

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

**School Name:** LANGSTON HUGHES YOUNG EXPLORERS ACADEMY  
**DBN (i.e. 01M001):** 09X236  
**Principal:** BEVERLY ELLIS  
**Principal Email:** [BELLIS@SCHOOLS.NYC.GOV](mailto:BELLIS@SCHOOLS.NYC.GOV)  
**Superintendent:** LETICIA ROSARIO  
**Network Leader:** MARIA QUAIL

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Beverly Ellis	*Principal or Designee	
Marina Davis	*UFT Chapter Leader or Designee	
Areliys Alequin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Latoya Biggs	Member/ Parent	
Jose Gaston	Member/ Parent	
Melody Payano	Member/ Parentt	
:Lenice Footman	Member/ Parentt	
Paula Jimenez	Member/ Parent	
Elizabeth Torres	Member/ Teacher - Bil /ESL	
Jackie Correa	Member/ Teacher – Special Education	
Janet Infelice	Member/ Teacher – Special Education	
Jillian Patterson	Member/ Teacher – General Education	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015 at least 10 percent of our student population, including ELLs and Students with Disabilities, will show an increase of one year or more in all areas of ELA, reading, writing, listening and speaking, as evidenced by the NYS ELA Examination, the Fountas and Pinnell Benchmark Assessment, the IReady online Reading Assessment, along with conference notes, work samples, and other formative assessment throughout the school year.

### **Comprehensive Needs Assessment**

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

The Spring 2014 third grade NYS ELA examination results indicate that 92% of students at our school did not meet grade level proficiency. The Spring 2014 fourth grade NYS ELA examination results indicate that 93% of students at our school did not meet grade level proficiency. Our Fountas and Pinnell Benchmark Assessment results for Spring 2014 indicate that 57% of students in grades K – 2 met or exceeded grade level expectations. . Our Fall 2014 data indicates that 51% of students on grades K-5 met or exceeded grade level expectations on the Fountas and Pinnell Benchmark Assessment. The Fall 2014 IReady online assessment indicates that 100% of Kindergarten students scored below expected grade level, 10% of Grade 1 students scored at or above grade level expectation, 7% of Grade 2 students scored at or above grade level, 34% of Grade 3 students scored at or above grade level, 6% of Grade 4 students scored at or above grade level, and 7% of Grade 5 students scored at or above grade level. Analysis of the Accuracy, Fluency, and Comprehension scores on the Fountas and Pinnell assessment along with an analysis of the same on the IReady assessment shows that both comprehension and fluency are inadequate at levels at which students can decode with 98 – 99% accuracy. Further examination of student work, conferences, and formative assessment throughout the 2013-2014 school year indicates that the speaking and listening areas of the Common Core are in need of strengthening. Our past inquiry work has shown us that development of language through listening and speaking correlates to better reading comprehension.

### **Instructional Strategies/Activities**

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

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

1. All teachers will gather and use formative and summative data to drive instruction.
2. All classes will utilize the TCRWP reading and writing calendars as curriculum resources for reading and writing.
3. Level 2 students on grades 3 and 4 will receive AIS instruction on a pull out/push in basis 3 – 5 times per week.
4. Level 2 students on grades 1 and 2 will receive AIS instruction on a pull out basis 5 times per week.
5. Targeted students on grades 3, 4, and 5 will participate in a Saturday Academy, focusing on ELA for 1½ hours per week.
6. Level 1 students on grades 1 – 5 will receive AIS instruction within the regular program from the classroom teacher.
7. Strengthen the core instructional program to better meet the demands of the Common Core.

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

1. All teachers.
2. All teachers
3. AIS teacher
4. Cluster teachers
5. Saturday Academy teachers and supervisor
6. All classroom teachers
7. All teaching staff and supervisors

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

1. Student reading progress will be measured using the Fountas and Pinnell Benchmark Assessment System three times per year, in October, March, and May.
2. Baseline, Midyear, Endyear writing samples as measured against the TCRWP rubric.
3. Frequent running records as part of the LLI system, IReady online assessment 3 times per year, NYS ELA exam.
4. Weekly response to literature pieces, F & P Benchmark Assessment 3 times per year, I Ready online assessment 3 times per year.
5. Frequent running records, work samples, F & P Benchmark Assessment 3 times per year, I Ready online assessment 3 times per year, NYS ELA examination.
6. Frequent running records, work samples, response to literature pieces, F & P Benchmark Assessment 3 times per year, I Ready online assessment 3 times per year, NYS ELA examination on grades 3 – 5.
7. NYS ELA examination on grades 3 – 5, F & P Benchmark Assessment three times per year, Reading Response pieces, Writing Benchmark Assessment 3 times per

year, unit writing pieces.

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

1. The program will run from October 1, 2014 until June 26, 2015
2. The program will run from October 1, 2014 until June 26, 2015
3. The program will run from October 1, 2014 until June 26, 2015
4. The program will run from November 1, 2014 until June 26, 2015
5. The program will run from November 22, 2014 until May 1, 2015
6. The program will run from November 1, 2014 until June 26, 2015.
7. The program will run from September, 2014 until June, 2015.

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

1. Teachers will work with the data specialist and in grade teams to gather and examine school, grade, class, and individual data to identify trends and patterns. The findings from this analysis can be used to make instructional decisions that will help to move students forward.
2. Staff developer and calendar day support will help teachers to plan instruction using the TCRWP Reading and Writing Calendars and Units of Study. Teachers will unpack the units and use assessment data to prioritize instructional goals.
3. The AIS teacher will plan lessons using the Fountas and Pinnell Leveled Literacy Intervention System. This system includes frequent running records to monitor progress as well as group and independent practice.
4. The cluster teachers will plan lessons for targeted students. This program will focus on reading comprehension and listening and speaking skills as outlined in the CCLS. The teachers will utilize good children's literature for read aloud, as well as thought provoking pictures and puzzles that will build students' ability to focus on details, organize and sequence information, locate the central theme, and respond to literature. The children will complete a response to literature piece each week. These pieces will be kept as a record of student progress.
5. The Saturday Academy will focus on reading instruction, with an emphasis on comprehension. Students will practice comprehension strategies using text read aloud, read independently, and with partners. They will have the opportunity to participate in literature discussions that will help them to delve more deeply into text, making inferences and connections and drawing conclusions that can be supported by the text. They will have frequent reading response pieces and running records to help monitor progress.
6. All classroom teachers will identify struggling readers in their classroom who are not receiving assistance from one of the other programs in the school. These students will work in small groups and individually with the teacher every day on skills and strategies identified through frequent assessment and progress monitoring. At the end of six weeks, students who are still not making adequate progress will be referred to the school based Student Support Team (SST). The SST will work to develop an action plan to help the student improve. Implementation of the plan will be closely monitored and the student will be assessed to monitor progress. If, after several SST cycles the student is still not making adequate progress a referral for special education services will be considered.
7. Teachers will participate in professional development with Teacher's College in order to adopt the TCRWP Reading and Writing Calendars as curriculum to support the Common Core Standards. Grade level teams will work together to plan for instruction, drawing upon best practices and using assessment data to inform and prioritize.

