLAT score data, we have 41 ELL beginning students grade 1-5, 40 intermediate students, and 50 on the Advanced level. As we examined the NYSESLAT raw and scaled scores, we have noticed that our students need more support in the areas of listening, reading and writing. Therefore our plan highly consists on implementing reading and writing strategies through the use of good literature. From the data, we can also determine that most of our students are at the advanced level in the modalities of listening and speaking. As a school, we need to continue provide support to our students in these two areas of the NYSESLAT. To further support our teachers and ELL population in the classroom, we need to foster and implement in our lessons of instruction specific strategies during the reading and writer's workshop, especially in the lower grades. NYSESLAT data also reveals that we have a higher number of students in the lower grades at the beginning level of the English language. To help them become proficient in the areas of listening and speaking, we need to continue to facilitate activities that reinforce the development of these two literacy areas, such as listening to stories and discriminating information, read aloud, dictations, following commands and instructions. Our reading components are: read aloud, shared reading, independent reading, guided reading, and literature circles. Through these reading components, students are taught comprehensible input and language skills that are necessary for them in order to become independent readers. To further differentiate instruction and provide more support in the area of reading, our students will work on small group settings to develop more vocabulary, comprehension, and decoding skills in context through the implementation of the Wilson Reading Program, Orchard Software, Reading Coach, and the Foundation Reading Program, and our Saturday Academy that provides students with more literacy development and ESL skills..

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](#))

As the raw score on the NYSESLAT assessment was compared to the scale score, we noticed that some students remained on the same English language level as the previous year because they did not make progress in listening, reading, or writing. As a result, a high percentage of our students need more support in the areas of reading, and writing, specially in the upper grades. Teachers will continue to use ESL methodology and instructional materials that will move them to proficiency level. To monitor progress closely, we will continue utilize the results from the ELL Periodic Assessment and the Measure Of Student Learning (MOSL). We will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of language development. We are utilizing the results from the Periodic Assessment in order to develop an action plan and drive instruction. In the area of writing, students will learn more writing strategies and explicit grammar instruction that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students will focus on learning specific writing skills and the structure of the English language. Consistently, classroom teachers in collaboration with our ESL teachers will model these language skills by analyzing children's writing work and at the same time making good use of the writing rubrics, Danielson Framework to support effective English instruction.

P. S. 226 is meeting the Annual Measurable Achievement Objective (AMAO), required by Title III, in which the data reveals that our ELL population is making yearly language acquisition progress, and they move to the next level of the NYSESLAT test. Furthermore, we determined that based on the AMAO results, we need to closely monitor our advanced ELL students in order to move more students to level of proficiency on the NYSESLAT test.

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

a. In our Transitional Bilingual Model the data reveals that in the lower grades (kindergarten, first grade), our students are mostly at the beginning level, and as they go up in the grade, they are moving up to the intermediate or advanced level of the NYSESLAT test. The results from Fountas and Pinell reading assessment in the Native Language (Spanish) shows that our ELL students are scoring higher in literacy development. Our ELL students receiving ESL services through the Push-In or Pull-Out Models are scoring higher in the second language (English) in the Fountas and Pinell reading assessment.

b. The ELL Periodic assessment will be discussed during our common grade and monthly meetings, in which we will discuss Response to Intervention services for our ELL students. During this time, our Inquiry Team will look very closely at students' raw and scale score data and individual literacy NYSESLAT strand to further scaffold instruction. This information will also be shared with all our teachers across the grades. As a school, we are continuously gathering information to assess progress toward established goals, and measuring how strategies are working. Therefore, our evaluation consists on focusing on program goals, selecting indicators of students' achievement and program,

collecting information, and analyzing it for continuous program improvement. In addition, P. S. 226 uses varied perspectives to examine programs and activities, which include attendance, test results in all academic areas, formal and informal evaluations in order to place students in appropriate instructional programs and to determine the effectiveness of the same.

c. From the Periodic Assessments, we are learning that most of our ELL students tend to do very well in speaking, and that further support should be focused on the areas of listening, reading, and writing. During grade meetings, the reading and writing curriculum units have been revised this year. For example, higher order thinking questions are implemented in both areas to reach higher level of reading and writing performance. For the area of reading, teachers incorporate reading comprehension skills such as inferring, analysis of character, forming opinions on author's purpose, etc. In writing, the mini lessons also include a clear content and language focus where grammar is taught more explicitly according to genre. Accountable Talk is incorporated across all content areas, as well as taking notes, and a listening center to improve in the area of listening.

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](#).)

Based on the Fountas and Pinell reading assessment, the ELA and Math data analysis, P. S. 226 is effectively implementing the Response to Intervention Model (RTI), in which our RTI Team is closely monitoring the instructional program being implemented within a time frame; to determine more effective instructional programs. If students are not benefiting from the model, we will compare results from programs, design more programs to meet individual needs and lessen the number of students referred to Special Education services. Further, in order to meet our ELLs' needs in an RTI Model framework, we discussed the importance of taking into account their status as language learners. Additionally, we discussed the factors that influence the language learning process such as their proficiency level, prior knowledge, opportunities to learn language and build knowledge in any language as it is stated in effective instruction for ELLs using the RTI Model Approach.

The three tiers of instructional support for ELLs according to the RTI Model in our school include: Tier 1, which is based on the implementation of a rigorous curriculum (core instruction in the classroom); in Tier 2, where students are serviced through small group instruction in addition to core instruction; and Tier 3 (intensive intervention) in which students receive individualized instruction. Our RTI Model components are outlined and discussed with all team members: the screening, administered to all students in reading to establish a baseline of performance; the core instruction, in which classroom teachers develop language and literacy across the curriculum. The targeted intervention is provided with strategies that are ESL research based such as how instruction was differentiated to address native and second language, the amount and type of ESL instruction, and to determine if native language support is needed during Tiers 2 or 3. Progress should be on-going to determine if students are responding to the instruction being implemented. As a result of the data analysis, we are implementing the RTI Model in two areas, which include three days of literacy for about 6-8 week intervals. The materials utilized in this program are Leveled Literacy Intervention (LLI), Treasures, guided reading/strategy groups. Math is conducted two days a week during Extended Day. The first day of math support is done through the Go Math Program. Go Math is utilized to focus on specific math skills students need to work on (classroom teacher) and the support teacher differentiates the lesson in small group instruction. The second day, the support teacher implements specific math lessons and skills aligned to the area of need based on the math data test, which is done through Cross Walk Coach textbooks.

All RTI meetings have been scheduled ahead of time by our team and a spread sheet have been created to track data for all students serviced through the RTI Model.

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

The RTI Team has discussed the importance that language learning plays in learning academic content. As it is stated in the document of Effective Instruction for ELLs using the RTI Model Approach, there are many factors that influence the language learning process, such as the proficiency level in English and in Native Language, prior knowledge, etc.

As a school, we are providing more Native Language support to those students that are coming from Bilingual Programs to enrich their knowledge of vocabulary. In addition, our SIFE students are also receiving support in Native Language in literacy and in math serviced by our certified bilingual teacher Ms. Echevarria.

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?

Paste response to questions here:

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

P. S. 226 is meeting the Annual Measurable Achievement Objectives (AMAO), required by Title III, wherein the data reveals that our ELL population is making yearly language acquisition progress, and are moving to the next level of the NYSESLAT test. Further, we examined that based on the AMAO results, we need to closely monitor our advanced ELL students in order to move them to level of proficiency on the NYSESLAT test.

Additionally, the effectiveness of our program development consists of training staff, providing quality instruction, developing English language skills, notifying parents of program options and activities, identifying program weaknesses and strengths which are done through our monthly ESL meetings.

To further evaluate the effectiveness of our program, we ask the following questions to plan for our student's improvement: How can we partner with the family to benefit teaching and learning? What is the instruction this child has already received, and in what language? How can we support the teacher with some new research-based ideas to deliver effective core instruction?

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](#).)

There are approximately 538 students at P. S. 226 school community. We have students from different ethnic backgrounds: African, American, Jamaican, Italian, Chinese, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, Ecuador, etc). Out of the 538 students, about 131 are active English Language Learners (ELLS), variably at different English language proficiency levels based on the Language Assessment Battery (LAB-R) and NYSESLAT tests (Beginning, Intermediate, and Advanced). The school has a great influx of students whose primary language is not English. The school offers programs such as Transitional Bilingual Education in Spanish, ESL Pull-Out, ESL Push-In, and Monolingual ICT classes for general and special education students.

For the past few years, our school community has had a great influx of students from different ethnic backgrounds, mainly parents whose children are from Hispanic backgrounds. These students tend to be new to the country or either born in The United States. Our ELL initial identification process begins at time of registration with the Home Language Identification Survey (HLIS) and responses, and an oral interview, in which our ESL trained state certified provider, Kilsia Montolio and Marie-Laure Dubois and our Bilingual Coordinator are highly involved to determine eligibility for our English language Bilingual and ESL services offered at the school. Our goal as a school is to identify those students who are entitled to ELL services and align parents' program selection with programs available at the school and to provide information on other program choices offered in New York City schools

- First, when parents enroll their child at P. S. 226 school community, it becomes our responsibility to conduct an oral interview in English and in the Native language (mostly in Spanish) to obtain a more holistic and comprehensive picture on the child's and parent's home language background. This procedure includes a set of questions that mostly comes from the Home Language Identification Survey (HLIS), in which the parent and child demonstrate fluency of both languages as well as how often these languages may be used at home, with siblings, and other caregivers. Throughout the interview parents are also provided with important information about the purpose of the assessment and their input as active participants in their child's education at 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.
Based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and the results from the oral interview, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) within ten days as

mandated in order to find out the child's English proficiency level and program placement. The Spanish LAB is administered to those students who speak Spanish and score at or below proficiency on the LAB-R to determine the student's dominant language. Using these test results, the school notifies parents on their child's eligibility for services. An organized list with the eligible number of students is kept to support and develop programs suitable for our ELL population. Additionally, during our ESL bilingual Orientation, parents are provided with program placement forms where they are supported by the ESL teachers about their program choices.

- . First, we introduce the parents to the orientation video, offering information on the three program placement options that are available in New York City: Transitional Bilingual, Dual Language, and Freestanding ESL),
- . Program selection forms are provided, in which parents also have the opportunity to ask questions and view the orientation video on ELL information.
- . Our outreach plan consists of having an agenda, a sign-in sheet to compare who arrived at the orientation.
- . This data is utilized to reach out to parents that haven't made their choices within ten school days.
- . We offer group orientations as well as individual orientations to accommodate parents. To facilitate the process of our ELL identification, we utilize the ELL Parent Information Case (EPIC), which is provided by The New York City Department of Education Office of English Language Learners. To keep us updated in the process of enrollment and LEP identification process, we utilize the LAB-R Assessment Memorandum, which is provided every year by New York State. On this assessment form, we as a school follow the steps in order to identify our ELL students and place them in appropriate programs. We also utilize the ATS report (ELPC) to input the parent program choice.

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

- . Entitlement letters are provided to parents during the Bilingual/ESL Parent Orientation. At this time, parents also receive all of the information pertaining to program choices, as well as information on how to complete these forms. ESL teachers and the parent coordinator support this process and at the end of the orientation the forms are reviewed and collected. All of these entitlement forms are kept in a folder titled Program Choice for New Admits. In addition, program choice copies are placed in the child's cumulative folder along with the Home Language document.
- . Parents who decide to take the entitlement letters home are given a time frame to return the forms. Our outreach for collecting these letters is done through letters sent home, phone calls, done by our ESL teachers. Our parent coordinator also supports this outreach process.
- . A parent contact log is utilized to ensure that parents return all forms, as well as a log containing all ELL LAB-R results and entitlement letters track sheet.

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.

P.S. 226 used the following procedures to place identified ELL students in bilingual or ESL programs:
Based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and the results from the oral interview, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) within ten days as mandated in order to find out the child's English proficiency level and program placement. The Spanish LAB is administered to those students who speak Spanish and score at or below proficiency on the LAB-R to determine the language of dominance. Using these test results, the school notifies parents on their child's eligibility for services. An organized list with the eligible number of students is kept to support and develop programs suitable for our ELL population. Additionally, we provide information on program options such as Transitional Bilingual, Dual Language, and Freestanding ESL), program forms, and program placement, in which parents also have the opportunity to ask questions, view the parent orientation video on ELL information, and at the same time get more acquainted with the program of their choice. To facilitate the process of our ELL identification, we utilize the ELL Parent Information Case (EPIC), which is provided by The New York City Department of Education Office of English Language Learners. To keep us updated in the process of enrollment and LEP identification process, we utilize the LAB-R Assessment Memorandum, which is provided every year by New York State. On this assessment form, we as a school follow the steps in order to identify our ELL students and place them in appropriate programs.

- For ELL students with IEPs, we follow the mandates on the new State Regulations on Part 154 as well as the child's instructional goal setting plan as it stated on the IEP for program placement. In order to best service our ELL students with special needs, we carefully review the language goals of the IEP and the child's modalities of the NYSESLAT test, which is done in collaboration with the School Based Support Team in order to best service this population. In our meetings, we discuss appropriate assessment services, in which the School Assessment Team considers all variables as they make the decisions regarding appropriate service language and program placement.

- . Throughout the school year, P. S. 226 keeps on going communication with parents, in a number of ways, including one on-one

consultation with the ESL teacher and bilingual coordinator, principal, bilingual/ESL teachers, phone conversations, letters home, and a number of organized parent orientations and events that are offered throughout the school year by our ESL teacher and the parent coordinator.

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.

Given that we have a great influx of transfer and newly arrived students to our school, P.S. 226 follows these precedures to ensure that all our ELL students are administered the New York State English As a Second Language Test (NYSESLAT).

. The ATS report, NYSESLAT Elegebility Report (RLER) is utilized to find out how many ELLs must take the NYSESLAT test.

. For those students that are newly arrived to our school, we utilize the LAB-R score.