***Strategies to Increase Parental Involvement***

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

Parents will receive an AIS progress report for their children three times per year. The AIS teacher is available to meet with parents to discuss their child's progress and what parents can do to support growth in ELA at home. There are parent workshops held throughout the year to help parents understand the CCLS and how the changes in the curriculum effect their children. All parents, including parents of ELLs and SWDs are invited to attend. Spanish translators translate at all parent workshops and meetings.

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015 at least 10 percent of our student population, including ELLs and Students with Disabilities, will show an increase of one year or more in mathematics as evidenced by the school-wide benchmark assessment (from Go Math and PARCC) in mathematics (Kindergarten-Grade 3) and the Grade 4 and 5 NYS Math Assessment

### Comprehensive Needs Assessment

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

The Spring 2014 State Mathematics Exam results indicate that 18% of students in grade 3 met or exceeded grade level proficiency. The Spring 2014 NYS Mathematics Exam results indicate the 31% of students in grade 4 met or exceeded grade level proficiency. This represents a 13% increase in students meeting grade level proficiency over the 2013-2014 exam. The following table shows the percentage of questions answered correctly in each of the Common Core domains for each grade on our Spring 2014 Prerequisite Skills Test: (This assessment was designed to measure skill mastery across the Common Core for Mathematics for the next grade.)

Grade (Spring 2014)	Counting & Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations – Fractions	Measurement and Data	Geometry
K	65%	62%	49%	N/A	67%	72%
1	N/A	52%	59%	N/A	23%	43%
2	N/A	40%	41%	N/A	41%	47%
3	N/A	54%	45%	63%	53%	38%
4	N/A	28%	38%	29%	21%	25%

Further analysis of the prerequisite exam data gives us a better idea of which areas within the Common Core need strengthening.

**2014-2015 Grade 1** – Students need further strengthening in counting forward beginning from a given number within the known sequence, writing numbers from 0 to 20 to represent a number of objects with a written numeral 0-20, identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, fluently adding and subtracting within 5, composing and decomposing numbers from 11 to 19 into ten ones and some further ones and recording each composition or decomposition by a drawing or equation, understanding that these numbers are composed of tens ones and one, two three, four, five, six, seven, eight, or nine ones, describing measurable attributes, classifying objects into given categories, counting the numbers of objects in each category and sorting the categories by count, and analyzing and comparing two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

**2014-2015 Grade 2** – Students showed strength in using place value understanding and properties of operations to add and subtract (multiples of 10 from multiples of 10). They were approaching standard in partitioning circles and rectangles into two and four equal shares, and describing the shares. All other areas of the Common Core were at performance level 1 and should be strengthened in order to help ensure success on the Grade 2 standards.

**2014-2015 Grade 3** – Students in grade 3 scored at performance level 1 on all domains of the grade 2 Common Core mathematics on the Spring 2014 Prerequisite Skills Exam. They will require a great deal of review as they begin to move forward into the grade 3 domains.

**2014-2015 Grade 4** – Students in grade 4 showed strength in interpreting products of whole numbers as the total number of objects in groups of  $x$  objects each, using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, understanding a fraction  $1/b$  as the quantity formed by a 1 part when a whole is partitioned into  $b$  equal parts; understanding a fraction  $a/b$  as the quantity formed by parts of size  $1/b$ , recognizing area as an attribute of plane figures and understanding concepts of area measurement, and measuring area by counting unit squares. All other areas of the Common Core were evaluated at performance level 1 and must be reviewed and strengthened in order to ensure success moving forward into the grade 4 domains.

**2014-2015 Grade 5** – Students in grade 5 scored at performance level 1 on all domains of the grade 4 Common Core mathematics on the Spring 2014 Prerequisite Skills Exam. They will require a great deal of review as they begin to move forward into the grade 5 domains.

The Fall 2014 IReady Online Math Assessment indicates that 10% of kindergarteners scored at or above grade level overall, 2% of first graders scored at or above grade level overall, 0% of second graders scored at or above grade level overall, 15% of third graders scored at or above level overall, 5% of fourth graders scored at or above grade level overall, and 6% of fifth graders scored at or above grade level overall. Further analysis of the mathematics domains as assessed by I Ready supports the findings of the prerequisite exam as described above.

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

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

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

1. All classes will use Number Talks each day.
2. Targeted students on grades 3, 4, and 5 will participate in a Saturday Academy, focusing on Mathematics for 1½ hours per week.
3. Strengthening the core instructional program in mathematics to better meet the demands of the Common Core.
4. Guided Math Day each week.
5. AIS instruction will be provided within the existing classroom structure.
6. Students will complete exemplars and word problems aligned to the standards.
7. Students on math level PK – 2 will be provided with a math tool kit and taught how to correctly use it.
8. Workshop model will be used in all math lessons.

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

1. All classroom teachers, Generation Ready Math Consultant
2. Saturday Academy Teachers, Saturday Academy Supervisor
3. All teachers, Generation Ready Math Consultant, Assistant Principals
4. All classroom teachers, all students.
5. All classroom teachers, students as identified as being at risk of failure.
6. All classroom teachers, all students
7. All classroom teachers of students math level. PK – 2 and all students on math levels PK – 2.
8. All classroom teachers

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

1. Teacher plans will indicate Number Talks taking place daily and supervisor observations will also indicate number talk taking place daily. Students' math skills will show growth on the unit checkpoints and the daily exit tickets.
2. Math checkpoints and other formative assessment including conferences and exit tickets. Progress on the Baseline, Midyear, and Endyear school wide mathematics assessment.
3. Schoolwide mathematics baseline, midyear and endyear assessments, Grade 3 and 4 New York State Mathematics Exam, I-ready Mathematics Assessment.
4. Schoolwide mathematics baseline, midyear and endyear assessments, Grade 3 and 4 New York State Mathematics Exam, I-ready Mathematics Assessment.
5. Schoolwide mathematics baseline, midyear and endyear assessments, Grade 3 and 4 New York State Mathematics Exam, I-ready Mathematics Assessment.
6. Improved performance on exemplars and word problems aligned to the standards.
7. Proper use of math tools for completion of math tasks and activities will be in place.
8. Supervisor observations and teacher plans will indicate the workshop model in use in all math lessons.

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

1. This program will run from September, 2014 until June 2015.
2. This program will run from October 1, 2014 until June 26, 2015.
3. This program will run from September 2014 until June 2015.
4. This program will run from September, 2014 until June 2015.
5. This program will run from November, 2014 until June, 2015
6. This program will run from September 2014 – June 2015
7. This program will run from October 2014 – June 2015
8. This program will run from September 2014 – June 2015

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

1. Teachers received professional development from our Generation Ready consultant in mathematics on the importance of numbers talks and how to conduct them in September. They continue to receive ongoing support from the consultant in continuing to implement this strategy. Each class has number talk as part of their math instruction each day.
2. The Saturday Academy will provide 1½ hours of instruction in mathematics each week. Students will participate in collaborative problem solving, number talk, problem of the day, and other best practices in mathematics instruction. Our Generation Ready consultant will work with the Saturday Academy teachers to support their instruction, using both formative and summative assessment data to make instructional decisions.
3. Teachers will receive ongoing professional development from our Generation Ready Consultant, Assistant Principals, and outside workshops to strengthen their practice around mathematics. They will participate in grade level planning and evaluation of student work in order to better understand the impact of number talks and

the use of manipulative materials in teaching mathematical concepts. Classroom observations and teacher plans will reflect an increasing use of manipulative materials in all mathematics lessons. Professional development will also center around creating a better understanding of the expectations of the Common Core in mathematics to better create college and career readiness for our students.