. All sections of the NYSESLAT are administered utilizing the RELER; four reports are printed from ATS each one is for one strand: speaking, listenning, reading and writing.

. Additionally, we compare the total the number of ELLs with eacheach section of the NYSESLAT (eg. 131 for speaking, 131 for listenning, 131 for reading, 131 for writing).

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

For the past few years, parents have chosen Transitional Bilingual Education, especially in the early grades. As a result of the parent choice, we currently have a kindergarten bilingual class with about 19 bilingual students and a 1/2 bridge bilingual class with about 27 bilingual students. All these bilingual models have been aligned with parents requests during our ESL/Bilingual Orientation. In addition, we have transfer students that are also bilingual and parents request bilingual programs in the lower grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. The P S 226 school community offers three English as a Second Language organization models: Transitional Bilingual Education (Spanish), ESL Push-In, and ESL Pull-out. The structure of our Literacy Program incorporates strategies and teaching points which enable students to actively participate and clarify meaningful ideas cooperatively. Our ELL students are placed in the Transitional Bilingual Program or serviced by our ESL pull-out teacher after carefully evaluating the Parent's Choice forms. To promote language development for our ELLs, teachers adjust the language demands of the lessons, by paraphrasing, repeating key words, using context clues, making extensive use of modeling specific strategies and by directing instruction of grammar and vocabulary in context. Our goal for this year is to continue implementing the Sheltered Instruction Observation Protocol Model (SIOP), the Danielson Learning Framework alligned with the Common Core standards in order to increase more content and language development.

As it is determined by the New York State Regulation Department on Part 154 and the NYSESLAT scores, students at the beginning and intermediate levels of the English language receive 360 minutes of ESL instruction per week. At the advanced level, students receive 180 minutes of ESL instruction in content areas per week. Teachers utilize the NYSESLAT scores as well as other types of formal and informal assessment within the four literacy modalities (listening, speaking, reading and writing) to guide instruction and plan lessons effectively. ESL and Bilingual teachers meet on a weekly basis to discuss student's performance and at the same time, address the needs of each individual student. Our entire staff is trained throughout the year in ESL methodology offered during staff developments and bilingual workshops. Our goal as a school is to ensure that all our ELL students acquire English proficiency in three years as mandated by the state, and to continue enhancing their knowledge and enable them to be productive members of our society.

- b. We support the linguistic needs of ELLs in bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten class, 1/2 bridge bilingual class, and 2/3 bridge bilingual class due to the numbers of bilingual students that are coming from different hispanic backgrounds, mainly from the Dominican Republic. Our bilingual teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Language allocation of Native Language support is 45 minutes per day at the beginning level, intermediate level, and at the advanced level in the Bilingual Transitional Program according to NYS Part 154 mandated number of units of support for ELLs, grades K-8. In this model, ESL support is done through literacy and through the content areas. Content areas are taught through an interdisciplinary lens to foster more English development. To support the content area in science, we utilize FOSS science books in Spanish and English, which reinforce content area vocabulary development. For math, we utilize Grab and Go Classroom Mathematics to facilitate hands on learning and increase comprehensible input of mathematical concepts. To provide support in reading, word Study is done through Phonics and Friends. "El Cancionero" a systematic Spanish Phonics Program and Dia y Dia, a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art and Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. Literacy is also supported through content area books (mainly non-fiction), Rigby in my Pocket, Reading Focus (a content area unit in Science, FOSS) which provide students with activities workbooks, hands on science, and vocabulary related to lesson. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan weekly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Mini lessons are content and language specific. Center activities are prepared to support content and social language development.

The Bilingual Program in first and second grade provides students with Common Core Clinch books in ELA to develop more literacy skills; word wall is in Spanish and English as well as the Go Math Program. For grades K-3 in the Bilingual Transitional Program, the literacy assesment is done through Fountas and Pinnel in both languages. The support for reading and writing is further scaffolded through additional materials in Spanish and English (Brighter Child Books), where students are exposed to fairy tates and a lot of visuals to gain a better understanding of the story and vocabulary. There is also another component to the literacy area in Spanish for the Kindergarten class (Coleccion Caramelo), that provides support to students in building and relating prior knowledge to the story, and scaffolds mini lessons in phonics, vocabulary, science, and writing.

ESL/Push-In/Pull-Out Model

P. S. 226 currently have two certified ESL teachers providing services to ELL entitled students in the ESL Push-In and Pull-Out Models receive all academic and language of instruction in English, in which all lessons are taught inter-disciplinary with a lot of emphasis on learning content and language concepts with the implementation of a lot of emphasis on ESL strategies. ESL lessons are aligned to the Danielson Rubric Framework, Common Core learning Standards, and the literacy component from the classroom in the areas of reading and writing. Students are also taught according to the NYSESLAT levels of the English proficiency language, SMART goals, where the ESL teachers promote center activities to differentiate instruction, presents lessons to students using visual aids, and provides them ample amount of time to practice language skills cooperatively. The primary goal of the program is to promote acquisition of English Language Skills and communicative competence through participation in an enriched environment, which supports achievement of the Common Core Learning Standards, ESL performance standards in the content areas and NYSESLAT test. Our lessons consist mainly in developing language activities around non-fiction content area materials with a clear language and content objective focus based on the SIOP Model.

ESL Pull-Out Program

We currently have three groups that are serviced within this model, in which, students are grouped heterogeneously, homogeneously and according to the NYSESLAT English language proficiency levels. Ms. Dubois, one of our ESL teacher is currently servicing a group of fourth and fifth grade ELL/IEP advanced students. Ms. Montolio, our LAB Coordinator and ESL teacher is servicing one group of Intermediate/Advanced students from class 4-217, in which students receive support in vocabulary development; the other Pull-Out beginning /intermediate group is also serviced by Ms. Montolio and they are being supported in the four areas of language development: speaking, listening, reading, and writing. In our ESL Pull-Out Program, the ESL providers implement shared reading/read aloud lessons to foster comprehensible input, social skills, and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional ESL strategies and thematic units in the classroom. To further support students in reading and writing, the ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provide strategies to scaffold academic vocabulary to increase comprehensible input. Additionally, we are utilizing Wordly Wise 3000 Third Edition by Kenneth Hodkinson and Sandra Adams to support students with academic vocabulary.

In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL providers integrate appropriate grade content area materials connected to the classroom curriculum and thematic units, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read alouds, ESL through shared reading to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment. Classroom instruction is also aligned, where the ESL teachers utilize the writing units to support the content and the structure of the English language. Additionally, a variety of questions and ESL strategies are integrated throughout each lesson according to the group English proficiency level to clarify language and increase comprehensible input. During this time, students are paired up to discuss big ideas and strategies for acquiring language, learning new vocabulary, and accomplishing the task assigned. The ESL teachers work as facilitators, in which they support students by paraphrasing, using teacher mentor texts, charts to guide students, and improve language performance.

ESL Push-In Model

We are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ESL Models for our school. Based on these patterns on NYSESLAT levels and areas of need, this year we were able to generate more flexible scheduling that are aligned with the students grade curriculum. As a result, our school provides ESL Push-In services to four groups. One group of intermediate/advanced students are serviced by Ms. Montolio to class 4-311 by correlating the content with the classroom teacher through team teaching and small group instruction. Students are supported with graphic organizers, higher order thinking questions, academic vocabulary in context, and strategies for reading comprehension such as inferring, main idea, summarizing, etc.

The other three Push-In groups are being serviced by Ms. Dubois varying NYSESLAT English levels and IEP students from grades

K-3. Ms Dubois aligns the classroom teacher lesson plans with different ESL strategies students need. The ESL service is conducted through small group instruction, in which she provides differentiated scaffolds such as pictures, questions, and sentence starters to support the writing.

The classroom and the ESL teachers work as a team to develop ESL instructional approaches to support the students language levels and lessons. Both teachers plan ahead of time to support students mainly in the area of literacy (e.g. ESL through shared reading, read aloud for vocabulary development). Furthermore, the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development through picture support, focused questions to clarify ideas, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction. During the Push-In Model, all teachers including the ESL providers work in small group settings to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize read aloud related to the content grade area in reading and writing. Shared Reading Extensions are used to reinforce vocabulary, and strategies for reading comprehension. To further support in the areas of listening and speaking, students are paired up to share their work and are engaged in accountable talk activities. In addition, we are also utilizing Treasures, a Reading/Language Arts Program by Macmillan/McGraw-Hill. This reading program incorporates a variety of ESL components such as language and content objectives, specific vocabulary related to non-fiction unit, comprehension questions, phonic skills, and writing to address the structure of the English language. Further, part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, and the importance of scaffolding for all academic areas. Through our ESL instruction, we scaffold language learning by making connections to prior knowledge, having a clear language focus in our lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

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)?

Through our ESL schedule, our Bilingual and ESL staff correlate ESL instruction throughout the day. Within the Push-In and Pull-Out Models, for our beginning and intermediate students, ESL instruction is at least 360 minutes of ESL instruction and advanced students receive 180 minutes of ESL instruction according to Part 154. In The Transitional Bilingual Model, ESL instruction is done through literacy (read alouds, content area, shared reading,) by the certified classroom bilingual teacher. Native language is also allocated in the schedule to teach in the areas of reading and writing to support students achieve higher academic standards.

We support the linguistic needs of ELLs in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten class, 1/2 bridge bilingual class, and 2/3 bridge bilingual class due to the number of bilingual students that are coming from different hispanic backgrounds, but mainly from the Dominican Republic. According to NYS Part 154 mandated number units of support for ELLs, grades K-8, ESL instruction is 360 minutes per week for beginning and intermediate level students, and 180 minutes of ESL instruction per week for advanced students. Our bilingual teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Native Language allocation is 60/40 for beginning level, 50/50 for intermediate, and 25/75 for advanced level students in the Bilingual Transitional Program according to Part 154.. In this model, ESL strategies are implemented to teach the content areas. Students learn to read and write in the native language (Spanish), and content areas are taught interdisciplinary to foster more academic language in English. "El Cancionero" a systematic Spanish Phonics Program and Dia y Dia, a poetry collection by Lada Josefa Kratky, a learning Spanish tool. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, higher order questions, and semantic mapping. To support vocabulary and language development in English, Rigby in my Pocket is used to teach phonics, vocabulary, and reading comprehension strategies. There is also a reading focus in the content area of science unit (FOSS Program), which provides students with activities workbooks, hands on science, and vocabulary related to lesson. In the area of literacy, the writing process incorporates strategies to support the development of the second language such as grammar in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum units and plan monthly the genres they need to address according to the grade level. All the grade curriculum units are posted by grade level with great

emphasis on instruction and strategies for ELL and IEP students. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music.

The ESL support for newcomers and SIFE students is also provided in Spanish by using materials which contain a lot of visual aids, patterned language, hands-on activities, and strategies that can be comprehensible to them. Most of our ELL students are mainly from Hispanic backgrounds, and they mainly receive support in Native Language in reading and in the area of writing. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, phonics, and matching words to pictures and sentence building in Spanish. In addition, the program Phonics and Friends is used to focus more on Phonemic awareness and the development of students' listening skills.

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.

For the Push-In model, ESL teachers align the classroom schedule to meet the demands of the curriculum, and content instruction, in which the classroom and ESL teachers plan the lessons ahead of time to differentiate content knowledge and incorporate ESL strategies. Activities are geared to enhance language competence in all strands of literacy and the NYSESLAT test. ESL learning strategies are modeled during the mini lesson to make language more comprehensible. Students work in pairs, groups, or supported individually. The ESL teacher provides constructive feedback to students and sets high expectations for the next lesson. During instructional time, the classroom teacher reviews previous skills utilizing the information on charts, the SMART board, and the ESL teacher provides support in paraphrasing and clarifying information on vocabulary, learning strategies, following written directions, and the language objective related to the lesson is explicitly taught. Strategies for content and language objective are implemented during read alouds, shared reading, word study, and content areas. To scaffold all these literacy components we utilize graphic organizers, semantic maps, large prints, vocabulary, analysis of phrases in English, and pictures to enhance instruction. Additionally, the ESL lesson components are aligned to the Danielsong Rubric and lessons are planned ahead of time with the classroom teacher to scaffold content and facilitate language development through learning strategies. For more academic support in these program areas, we have grade level materials in Social Studies and Science to scaffold more content and language learning. Math vocabulary is supported through our new program, GoMath, and CrossWalk Coach, where one of our ESL teachers supports the fourth grade class in small group instruction.

ESL Pull-Out Program

We currently have three groups that are serviced within this model. Students are grouped heterogeneously, homogeneously and according to the NYSESLAT English language proficiency levels. Ms. Dubois, one of our ESL teacher is currently servicing a group of fourth and fifth grade ELL/IEP advanced students. Ms. Montolio, our LAB Coordinator and ESL teacher is servicing one group of Intermediate/Advanced students from class 4-217, in which students receive support in vocabulary development (Wordly Wise Program); the other Pull-Out beginning /intermediate group is also serviced by Ms. Montolio. They are being supported in the four areas of language development: speaking, listening, reading, and writing with a lot of scaffolding strategies and visual support to increase comprehensible input. In our ESL Pull-Out Program, the ESL providers implement shared reading/read aloud lessons mainly through non-fiction texts to foster more academic language, and comprehensible input. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional, ESL strategies and thematic units in the classroom. To further support students in reading and writing, the ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provide strategies to scaffold academic vocabulary to increase comprehensible input. Additionally, we are utilizing Wordly Wise 3000 Third Edition by Kenneth Hodkinson and Sandra Adams to support students with academic vocabulary.