4. Mathematics instruction on Fridays will be provided in a guided math format. Students will be grouped based upon assessed needs and will receive small group instruction. This instruction will be targeted and specific, thus meeting the needs of each student. All groups will use appropriate manipulative materials to help students better conceptualize mathematical ideas, allowing them to understand the reasoning and logic behind the algorithms that allow them to solve mathematical problems. Student needs will be assessed using daily, formative observations, exit tickets, I-ready assessment and instructional data, as well as checkpoint and unit assessments.
5. AIS instruction will be provided within the classroom structure. Teachers will identify students who are at risk of failure of the year. These students will be provided with additional instructional support to help close the gap between their achievement level and the grade level standard.
6. All students will work on exemplars in each math unit. Students will be given the opportunity to work both collaboratively and independently. Students will complete the word problems provided at the beginning of each Engage NY lesson that align with the Common Core and exemplify the skills and concepts being taught in the lesson. Students will utilize the eight step problem solving template to ensure that they have done all of the necessary work in solving the problem.
7. Students will use their math tool kit, which includes the five and ten frames as well as other math tools and manipulatives common to elementary mathematics. They will learn to use the tool kit to identify the best tool needed for a given task or activity. K-2 mathematics will focus on number facts and the use of ten frames. Grade 3-5 mathematics will focus on conceptual understanding of tables and ensure all tables are known by the end of march, a requirement of the CCLS aligned state tests.
8. All teachers will use the workshop model to teach mathematics. This will eliminate the whole group and focus on small groups, allowing the teachers to spend more time with students who are at risk of failure and with small groups in need of additional support on specific concepts or skills.

**Strategies to Increase Parental Involvement**

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

Parents will receive an AIS progress report for their children three times per year. The AIS teacher is available to meet with parents to discuss their child's progress and what parents can do to support growth in math at home. There are parent workshops held throughout the year to help parents understand the CCLS and how the changes in the curriculum effect their children. All parents, including parents of ELLs and SWDs are invited to attend. Spanish translators translate at all parent workshops and meetings.

**Budget and Resource Alignment**

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

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

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

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

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

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

By June 2015 all teachers will show 10% improvement in effective teaching practices measured against progress along the continuum, as described in the Danielson Framework for Teaching rubric as evidenced by teacher observation reports.

#### **Comprehensive Needs Assessment**

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

Both ELA and Mathematics results from spring, 2014 indicate that a majority of our students do not meet grade level standard. 7% of students in grade 3 and 8% of students in grade 4 ELA and 18% of grade 3 and 31% of grade 4 students met or exceeded grade level standard in mathematics on these exams. Our F & P Benchmark Assessment Fall 2014 indicates that 51% of students meet or exceed grade level expectation. The Fall 2014 IReady online assessment indicates that 100% of Kindergarten students scored below expected grade level, 10% of Grade 1 students scored at or above grade level expectation, 7% of Grade 2 students scored at or above grade level, 34% of Grade 3 students scored at or above grade level, 6% of Grade 4 students scored at or above grade level, and 7% of Grade 5 students scored at or above grade level expectation. Analysis of the Accuracy, Fluency, and Comprehension scores on the Fountas and Pinnell along with the IReady assessments shows that both accuracy and fluency are inadequate at levels at which students can decode with 98 – 99% accuracy. This lack of achievement is indicative of a need to change teaching practice.

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

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

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

1. Professional development aimed at increasing understanding of effective teacher practice and the impact on student achievement done in a minimum of 4 cycles with feedback.
2. ESL teachers will participate in workshops given by the OELL (Office of English Language Learners) and CFN 109 in order to improve the delivery of instruction to ELL's .
3. All classroom teachers will participate in professional development centered around the use of the TCRWP units of study in Reading and Writing.
4. All teachers will participate in a Professional Learning Community (PLC) in order to study RTI, Data Analysis, and Effective Teaching Practices in 3 cycles with feedback.

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

1. All staff, Mathematics Consultant, Literacy Consultant, Literacy Coach
2. All ESL teachers
3. All teachers of ELA.
4. All teachers.

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

1. Statewide ELA and Mathematics assessment results, formative assessment results, teacher observations
2. Attendance records and sign in sheets will reflect attendance at workshops.
3. Running Records, Reading Response Pieces, Baseline, Midyear, Endyear writing assessment, writing unit exemplar pieces, NYS ELA exam on grades 3 – 5, I Ready online assessment three times per year on grades K – 5.
4. Meeting agendas, minutes, and sign in sheets.

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

1. September, 2014 until June, 2015.
2. September, 2014 until June 2015
3. September 2014 – June 2015
4. October 2014 – June, 2015

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

1. Teachers will participate in professional development activities with a focus on the Charlotte Danielson rubric and effective teacher practice. Professional development will be provided in house by our instructional coach, assistant principals, and consultants. Teachers will also have the opportunity to attend outside workshops and conferences. Teachers will participate in PLC's around the topics of Response to Intervention, Data Analysis, and Improving Teacher Practice within

Instruction weekly.

- Teachers of ELLs will attend workshops hosted by the OELL throughout the year. Monthly course offerings are disseminated to the teachers of ELLs and they work with the administration to choose workshops that will best meet the needs of their students. Coverage is provided for workshops taking place during school hours.
- Teachers will work with the Teacher's College staff developer for their grade strand (K – 2 or 3 – 5) for ten cycles this year. The cycles will center around Lab sites on each grade along with guided discussion with the staff developer. Additionally, the staff developer will assist the teachers in “unpacking” the curriculum calendars and units of study to best meet the needs of the students. Teachers will participate in Calendar Days at Teacher's College around topics relevant to their classroom experience.
- Teachers will participate in PLCs to study RTI, Data Analysis, and Effective Teaching Practices in 3 cycles with feedback. These groups will meet on Mondays from 2:20 – 3:40 pm. Feedback will come from supervisors and other team members.

**Strategies to Increase Parental Involvement**

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

This goal does not involve parents as it is aimed at the supervision of pedagogical personnel.

**Budget and Resource Alignment**

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

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

## **Goal and Action Plan #4**

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

### **Annual Goal #4**

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

By June 2015 the level of parent attendance at workshops will show an increase of 5% as evidenced by the level of parent response rate on the New York City Learning Environment Survey along with parent workshop and event sign in sheets.

### **Comprehensive Needs Assessment**

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

An analysis of sign in sheets from parent workshops and parent response rates on the Learning Environment Survey indicates a decrease in parent participation.

### **Instructional Strategies/Activities**

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

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

1. Fall Festival to be held in the evening to "kick off" family events for the school year.
2. Parent workshops throughout the year.
3. Presentation regarding the Learning Environment Survey (LRS) during March Afternoon and Evening PTC.
4. Increase notifications and visual displays regarding all parent events.