In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized), and highlighting strategies to understand higher order thinking questions. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL providers integrate appropriate grade content area materials connected to the classroom curriculum and thematic units, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read alouds, ESL through shared

reading to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment. Classroom instruction is also aligned, where the ESL teachers utilize the writing units to support the content and the structure of the English language. Additionally, a variety of questions and ESL strategies are also integrated throughout each lesson according to the group English proficiency level to clarify language and increase comprehensible input. During this time, students are paired up to discuss big ideas and strategies for acquiring language, learning new vocabulary, and accomplish the task assigned. The ESL teachers work as facilitators, in which they support students by paraphrasing, using teacher mentor texts, charts to guide students, and improve language performance.

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

We utilize Fountas & Pinnell in Spanish which is a benchmark assessment system that determines the student's reading level in Spanish. In addition, this reading assessment is composed of a literacy learning piece, the Continuum Guide. This curriculum's components are: shared and performance reading, writing about reading, writing, oral, visual antymological communication, phonics, spelling, word study, and guided reading. The organization of the continuum is arranged grade by grade, level by level, Guided Reading and Shared reading in Spanish. Furthermore, there is ongoing in class assessment wherein student's writing samples in native language are carefully monitored.

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

The ELL Periodic Assessment data is used to ensure that our ELLs are appropriately evaluated in listening, speaking, reading, and writing. This assessment is implemented twice a year; at the beginning of the year, and before the NYSESLAT is administered. The results are utilized to enhance ESL instruction for our ELLs and it is also used to prepare for the NYSESLAT test.

Additionally, the NYSESLAT modalities are also analyzed by our ESL and classroom teachers as well as administrators to determine language patterns across the grades and group our students according to language needs. At P.S. 226, part of our ongoing assessment process is to implement the NYSESLAT practice test, which is done as an interim school wide test to find out more in depth information about our student's language skills and performance, and determine further academic intervention services needed to address the strengths and weaknesses of the students we serve. The main focus at our school is to use the results from the assessment to drive instruction and plan accordingly. Our Supplemental Program for our ELL students are focused around the NYSESLAT modalities to determine areas of instructional support. For example, some students that scored at beginning level in English based on the LAB-R/NYSESLAT received instruction with My Reading Coach Technology Software.

6. How do you differentiate instruction for ELL subgroups?

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

a. Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program (My Reading Coach) is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

b. The ESL support for newcomers is provided by using materials which contain visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing an ESL Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students can acquire more strategies for learning academic language.

- Since our newcomers also tend to be SIFE students, and are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program (My Reading Coach) is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.

- All our ELL students that are entitled to ESL/bilingual services and are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our Extended Day and After School Program (Funded by Title III), which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. Technology (My Reading Coach) is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

c. Our action plan for ELLs receiving service four to six years is to continue servicing them according to informed data analysis, which include the different modalities of the NYSESLAT test, reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. This year we are implementing small group instruction for our long term ELLs (The RTI Model Approach), in which Bilingual, ESL, and IEP teachers work very closely with to monitor progress. The instructional cycle is five times a week in a six to eight week cycle in literacy in English. Then we re-evaluate progress and if needed, the service is continued. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. We also present the data analysis and students' accomplishments to our School Assessment Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength of the student, and reconvene to evaluate student's performance and further academic support. In our school, each grade is part of a sub-group of our Mother Inquiry Team, in which strategically, a specific population is studied to address an area in need of improvement.

d. In addition, for all our long-term ells and those who have completed 6 years of service, we are implementing the Response To Intervention (RTI) model which is conducted through Tier 1 (whole class instruction), small group(Tier 2), and Tier 3 (intensive instruction in math amd in literacy according to informed class asseement, ELA and Math data.

Our targeted intervention programs for ELLs for support in the area of literacy is done through our Inquiry Teams (Mother Team, Grade Inquiry Team), in which students that are at risk, are identified for academic instructional support. Our action plan consists of providing more support to those students that scored at levels one or two in the ELA, and scaffold strategies to help them become strong readers and writers in order for them to move to a higher level on the ELA and the NYSESLAT assessment. In our Extended Day Program, we also targeted these students and they are receiving math support according to needs. The Saturday Academy will support students in the area of science, in which they will be immersed on hands on activities and content area vocabulary. This intervention is done through small group instruction, in which our literacy consultant supports our students in the areas of reading and writing. In the area of literacy, activities are implemented with a clear language and academic focus to help students achieve higher academic standards. Lessons are implemented through non-fiction genres, and test taking strategies. To further support teachers of our ELL students in the classroom, our literacy coach also supports instruction by modeling specific learning strategies and vocabulary to increase comprehensible input and language learning.

One of our supplemental service program for ELLs is the Fountas and Pinnell Reading Academic Intervention Program. Our students receive support in decoding skills, vocabulary, phonemic development, reading comprehension and writing strategies in the classroom and in small group instruction provided by our bilingual instructional support teacher. To continue enabling students become strong readers and writers, we are also utilizing My Reading Coach Technology Program. Within this supplemental reading program, students that are at risk in reading acquire listening, speaking, reading, and writing skills necessary to become proficient in English.

e. This year, we are implementing more Push-In models in which students that have scored proficiency levels on the NYSESLAT test are provided with more support by our ESL teachers, Ms. Montolio and Ms. Dubois. The support includes collaborating with classroom teachers during class instruction and assisting the students in small groups to develop more language and content learning. During this time, the ESL teacher incorporates ESL strategies across all subject areas and makes instruction explicit. Our ELL students are provided with high-order thinking questions and vocabulary that are aligned to the Common Core Learning Standards and the Danielson Rubric for teacher effectiveness. All curriculum units are scaffolded to make content comprehensible to our ELL population. Additionall, the lesson components

have a content and language objective.

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?

To promote language development for our ELLs, teachers adjust the language demands of the lesson by paraphrasing, repeating key words, using content clues, use of modeling specific strategies and by directing instruction on grammar and vocabulary in context. Our goal for this year is to continue aligning the Common Core Learning Standards, the Danieslon Rubric and the Sheltered Instruction Observation Protocol Model (SIOP). All teachers are involved in common grade planning. At this time the curriculum grade unit is developed to address the demands grade content and language needs. The learning strategies for ELLs and IEPs are evident and posted on the grade curriculum board.

In the content are of science, we use the FOSS Program to accelerate vocabulary in English. For reading and word study, we utilize the Foundations Program.

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 meet the diverse needs of our IEP students, we use the NYSESLAT data and the students' Instructional Plan (IEP) to align language and curriculum goals and create flexible scheduling, comply with curriculum and meet the mandated units of service. School wide data is created through a spreadsheet which includes the ELA and Math scores, subgroups such as ELL students and students with IEP's. Based on the data, we create suitable programs for our subgroup population; these programs are provided by various support personnel, reading teacher (Ms. Buckwalter and Ms. Ortega), IEP support (Ms. Rivera, Ms. Czeladko collaborate to group students according to needs and provide Tier 2 and Tier 3 services), bilingual teacher (Ms. Echevarria implementing My Reading Coach Support). Programs used by our academic intervention support personnel include FountsI and Pinnell leveled literacy and native language support for our newcomers. In addition, we have two coaches to provide more support to teachers and students in the areas of math and literacy in English.