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

1. Principal, volunteer teachers and other staff, Parent Association Executive Board Members, All Parents and Students, Young Audiences Square Dancing Artist
2. School Social Worker, Principal, Assistant Principals, Instructional Coach, Parent Coordinator, Other school personnel as needed, PA Exec Board, Parents.
3. Learning Environment Survey Coordinator, Parent Coordinator, Teachers, Parents
4. Learning Environment Survey Coordinator, Parent Coordinator, Teachers, Parents, Students

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

1. Sign in sheets will show rate of attendance.
2. Sign In sheets and Agendas, exit questionnaires given periodically
3. Sign in sheet at LES table during PTC conferences,
4. LES response rate will increase.

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

1. October 1 – 31, 2014
2. Sept. 2014 - June 2015
3. March 18, 19, 2015
4. February and March 2015

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

1. A Fall Festival evening will be organized to provide students and families the chance to meet school staff in an informal atmosphere. This will help to build rapport among parents and staff in order to allow for greater communication. Attendees will participate in arts and crafts activities, pumpkin decorating, refreshments, and an hour of square dancing, celebrating the historic significance of the Fall Harvest in America.
2. Parent Workshops will be held at least once per month on topics mandated by the DOE as well as topics parents have expressed an interest in learning about. The workshops will be designed to provide parents with timely information about their children's education, the school, Dept. of Education initiatives, social and societal issues, and other areas of concern to parents. All workshops are open to the entire school population and all are welcome to participate. Interpretation services in Spanish are provided at all workshops.
3. The Learning Environment Survey Coordinator will set up and man a table presenting the benefits to the school of the LES. Parents will be encouraged to complete their survey during the PTC either on paper or online. A reward program will be enacted to encourage all parents to return their survey or a tear off sheet indicating that they have completed the survey online.
4. Flyers will be sent home before the surveys arrive, with the surveys, and throughout the survey process in both English and Spanish. We will have a poster contest among the 3 – 5 graders in both buildings to produce posters encouraging parents to complete and return the survey. The LES posters that are provided will be displayed both inside and outside both buildings. Teachers will put reminders on the weekly homework sheets during the survey return period.

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

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

This goal and all strategies described are aimed at increasing parent involvement.

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	1. Leveled Literacy Intervention System  2. Focused reading comprehension instruction READY Reading IReady Instructional  3. Getting Ready for the NYSESLAT Readers Theater  5. Reading Comprehension Vocabulary Development Constructed Response	1. Small Group Pull Out/Push In  2. ICT classes, Parallel teaching, station teaching, Small Group/ One on one instruction  3. ESL Afterschool Program  4. Saturday Academy	1. During the school day, 3-4 periods per week  2. During the Literacy Block in all classrooms  3. Three Afternoons per week  4. Saturday from 9:00 – 10:30
<b>Mathematics</b>	Guided Math Lessons Math Talk Problem Solving – Polya method Skill practice	Whole Class Instruction  ICT classes, parallel teaching, station teaching.  Saturday Academy  Small Group Instruction	During the school day, during math station time and during Guided Math.  Saturday from 10:30 am– 12:00 pm
<b>Science</b>	Science content is embedded in ELA instruction	1. Small Group Pull Out  2. ICT classes, Parallel teaching, station teaching, Small Group/ One on one instruction  3. ESL Afterschool Program  4. Saturday Academy	1. During the school day, 3-4 periods per week  2. During the Literacy Block in all classrooms  3. three afternoons per week  4. Saturday from 9:00 – 10:30
<b>Social Studies</b>	Social Studies content is embedded in ELA instruction	1. Small Group Pull Out  2. ICT classes, Parallel teaching, station teaching, Small Group/ One on one instruction	1. During the school day, 3-4 periods per week  2. During the Daily Five in all classrooms

		3. ESL Afterschool Program 4. Saturday Academy	3. Three afternoons per week 4. Saturday from 9:00 – 10:30
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk counseling by social worker & Guidance Counselor	Small Group and one on one	During the School Day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Every effort is made to hire fully qualified staff as evidenced by the 100% rate of fully licensed and permanently assigned staff at this school. 56.1% of our staff has been teaching more than five years and 68.3% more than two years at this school. 80% of the teachers have a masters degree or higher. New hires must have a current license qualifying them for the position as evidenced by the 100% of core classes taught by "highly qualified teachers". Active recruitment through job replacement at local colleges and universities and at DOE job fairs each spring attracts a large pool of highly qualified teachers from which new hires are chosen after a careful interview and screening program involving administrators, teachers, and parents.

**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).
Highly qualified and on-going professional development for teachers, principals, and paraprofessionals (and where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the Common Core State Standards.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State, and Local funds are used to provide our Social Worker with the resources necessary to assist our families with all needs. Students in temporary housing receive free breakfast and lunch status, and are supplied with all necessary tools for learning. These families can receive assistance in locating mental health, health, and other social services as available in our local community. At risk counseling is provided as needed by our social worker and guidance counselor. Health Fairs are held twice each year to help make parents aware of the resources available in our community.

**SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We hold joint parent involvement workshops by notifying and welcoming all parents of pre-k children at our workshops and disseminating information about workshops being held at the Head Start program. Many of our kindergarteners come from the La Peninsula Head Start that shares the building with the 173 site. We use the teachers in that program as a resource to get early information about special needs children so that we can better prepare for them within our program. The incoming kindergarten students along with children from the local "Trabajamos Community Headstart" program get the opportunity to tour our building and visit with the kindergarten teachers in late June to help them feel more comfortable about coming to school. All children who attend the orientation receive a preparatory packet to give them and their families an idea of some of the skills they will need in kindergarten.

**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.
Our special education team which consists of teachers from all grades in the school along with our grade level teams preview new assessment measures before decisions are made. The school team reviewed all options before choosing our Local Measure of Student Progress (MOSL) this fall. Our Inquiry work this year involves four Professional Learning Community (PLC) Cohorts These cohorts center around: Response to Intervention grades K – 2, Response to Intervention grades 3 – 5, analyzing Data to Identify Student Needs, and Improving Teacher Practice to Better Meet the Common Core Standards. The

PLC meetings take place every Monday from 2:20 – 3:40. Teachers attend off-site workshops and conferences to help build their pedagogical knowledge around meeting the high demands of the Common Core. Information from conferences and workshops is shared at grade and faculty and grade meetings. Consultants in ELA and Math as well as our in-house instructional coach work with teachers on an ongoing basis to help refine and improve classroom practice.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

**Title I Parent Involvement Policy and School/Parent Compact - PS 236**

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 236 [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 236'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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 236 will support parents and families of Title I students by:

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

PS 236'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 PS 236 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, PS236 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening) to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and translate all critical school documents and provide interpretation during meetings and events as needed.

**PS 236 will further encourage school-level parental involvement by:**

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing Parent Resources including a lending library and instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar designed to keep parents informed about school activities, and
- providing school folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

## School Parent Compact

PS 236 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

### School Responsibilities

PS 236 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards as follows:
  - Utilization of the Daily Five and Cafe Models in Reading and the Workshop Model in Writing, Mathematics and other curriculum areas where applicable.
  - Units of Study that are closely aligned with the Common Core State Standards. Reading and Writing Units of Study will be adopted as part of the Teacher's College Reading and Writing Project. Mathematics Units of Study will be adapted from Engage NY.
  - Coaching to ensure uniformity from class to class.
  - Provision of Academic Intervention Services (AIS) in Literacy and Mathematics when necessary.
  - Infusion of the Principles of Learning into all instruction: Clear Expectations, Academic Rigor, and Accountable Talk.
  - Individual and group goal setting to encourage student accountability and achievement.
2. Hold parent-teacher conferences twice annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and March as specified by the NYCDOE School Calendar. Additionally, two open school nights will be held, one in September and one in May as specified in the NYCDOE School Calendar.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: periodic progress reports, holdover action plans for at risk students, Individual Academic Action Plans for holdover students, SST action plans for students identified as in need of additional support, parent/teacher meetings as necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will receive a copy of the teacher's preparation period schedule. Parents may meet with a teacher during any preparation period either by appointment or as a walk in. All teachers are available to meet with parents on Tuesdays from 2:20 – 3:05 pm. Parents may request conferences at other times and accommodations will be made whenever feasible.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may sit in on their child's class upon request, Learning Leaders parent volunteers may provide assistance in their child's class or in other areas of the school.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program Plan, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways::

- Ensure that children arrive at school on time and prepared to learn.
- Make sure that homework is completed.
- Monitor the amount of television our children watch.
- Volunteer in our children’s classrooms, if possible.
- Participate, as appropriate, in decisions relating to our children’s education.
- Promote positive use of our children’s extracurricular time.
- Stay informed about our children’s education and communicate with the school by promptly reading all notices from the school or the school district either received by our children or by mail and respond, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adults who are responsible for our welfare all notices and information received by us from our school every day.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

•  
**DBN: 09X236**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	\$420,479.73	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$156,368.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,281,065.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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



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

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 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: Langston Hughes Young Explorer	DBN: 09x236
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# 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: All ELLs are invited to participate in the Title III after school program. The Title III after school program will service 34 ELLs in Kindergarten through 5th grade. The program will house all levels of ESL learners across grades K-5. There are 8 Kindergarteners who were identified as ELLs based upon the NYSITELL. Based on 2014 NYSESLAT results, proficiency levels for students in Grades 1-5 break down as follows: Grade 1: 2 Beginners, 2 Intermediates, 4 Advanced; Grade 2: 1 Beginner, 3 Intermediates; Grade 3: 1 Beginner, 2 Intermediates, 2 Advanced; Grade 4: 4 Advanced; Grade 5: 1 Intermediate, 4 Advanced.

The program will meet on Wednesday and Thursday afternoons for 80 minutes each day from January 7, 2015 through April 30, 2015. In order to address the needs of our English Language Learners, the students will be grouped by grade level. The program will be comprised of four (4) classes divided as Grade K, Grades 1-2, and Grades 3,4 & 5. Students will be further subgrouped by proficiency level in Grades 1-2 and Grades 3, 4, & 5 to ensure tailored instruction according to student need.

The program will focus on promoting success on the NYSESLAT, supporting Common Core curriculum goals, and helping students overcome language barriers. The program will use direct instruction to emphasize the four language modalities as assessed by the NYSESLAT. Students will work in collaborative learning situations, which will provide them with opportunities to use language with many different audiences. We consider technology to be an integral part of the program and give the students use of SmartBoards and computer programs to enhance and reinforce learning. Each classroom has multiple computers. In addition, there are ELMOs available for use in the building to enlarge and enhance print and read-aloud experiences. We have digital recorders which students can speak into and then listen to what they have said in order to improve oral language development.

Approximately 50 minutes of each session will be devoted to literacy. In the lower grades we will focus on initial/beginning sounds, final/ending sounds, and blends using various literacy games and online activities for reinforcement. Rigby leveled readers will be used for guided reading instruction. "Let's Talk About It" by Mondo Publishing will be used to support oral language, vocabulary development and shared and independent writing. Upper grade ELLs who must take the ELA test in April will participate in an ELA block to improve their literacy skills in English. "HOT Topics" (High Interest Reading) by Evan Moor Publishing will be used to give direct instruction of reading strategies through the use of engaging text. Each lesson is leveled and has a specific reading strategy, explicit teaching of key vocabulary words and text features, guided reading strategies to improve comprehension, and opportunities to reflect on the reading through discussion and written response.

### Part B: Direct Instruction Supplemental Program Information

There is an accompanying audio CD specifically designed to give extra support to English Language Learners.

In addition, all grades will use Continental Press' Empire State NYSESLAT, which is designed to replicate each section of the NYSESLAT and assist in familiarizing the students with the state assessment. This program gives practice in multiple-choice, written response, and oral-response questions through the listening, reading, writing, and speaking domains. This portion of the after-school session will last approximately 30 minutes.

Four teachers will provide direct instruction in the after school program--three certified ESL teachers and a certified bilingual (Spanish) teacher. Instruction will be in English, with native language support when necessary.

### 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:

Our school's professional development program is extensive and ongoing. All teachers of English Language Learners are included in the professional development opportunities. Teachers who work in the Title III after school program will participate in a study group once a week after school and use an inquiry approach in planning and evaluating the instruction that is delivered to the children. We will use "Making Content Comprehensible for English Learners: The SIOP Model" by Jana J. Echevarria, MaryEllen Vogt, and Deborah J. Short as the text to guide our discussion. Our goal is for teachers to begin planning and implementing lessons incorporating the model of sheltered instruction.

In addition to the study group, Title III staff who attend workshops and conferences offered by Children First Network 109 and New York City Department of English Language Learners and Student Support (DELLSS) are required to turn-key information learned.

As of the 2014-2015 school year, we have joined the Teachers College Reading and Writing Project (TCRWP). We have two TCRWP site-based staff developers, 1 for grades K-2, and 1 for grades 3-5. The staff developers will each provide 10 days of in-house professional development. Each staff developer provides demonstration teaching and collaborative coaching within classroom lab sites for teachers to learn the structures, methods, and expectations for a rigorous reading and writing workshop. Classrooms of teachers of ELLs are the designated lab sites on each grade level.

In addition to the on-site school coaching by TCRWP staff developers, all teachers of ELLs are invited to participate in various Teachers College "Calendar Day" conference days on campus at Teachers College. Teachers of ELLs participate in:

--Strategies for Reading for English Language Learners Who Struggle (and for All Your Readers!)

### Part C: Professional Development

- Small Group Work in Reading and Writing with English Language Learners: Practical and Powerful Methods for Assessment-Based Teaching Across Many Contexts
- A Day for Families: Supporting a Child's Reading and Writing Takes ALL of Us, Working Together
- UDL and the Reading Workshop: Strategies for Helping Move Students Who Currently Struggle With Reading
- Book Clubs and Partner Talk for English Language Learners: Comprehension Through Conversation

Our TCRWP staff developers not only provide in-class lab site work, but also lead a study group aligned to each grade level. Teachers work together to help our classrooms focus on data-based instruction, the Common Core standards, content area literacy, the Danielson framework, and using formative assessments to support students' progress along learning pathways. All teachers of ELLs are included in these study groups.