•For testing accommodations, our ELL population is offered language electives mainly in Spanish, and for those students that either come from different ethnic backgrounds, we obtain text translations through the New York City Department of Education Resources in order to provide them with texts in a language they can understand and read.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English 

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

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

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

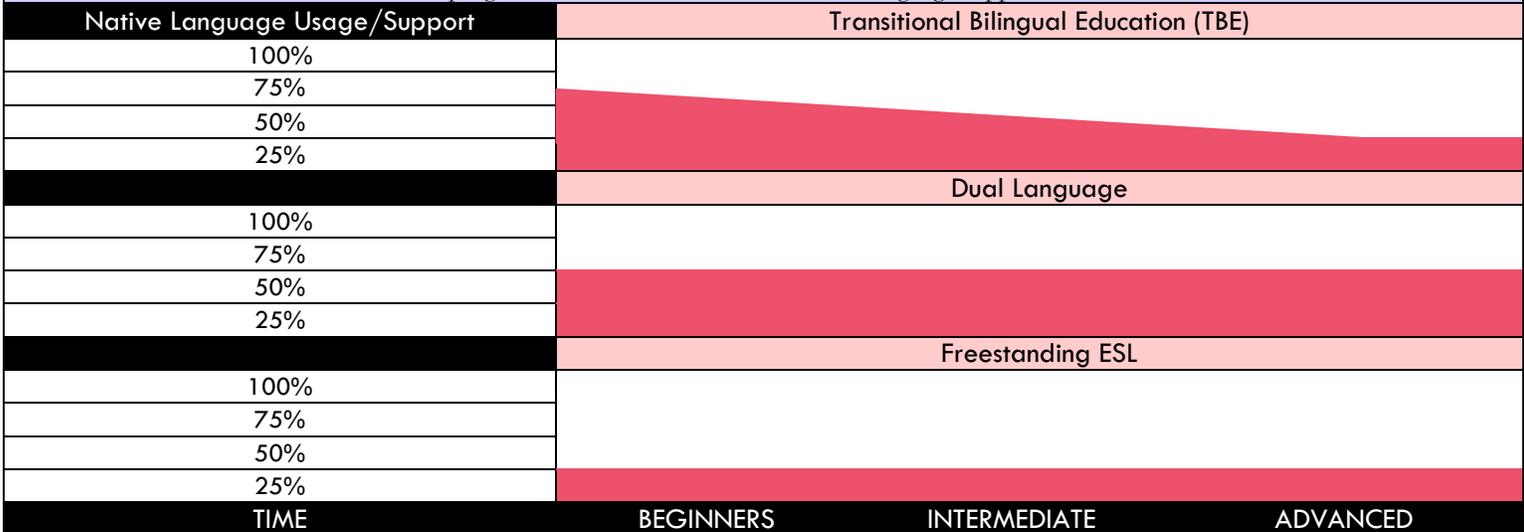
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Currently, our ELL students are receiving Tier 2 Academic Intervention Services in math and in literacy. The ESL and RTI teachers service students in small groups to develop language, math, and reading skills. Further, AIS and ESL teachers are using the the Response to Intervention Model to ensure effective lesson plans for all our ELL students. Lesson plans include components such as content and language objective related to English proficiency level, prior knowledge in English and Native Language. The ESL strategies are also aligned though the Common Core Learning Standards K-5 to support the ELL subgroup in this task, by scaffolding vocabulary, learning strategies for language, providing explicit grammar instruction, and using hands-on manipulatives when applicable. Throughout the eight week period, ESL and RTI teachers closely monitor their student's data and progress through progress reports and regular articulations with classroom teachers. The literacy intervention is implemented three days a week done through Novel Ties, and Wilson Foundation Program. Students who scored level 1 and level 2 in the area of math, are receiving intervention two days a week during the day time. Additionally, they are being supported in math two days a week during Extended Day in small group (Tier 2 Academic intervention). The Math intervention for Extended Day is implemented through an extension from Go Math Program (day one), and through CrossWalk Roads math textbooks supported by two AIS teachers along with the classroom teacher..
- Some students also receive Tier three (one-on-one) support to help them develop certain skills in math and ELA. When necessary, these students might receive the support in Spanish.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our Bilingual Transitional Program Model emphasises more in depth ESL methodologies, in which the content and language focus are aligned to the Common Core Learning and ESL Standard.and program planning instrution is corelated with the Danielsong Rubric framework. Based on the four domains of the Danielson Rubric, teachers are delivering ESL lessons according to needs and language development. In the area of Math, students scaffold strategies for learning vocabulary specific to the math unit. This year our math program, Go Math, provides more hands on learning, step by step on how to solve word problems and the vocabulary is taught meaningfully in cotext. Math models are supported by pictures, charts, and diagrams. In addition, in the ESL Push-In Model, ESL teachers align their lessons to the SIOP Model and collaborate with classroom teachers to support explicit instruction in all content areas. Background knowledge is utilized as a scaffold to reinforce concepts and content learning.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, we will be using the RTI model to support ELLs. We will adopt the three tier system as mandated by the RTI model. At Tier 1, all students will receive instruction within a research-based core program. The Tier 1 model is aligned with the common core curricular standards in Math and ELA.
- We also provide students with Tier 2 intervention which consists of working with small groups of students who need additional support in the areas of Math and ELA. These students' needs are identified through the assessment process and instructional programs are delivered that focus on their specific needs.
- At Tier 3, teachers work with much smaller groups of students and students receive 45 minutes of instruction per day every day of the week and are very closely monitored.
12. What programs/services for ELLs will be discontinued and why?
- In the past years, we were utilizing Orchard Software Program. The components of the program were vocabulary development, reading comprehension with some writing and decoding activities. This program was implemented as a supplemental service in most classrooms and in the the technology room. As the program was being monitored, we determined that based on the NYSESLAT data result, our students needed a more suitable program to assess them in the area of writing and vocabulary development.
- To provide our students with more rigorous academic standard work, we are making greater efforts to align all content areas and language learning to the Common Core Learning Standards. In the previous years, we were servicing more our ELLs through the Pull-Out Model, and as a result, students had less access to content learning. This year, we are offering more Push-In Models and best service our ELLs by correlating classroom instruction with the ESL teachers.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- This year, our ELL students are receiving additional support in the area of Math during extended day. For two days a week, students receive differentiated instruction in small groups to support their growth in Math skills. Each teacher provides their groups of students with differentiated worksheets and vocabulary support using images and synonyms. In addition, the students are given

the opportunity to participate in Title III after school programs to support them in literacy and vocabulary development. Students are also given the opportunity to participate in the Saturday Academy in which they receive support with Literacy in Science Math and English.

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

The following instructional materials are utilized to foster content learning vocabulary:

Wordly Wise is a word study program that provides our students with strategies for learning meanings of words in context. There is a great demand on academic vocabulary necessary to increase reading comprehension skills.

My Reading Coach Program Software is mainly provided to students who need support in the basic skills of reading in English (SIFE students, beginning level ELL students). Within this program, they are first assessed in reading and they placed in the area they need support. The reading components of the program entail: decoding, vocabulary, reading according to level, listening and following verbal and written directions. We are also in the process of ordering Roseta Stone ESL Program to further support our ESL Push-In and Pull-Out Programs for our ELL community.