### 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:

PS 236 has a high degree of parent involvement on the part of parents of ELLs. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Last year we had 299 parents (83%) respond to our Learning Environment Survey. In 2013-2014, we had 250 parents (75%) respond to the Department of Education School Survey. 96% of parents surveyed said they strongly agree or agree that "the school keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school". 99% of parents surveyed strongly agree that our school communicates with them in a language that they can understand. All materials and correspondence sent home from the school are provided in both English and Spanish and an interpreter is present at any parent-teacher meeting where it is necessary. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join all activities. Interpretation services in Spanish are provided at all gatherings involving parents.

We ensure that parents' needs are met through a variety of ways: our September "Curriculum Night", Parent-Teacher Conferences, the Department of Education School Survey, Face to Face Interviews, ARIS Parent Link, open communication with our social worker and bilingual (Spanish) parent coordinator, and informal parent-teacher meetings and communication.

### Part D: Parental Engagement Activities

Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Parent meetings and workshops for parents of ELLs are held monthly, in the morning, and address the following topics: (Spanish interpretation is provided)

- October, 2014-Strengthening the Connection Between the Home and School-Discussing the school role, providing support to parents' disciplinary efforts, discussing assessments: NYSITELL, NYSESLAT, NYS ELA, NYS Math, NYS Science. Testing modifications will be discussed where applicable.

- November, 2014-The Middle School Application Process-Navigating the NYC public middle school application process and identify appropriate school choice for your child, including students with disabilities and English Language Learners

- December, 2014-Addressing Challenging Behavior at Home-Practical tools to understand and address challenging behavior at home.

- January, 2015-No Bullying!-Minimize the risk that your child will be bullied-or will be a bully. How parents can work with the school to confront this problem.

- January, 2015-Facebook to Texting--Living a Safe and Positive Digital Life.

- March, 2015-Learning the essential elements of advocacy that parents need to resolve disagreement in any system, including entitlements, business, medical or education

-December, 2014-Ongoing monthly workshop for families based on the "Cookshop" program.

Other topics as they arise throughout the year, as well as health issues, may also be addressed through parent meetings. The meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, Young Audiences New York (YANY)and Domestic Violence Intervention Center. All notices of the the meetings and materials are provided in both English and Spanish.

Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. 98% of parents responded in the 2013-2014 Department of Education School Survey that they strongly agree or agree that our school is responsive to parent feedback. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages.

### Part E: Budget

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

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

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

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

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

## Part I: School ELL Profile

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

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>236</b>
School Name <b>Langston Hughes Young Explorers Academy</b>		

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

Principal <b>Beverly Ellis</b>	Assistant Principal <b>A. Talukdar</b>
Coach <b>S. Tasch</b>	Coach
ESL Teacher <b>S. Rust</b>	Guidance Counselor
Teacher/Subject Area <b>Ramirez/Gr. 1</b>	Parent <b>tArellys Alequin</b>
Teacher/Subject Area <b>E. Torres/Gr. K</b>	Parent Coordinator <b>Gilberto Valette</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>3</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>387</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>10.59%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0									0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0									0
<b>Freestanding ESL</b>														
self-contained	0	0	0	0	0									0
Push-In	12	6	12	6	6									42
<b>Total</b>	<b>12</b>	<b>6</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>42</b>							

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	14
SIFE	1	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24	0	7	17	1	7				41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	24	0	7	17	1	7	0	0	0	41
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	11	5	11									37
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	0	1	0										3
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>41</b>							

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	0	0	1									4
Intermediate(I)	1	1	7	0	7									16
Advanced (A)	4	3	5	5	4									21
Total	7	5	12	5	12	0	0	0	0	0	0	0	0	41

**NYSESLAT Modality Analysis**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		1		0		0		12
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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

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

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

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

- 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.  
Our school is in the process of growing from an early childhood center to a K - 5 elementary school. We added grade 3 during the 2012-2013 school year and grade 4 this year, 2013-2014. We will add grade 5 next year. We have assessment results for our students in grade 4 based upon the Spring 2013 Grade 3 ELA, Mathematics, and NYSESLAT exams. Early literacy skills of ELLs in

grades K - 3 were assessed using the DRA and the I-Ready online assessment along with frequent teacher observations and informal running records for the 2012-2013 school year. The total school population scored 53% at levels 1 and 2 and 47% at levels 3 and 4 on the Spring 2013 DRA. Our ELL population scored 74% at levels 1 and 2 and 26% at levels 3 and 4 for the same assessment. The I-Ready results back this data up and provide a more detailed breakdown of the specific skills that our students still need to master. This indicates that there is a discrepancy between the reading achievement of our ELLs and our general population.

Our instructional program is based on a balanced literacy approach. Students are assessed and their needs are addressed through mini lessons, small group instruction, individual assistance, and computer assisted learning activities. An examination of the data for our ELLs indicates that more Tier II interventions are appropriate and will be provided through our day program, extended day program on grade 3, and Saturday Academy on grade 4.

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

The following are the Spring 2013 NYSESLAT results: Eight students performing at the beginner level in Spring 2012 performed at the Intermediate level in Spring 2013. Two students performing at beginner level in Spring 2012 performed at the Advanced level in Spring 2013. Three students performing at the Intermediate level in Spring 2012 performed at the Proficient level in Spring 2013. Four students performing at the Intermediate level in Spring 2012 performed at the Advanced level in Spring 2013. Four students performing at the Advanced level in Spring 2012 performed at the Proficient level in Spring 2013. Our data also shows that there are fifteen students in grades 3 and 4 who remained at the same proficiency level two years in a row: Eight students performed at Intermediate level in Spring 2012 and remained at Intermediate level in Spring 2013 and six students performed at Advanced level in Spring 2012 and Advanced level in Spring 2013. One student performed at the Advanced level in Spring 2012 and performed at the Intermediate level in Spring 2013. While 37% of students tested in both Spring 2012 and spring 2013 made 1 level of progress and 14% made 2 levels of progress, 43% remained at the same level of English Language Proficiency. 34% of our ELLs are students with disabilities. ELL students are included in all RTI Tier I and II activities on their grades: Tier I interventions in all classrooms, Pull Out/Push In intervention Three Times per week on grades 1 and 2, Extended Day instruction on grade 3, and Saturday Academy on grade 4. The Extended Day and Saturday Academy programs will utilize the Pathfinder instructional program along with sustained silent reading and read aloud. Students in grade 2 will utilize the Ready instructional program to target specific skills as identified by the I-Ready and running record assessments. ELL students will also receive targeted intervention as part of an ESL Afterschool Program beginning in November, 2013.

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

An examination of patterns across NYSESLAT modalities reveals that our students have their lowest scores on the writing subtest of the exam. This pattern is matched by a similar pattern for our nonELL students in all grades. Our vertical committee, which consists of teachers from all grades in the school, has begun to examine our writing program in order to determine what instructional shifts will best meet the needs of all of our students, including the ELL subgroup. We have introduced the Discussions 4 Learning vocabulary development program in order to provide a wider exposure to vocabulary through the visual arts. The program is designed to introduce new words, reinforce their use, and allow new vocabulary to become a part of everyday speaking and listening. All students listen to reading and write about reading as part of the Daily Five instructional model and are learning to become close readers as well as to write about reading. Our reading and writing units are all aligned to the Common Core and provide multiple entry points for our Students with Disabilities and our ELLs. The language acquisition needs of ELLs are considered and are being met across the curriculum as noted in the planning of our ESL teachers on each grade. Our instructional model provides ESL push in instruction full time in the classes of our ELL's. The ESL teacher is fully aware of the needs of the ELL students in her class and embeds this instruction into all lessons. ESL lessons are provided for the specified number of 360 minutes for our beginner and intermediate ELL's and for 180 minutes for our advanced ELL's.