Another instructional program we implement with our ELLs is the FOSS Science, in which students are provided with hands-on activities and content area vocabulary.

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

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual kindergarten and 1/2 bridge bilingual class. The teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Since most of our students in the early grades are mostly beginners of the English language, our main focus of instruction is 60/40 based on CR Part 154, where students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. "El Cancionero" a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. To support vocabulary and language development in English, we use as supplement a complete ESL Program, Avenues by Hampton Brown, Scott Foressman content area books, Rigby in my Pocket, Reading Focus (a content area unit in Science and Social Studies) which provides students with activities workbooks and grammar and reading lessons. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music. Mathematics is introduced in Native language in Kindergarten and First Grade and then transitioned to English in the ESL Self-Contained classes.

ESL Pull-Out Program

At this time, we currently have three groups that are serviced within this model and students are grouped heterogeneously and homogeneously: (e.g. Kindergarten/first grade beginning group, third/fourth grade advanced). In our ESL Pull-Out Program, the ESL provider implements shared reading lessons to foster comprehensible input, social and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. The ESL teacher maintains on-going communication with classroom teachers to correlate instructional ESL strategies and thematic units in the classroom. To further support students in reading and writing, The ESL teacher provides constructive feedback to students and teachers in specific areas of needs and provides strategies to scaffold academic vocabulary to increase comprehensible input. In the area of writing, we are meeting on a weekly basis as a grade to analyze student's writing strengths and weaknesses. Based on this data analysis, we are creating a plan of action to help students reach higher academic standards. In the area of listening, we are utilizing the listening center, dictations (mainly from texts where students have been familiarized),

and highlighting strategies to understand higher order thinking questions. Within this Model, students receive 360 minutes of English instruction at the beginning and intermediate level, and 180 minutes per week at the advance level of the NYSESLAT test and according to Part 154. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL provider integrates appropriate grade content area materials, activities and thematic units connected to the school curriculum, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read aloud to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment.

ESL Push-In Model

As a school, we are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ESL Models for our population. Based on these patterns on NYSESLAT levels and areas of need, we will be more able to generate more flexible scheduling that can be aligned with the students grade curriculum. In addition, we are utilizing more accurately the LAB-R results and placement test to form more English as a Second Language classes or Push-In Models, so that our students can spend more time learning language across the different subject areas in the classroom.

Currently, we have a 1/2 ESL Push-In Model Special Education Twelve to One class. In this class, there are seven ESL entitled students according to the Instructional Education Plan (IEP). Students at the beginning and intermediate level receive 360 minutes on a weekly basis of rigorous academic language support in listening, speaking, reading and writing in accordance with CR Part 154 and based on the NYSESLAT results. Through this model, the classroom and the ESL teacher work as a team to develop ESL instructional approaches to support the students and lessons. Both teachers plan ahead of time to support students mainly in the area of literacy (e.g. shared reading, read aloud, writing, grouping). Furthermore, the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction, language, and learning styles. During the Push-In, all teachers including the ESL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize Shared Reading Extensions to reinforce vocabulary, structures, and enhance in the areas of listening and speaking by engaging students in accountable talk activities. Part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, the importance of scaffolding for all academic areas. Through our daily lessons and ESL instruction, teachers scaffold language learning by making connections to prior knowledge, having a clear focus in their lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

- To provide our students with additional support, high achievement for both ELL and IEP students is promoted through initiatives designed to assure access to academic curricula, materials, technology, extra curricular services and to foster self-esteem. These include coordination of bilingual and mainstream curricula, development of materials (hands on learning, picture cards, listening to chants, songs, access to technology and projects) developing programs and services, which address ELLs language needs. Additionally, educational assistants work in small group instruction to provide supplemental support to students with an IEP. Language development is further developed during the Extended Day Program, and our Supplemental Program (SES) on Saturdays, which integrates school day instruction and enhances reading and writing curricula supporting vocabulary development, and instruction in Mathematics and other content areas. To support our

- The ESL support for newcomers and Students with Interrupted Formal Education (SIFE) is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing an ESL Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students are acquiring more strategies, academic language, best practices to become proficient in English, materials and curricula to strengthen

literacy skills.

- Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, our technology program is used to focus on Phonemic awareness and the development of students' listening skills to support reading, which is also utilized to support all new comers.
- All our ELL students that are entitled to ESL/bilingual services and are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our Extended Day and After School Program, which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. In the Supplemental Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.
- Our action plan for ELLs receiving service four to six years is to continue service them according to informed data analyzes, which include the different modalities of the NYSESLAT test, Rigby reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. Our Academic Intervention Program provides student with guided reading in small group instruction, implemented by our AIS provider on a daily basis. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. As a school team, we present the data analysis and students' accomplishments to our School Based Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength on the student, and reconvene to evaluate student's performance and further academic support. In our school, each grade is part of a sub-group of our Mother Inquiry Team, in which strategically, a specific population is studied to address an area in need of improvement.

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

ELL students are grouped according to the NYSESLAT levels and contiguous grade level in order to provide them with a more balanced literacy approach. For example, we current have a group of ELL students who come from either first or second grade, These students are provided with reading materials that are appropriate for the grade level, which is done through shared reading. All Wordly Wise instructional materials are by grade as well as the FOSS Science program. Wordly Wise is a word study program that provides our students with strategies for learning meanings of words in context. There is a great demand on academic vocabulary necessary to increase reading comprehension skills.

Another instructional program, which is grade appropriate that we implement with our ELLs is the FOSS Science program, in which students are provided with hands-on activities and content area vocabulary according to grade level and science curriculum unit.

My Reading Coach Program Software is mainly provided to students who need support in the basic skills of reading in English (SIFE students, beginning level ELL students). Within this program, they are first assessed in reading and are placed in the area in which they need support. The reading components of the program entail: decoding, vocabulary, reading according to level of assessment, listening and following verbal and written directions.

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.

To assist newly enrolled ELL students, P S 226 does the following:

1. Early Bilingual/ESL Parent Orientation to provide parents with information on their child's education, program choices, and compliance documents
2. On-going meetings with our ESL teachers Ms. Montolio and Ms. Dubois in order to address parents needs and concerns
3. Open house before the beginning of the school year for all parents of new admits in order to get acquainted with the school building environment
4. Workshops for parents offered by Mr. Urena our parent coordinator and outside consultants

18. What language electives are offered to ELLs?

We have students from different ethnic backgrounds: African, Jamaican, Italian, Chinese, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, etc). Out of the 538 students, about 131 are active English Language Learners (ELLs) mainly Spanish speaking students, variably at different English language proficiency levels based on the Language Assessment Battery (LAB-R) and NYSESLAT tests (Beginning, Intermediate, and Advanced). From the ATS Report NYSESLAT Eligibility Roster, we have a few students whose home language is Urdu, Bengali, Italian, and Soninque.

Most students from hispanic backgrounds who are at either the beginning or intermediate level of the NYSESLAT test, tend to choose Spanish tests in the area of math and science tests. We also make provisions ahead of time for students who need transtation in other languages by reaching out the DOE office translation website.

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)?

Paste response to questions here:

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.

Bilingual as well as monolingual teachers servicing ELL students will participate in a number of professional development activities as per Jose P. , provided by our ESL teachers through Extended Day PD, which will be conducted every Tuesday. The training will be conducted in the first few months of the year, to get familiar with ESL strategies, NYSESLAT data and support instruction in the classroom.

- The focus of our Extended Day PD is to provide support to teachers having entitled ELL students, as well as how to scaffold language and learning for all our students. These scaffolds include research and strategies on ESL methodology and Bilingual Education, such as discussing characteristics of learning two languages, the different levels of the NYSESLAT and levels of language of acquisition, questioning techniques for beginning level, intermediate, and advanced students, enrichment of vocabulary development focusing on context clues, accountable talk, setting goals and differentiated instruction, using cognates to foster in the area of comprehension).

Bilingual and ESL teachers are also participants of every professional development offered in the school. Currently, our ESL outside consultant (Ms. Morzan) is supporting our bilingual staff in literacy development and lesson planning. In addition, during grade meetings, the modification of the curriculum is discussed and students' work is analyzed.

- The Staff Development for Bilingual and ESL teachers in addition, will continue to focus on facilitating English literacy development through improved Bilingual/ESL teaching methods and language awareness. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards aligned with the Common Core Learning Standards.

- Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.
- The teachers in addition, participate in all professional Development Workshops presented at the school and region.
- Weekly PD around the Danielson Rubric and Common Core Learning Standards to evaluate instructional practices and plan next steps.

- In addition, as a school we will continue to encourage our staff to participate in a number of professional developments outside the school such as workshops and trainings provided by the Department of Education Office of English Language learners (RTI. institute, and Fordham University). The professional development includes a wide range of staff, assistant principal, ESL teachers, bilingual, and special education teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
 1. There are several school-wide events held through-out the school year that families of ELL students are encouraged to participate. Parent orientations are conducted at the beginning of the school year to give parents an overview of the curriculum and expectations for the students' academic achievement supported by the principal, as well as bilingual orientations provided throughout the year by our ESL teachers to help parents obtain information in program selections . Additionally, Many parents volunteer to work with students in small group instruction in the school and their effort is validated by acknowledging them with certificates for the input they have in the school and great effort. Workshops in the areas of Literacy, ESL and Mathematics are also conducted by our parent coordinator, Mr. Urena. Parents are also invited to participate in Writing Celebrations where they come to celebrate the accomplishments of their children. Other celebrations include winter sing. In addition, parents outreach is conducted to involve them in opportunities to participate in the daily school instruction done through phone calls, flyers, and the distribution of a monthly calendar to inform parents of monthly school events supported by our parent coordinator. Other parent conferences are conducted on a daily basis by Mr. Urena to discuss workshops, parents' needs and student academics.
 2. Other family involvement activities offered at PS 226 are made possible through established committees such as the Parent Association Committee, School Leadership Team, Safety Committee, where parents discuss important issues related to the entire school community. The annual event "Together In Getting Everyone Reading" (TIGER) Literacy Day is conducted at the end of the school year as well as thematic unit celebrations, where parents are invited to the classroom and see students progress and effort in writing. The school also provides two annual health fairs: a science and literacy fair, in which students show their best work product through group and individual projects.
 3. P. S. 226 partners with a variety of community based organizations to provide workshops and services. Through a partnership with Bronx Health and the United Federation of Teachers, our school provides parents with important health information. Aso, through a partnership with the Learning Leaders, parents become volunteers in the school community and gain access to the building. Further, the parent coordinator provdes parents with worshops in mathematics, literacy development, as well as workshops to provide an understanding about the Common Core Learning Standards, preparation for State Tests.
3. To evaluate the needs of the parents, we conduct parent surveys on various topics of interest. We have examined parents trends and needs through these surveys. As a result of the surveys, parents tend to request classes for ESL, how they can help at home with homework, learning more about the Common Core Learning Stardards, how to become a school volunteer. Through the Bilingual Program Choice forms, we noticed that most parents requested Bilingual Education in the lower grades. Therefore, we have 1 bilingual kindergarten class, a 1-2 bridge class, and one 2-3 bridge class. Very few parents requested ESL Pull-Out this year. Therefore, the number of Pull-Out ELL students in the lower grades have lessen.
- .

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.

ESL and Bilingual schedules are attached.

Part VI: LAP Assurances

School Name: 226

School DBN: 10X606

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Darden	Principal		11/13/13
Doug Manzella	Assistant Principal		11/13/13
Charlie Urena	Parent Coordinator		11/13/13
Kilsia Montolio	ESL Teacher		11/13/13
Carmen Cruz	Parent		11/13/13
Marie Dubois	Teacher/Subject Area		11/13/13
Enid Echevarria	Teacher/Subject Area		11/13/13
Yesenia Ortega	Coach		11/13/13
	Coach		11/13/13
Maria V. Gomez	Guidance Counselor		11/13/13
	Network Leader		11/13/13
Valerie Rivera	Other <input checked="" type="checkbox"/>		11/13/13
	Other _____		11/13/13
	Other _____		11/13/13
	Other _____		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x226 School Name: PS 226

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

The following information and data is used to provide parents with appropriate translation and timely information:

- Home Language Surveys- detailing the language parents speak at home (e.g. Urdu, French, Chinese, Spanish, Arabic)
- ATS information - language spoken by the students
- Parent and teacher requests

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.

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our Home language Surveys. In addition, our office staff members are fully bilingual in English and Spanish and are available to support parents. For other languages we submit a request to the translation Service Unit. All findings are reported to the members of the School Leadership Team. Parents who participate on our School leadership Team report the information during their monthly parent meetings. Report cards are given to parents in the language spoken at home, including students in monolingual classrooms. We also utilize the DOE Web-site to disseminate information in languages other than English and Spanish.

Part B: Strategies and Activities

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

All written translation services are in English and Spanish. Other languages that may be in need of translation is submitted to the translation Service Unit . In addition, we utilize the Department of Education Web Site to request for other languages translation. We have a parent library which contains books and materials in English and Spanish to support our school ELL population. The books will can be use as a parent tool to help their children with homework and class work.

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.

The Oral interpretation services provided at PS 226 are as follow:
Office staff are bilingual and they provide translation
Bilingual AIS support Personnel and ESL teachers provide translation services (Sopanish/French)
DOE Translation Unit is also available for non English speaking parents at the Parent Teacher and or for individual scheduled parent meeting

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>.

TheChancello's Regulation A-663 regarding parental notificationat our Parent Teacher Conferences are avialiblein our school for all parents and are handed out during Parent Teacher conferences, paret meeting, and through general distribution. The Parent coordinator is also a support in the distribution of the regulation and translation. The telephone number for the Department of Education Translation Services is posted at the School Safety Agent's desk for parent reference