4. For each program, answer the following:

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

a.

Freestanding ESL Program:

37% of our ELLs made 1 level of progress from 2011-2012 to 2012-2013. 14% of our ELL's made 2 levels of progress from 2011-2012 to 2012-2013. 43% of our ELL's remained at the same level of proficiency from 2011-2012 to 2012-2013, and 4% had a loss of 1 proficiency level from 2011-2012 to 2012-2013. The majority of the students who remained at the same level of proficiency were on the third grade level. 50% of those students are also students with disabilities (SWD). 30% of our second grade ELLs scored at

the Proficient level on the Spring 2013 NYSESLAT. 100% of the remaining ELLs currently in the third grade are at the advanced proficiency level. Six Kindergarten ELLs took the Spring 2013 NYSESLAT. One scored at the beginner proficiency level, two scored at the intermediate proficiency level, and three scored at the advanced proficiency level. Fourteen first grade ELLs took the Spring 2013 NYSESLAT. 21% scored at the proficient level, 36% scored at the advanced level, and 43% scored at the intermediate level.

An examination of our DRA data indicates a discrepancy between the percentage of ELLs scoring at or above grade level as compared to the total population. 100% of our ELLs who took the third grade ELA exam last spring scored at levels 1 and 2. This indicates that our ELLs are not making the progress they need in English Language Arts. An increase in Tier II interventions for these students is indicated for the fourth grade. Tier II interventions will be provided through the Saturday Academy and through pull out instruction during the day program. Due to the fact that we do not have a TBE or Dual Language program, no native language arts exams are given.

b.

The results of the ELL Periodic Assessments given last year were used to plan for interventions for our ELLs in preparation for the NYSESLAT exam. Individual student results were examined and analyzed and students received targeted assistance during the afterschool program and during the day program as appropriate.

c.

The ELL periodic assessments helped us to see what type of questions and what modalities were difficult for our students. We learned that many of our ELLs decode well, but do not assign meaning to what they read. We also learned that many of our ELLs have difficulty writing constructed responses. It appears as if they do not understand that they should answer the question posed in the prompt and often write a summary of the text read. This trend is mirrored by our general population as well. The periodic assessments let our instructional teams know that more work was needed in responding to literature both orally and in writing. We also learned that many of our ELL students have difficulty writing in full sentences and in well developed paragraphs. We have taken a closer look at how we track progress in writing and have developed better rubrics to help our students know what good, grade level writing looks like so that they can move their writing toward that goal.

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](#).)

After examining all data for our ELLs, our instructional teams meet to discuss core instruction.(Tier I) We believe that by strengthening the core instruction that children receive and by ensuring that the specific, diverse language acquisition needs of ELLs are being met at Tier I we can help our ELLs to achieve better in reading and all subject areas. When assessment indicates that an ELL student is in need of additional support, Tier II interventions are employed. At Tier II students receive targeted instruction outside of the core: instruction as part of a pull out or push in model, instruction during the extended day program, instruction during the Saturday Academy, or computer assisted instruction. The specific model used is dependent upon the students' needs and grade level. Frequent assessment of progress and needs is essential. The ESL specialists are able to assess academic as well as language acquisition needs of our ELL population so that the instructional needs of each student are updated and met.

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

The second language needs of ELLs are considered during all grade level planning. The grade level teams include general education, ESL, and special education teachers and meet weekly to plan for the core instruction on each grade. We also have a vertical planning team which consists of general education, special education, and ESL teachers from each of the grades in the school that meets weekly to plan for scaffolding of instruction across the grades. UDL is used in providing entry points and scaffolds in all curriculum areas to ensure that the needs of all students, including SWDs and ELLs, are being met. ESL teachers hold conferences and conduct formative assessment with ELLs, concentrating on their Reading, Writing, Listening, and Speaking skills in english. ELLs receive more frequent running records to assess reading growth. The ELL Afterschool Program uses the Curriculum Associates NYSESLAT preparation book on all grades which includes an assessment component.

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.).

We track the progress of our ELLs using the data from our running record benchmark assessment, periodic assessment, unit testing, performance tasks, and State testing as well as the NYSESLAT Exam. We compare data on our ELLs to the data of other subgroups as well as the mainstream population. We track our progress toward our AYPs for our ELLs, SWDs, and general education students and plan instruction to meet interim goals toward our end year goals. The Daily Five and Café instructional models allow students to make choices toward meeting personal goals and to set new goals as old ones are met. Students, including our ELLs and SWDs are becoming more aware of and accountable for their own learning. They work together with the teacher to identify their needs and to

set goals in all curriculum areas.

We evaluate our progress toward proficient second language acquisition using our NYSESLAT results. We track students across each year in which they take the exam, and note levels of progress. We identify students who have remained at the same proficiency level and administer additional assessment to try to determine why the student did not make at least one level of progress toward proficiency. We use the periodic assessments to track interim progress throughout the year and administer ELA and Mathematics benchmark assessments three times per year.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Parents of students new to the NYC public school system complete the Home Language Identification Survey (HLIS) during enrollment and registration at PS 236. The parent completes the HLIS to show what language the child speaks at home most of the time. Parents are provided with the forms in their native language, if available. Spanish translators are also available as part of our registration intake team. To ensure proper completion of these forms, Ms. Susan Tasch, our Bilingual Coordinator, meets with parents to make an initial determination of the child's home language. She also conducts an informal interview with the parent and child to determine Language Assessment Battery-Revised (LAB-R) eligibility and observations are then noted on the HLIS and an Other Than English Language Exposure (OTELE) Alpha code is marked on the HLIS. If an initial determination is made that the child is LAB-R eligible, the parent is informed that the child will be assessed using the LAB-R and explained its purpose. The LAB-R is administered within ten days of the student's registration in the NYC public schools. If the student's home language is Spanish and he/she does not pass the English LAB, the Spanish LAB is administered. The original HLIS is placed in the child's cumulative folder and a copy is kept on file in the Main Office.

All eligible English Language Learners (ELLs) are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). The RLER, HIBE, RHLA, and the RLAB are all used to help determine NYSESLAT eligibility. Special education students are provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan). Every Fall, continuation of service letters and non entitlement letters are given out to inform the parents of their child's progress towards reaching English proficiency as determined by their child's score on the NYSESLAT the previous Spring. The RLAT report from ATS lists both NYSESLAT and LAB-R scores for all eligible students and is used to help determine further eligibility and progress.

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.

When the first ten days of school have been completed and after the LAB-R assessment has been completed and English proficiency levels have been determined for newly enrolled students, an invitation to the parent orientation is given to the parents of eligible students in their native language (as available). Ms. Tasch, our Bilingual Coordinator, conducted the orientation in English with Spanish translation provided by one of our Bilingual Teachers, Ms. Torres. The parents viewed the "Orientation Video for Parents of Newly Enrolled English Language Learners" provided by the New York City Department of Education. At the conclusion of the video, the three program choices, (TBE, Dual Language, and Freestanding ESL) were reviewed and explained and parents were provided the opportunity to ask questions. Time models and descriptions of each of the program models were reviewed with parents so that they could make an informed choice as to which program they would prefer to select for their child. In order to ensure that parents understand all three program choices, all necessary forms and brochures were available in their native language (as available).

After the parents had completed the program selection forms, Ms. Tasch explained to the parents that although there are three programs recognized by the NYC public schools for ELL students, PS 236/173 only offers one program choice, ESL. She provided

more detailed information regarding our ESL program and the number of periods of eligibility, as per the CR Part 154 mandates for language instruction. She also explained that if any parent made a first choice selection of programs not currently offered in our school, that they were eligible to register their child at another school in our community that offers their first choice program selection (and that our school would work with the parent to find a school in the district that would reflect their program choice). However, if the parents opted to remain in our school, they were informed that periodically, throughout the school year, Ms. Tasch will check the list of parents who were interested in the other program models and if, at any point in the year, we have enough students to create a class of their first choice program models, we will inform them of the creation of the new class. Parents were informed that their program selection is for one school year, but that changing their child from program to program from year to year could be detrimental to increasing their child's proficiency in English and detrimental to their academic progress. Parents were also informed that because their child's service needs had now been determined, it might be necessary to move the child to another age appropriate class in order to better facilitate their receiving the ESL services that they are eligible for. The parent program selection forms were collected at the end of the meeting and the original was placed in each student's cumulative record and a copy was stored in the ELL compliance binder.

Orientation was held on a one-to-one basis for parents who had not been able to attend the first orientation. As new students register throughout the year, the orientation will be provided on a one-to-one/small group basis with translation as necessary/available.

After the parent orientation, a follow-up letter was sent home in both English and the native language (if possible), indicating the number of minutes their child is eligible to receive ESL services, as per CR Part 154. Parents were informed that the services would be provided within the regular classroom as part of regular instruction utilizing specialized ESL methodologies by the ESL certified teacher in the class.

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

Parent program selection forms were collected at the end of the parent orientation by Ms. Tasch and Ms. Torres. Parents were informed that failure to complete this form would be considered a selection for the Transitional Bilingual Education program option, as appropriate, as per CR Part 154.

Continued entitlement and eligibility letters in English and Spanish were distributed by Ms. Tasch to the students' classroom teachers, to be given to parents to inform them of their child's continued entitlement for ESL services. If parents have any questions about their child's entitlement and eligibility, the letter directs them to contact Ms. Tasch at the school.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After reviewing parent program selection forms, a follow-up letter was sent home in both English and the native language, indicating the number of minutes their child is eligible to receive ESL services determined by their LAB-R score, as per CR Part 154. Continued eligibility and minutes of instruction are determined by the child's score on the NYSESLAT in the Spring and parents receive a letter in both English and the native language (if possible) in the Fall, indicating the child's continued entitlement. All parent notification letters (continued entitlement, program placement, and non entitlement letters) are copied and kept on file in room 110 at the 173 site. An electronic copy of each letter is also maintained. The ELPC screen is updated during the first 20 days of school.

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.

ELLs are identified at the beginning of the year and placed in classes that are taught by a licensed ESL teacher. These students receive instruction that is designed to meet both academic and language acquisition needs. They receive additional ESL instruction as part of an afterschool program designed to support language acquisition and prepare the students for the NYSESLAT exam in the spring. An RLER report is obtained from ATS and all NYSESLAT eligible students are identified. The ESL teachers administer the exam as per the instructions from the State and following a schedule for testing as provided by the testing and bilingual coordinators. Each teacher administering the exam must sign out the exams for each of the four components and sign them back in when testing is completed each day. The Bilingual and Testing coordinators work together to make sure that all students are tested on all components and that all students absent for any part of the exam received a make up exam during the specified make up period.. All appropriate testing modifications are received as per the students' IEPs. Make up testing is scheduled for students who were absent for all or any part of the exam. We have one SIFE student who missed the entire exam and the entire make up period last spring and so did not take the exam. A meeting is being held with the parents to make them aware of the ramifications of having her miss this exam and to help them to plan their time in their native country so that the child will not miss instruction or the

NYSESLAT exam again this year.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
- Over the past few years, the program choices of the parents of our currently enrolled ELLs have trended this way: 2010-2011: ESL--25 TBE: 4 Dual language - 0, 2011-2012 ESL --12 TBE--11 Dual Language - 0, 2012-2013 - ESL - 6, TBE - 0, Dual Language - 0, 2013-2014 - ESL - 6, TBE - 0, Dual Language - 1
- In past years, our school had a diminished number of ELLs eligible for services and we transitioned our school program to provide ESL to reflect the first choice of the parents of our newly enrolled ELLs. Our program models offered are in alignment with parent choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Our school employs a co-teaching push in organizational model for our ESL instruction. Our ELLs are instructed in ICT classes by an ESL teacher partnered with a special education teacher. This model was chosen in order to make the best use of our resources. Examination of the needs of ELLs and SWD's over several years indicated that both groups of students would benefit from smaller instructional grouping, parallel teaching. increased time on task, and lessons that employ more sensory stimulation. The expertise of both the ESL and the Special Education teachers is present in the ICT classes, so the decision was made to group the ELLs in the ICT classes.
    - b. We employ a heterogeneous program model. Students of mixed ability levels are grouped in each class The students are a mix of general education students, general education ELL students, special education students, and special education ELL students.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

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

The ESL teacher in each class is aware of the proficiency level of each ELL student. She provides either 180 or 360 minutes of ESL instruction as appropriate. Since the ESL teacher is in the class full time, the ESL instruction is embedded into regular classroom instruction as well as taught during specified ESL periods. The ESL periods are noted on the class program card and in the teacher's plans for those periods. Beginner and Intermediate students receive 180 minutes of ESL instruction in English Language Arts and 180 minutes of ESL instruction in content areas and advanced ELLs receive 180 minutes of ESL instruction. Students who are enrolled in an ESL program do not receive native language arts instruction.

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

Content area instruction in our ESL program is delivered in an English Language Development model which provides instruction in English with supports to help ELLs with the acquisition of English Language vocabulary in each subject area. ESL teachers use mapping to provide many visual and spatial supports and try a variety of approaches when introducing new content. ELLs work in small groups with the ESL teacher to review vocabulary, discuss new concepts, and see visual displays to help with content area understandings. They have many opportunities for "rehearsal" when presenting information to each other within the group. Each classroom contains a rich, varied social studies and science trade book library. Students read independently, with partners, and have text read aloud on topics that match the units of study in social studies and science. The ESL teachers use many large picture cards and big books for shared reading and discussion. The Discussions 4 Learning program is being used for vocabulary development. ELLs are grouped for mathematics and receive vocabulary support. ESL teachers assure that they have access to manipulatives to help them better understand mathematical concepts.

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

Since our program consists of only ESL instruction, all instruction takes place in English. We do not evaluate students in their native language because we do not instruct them in their native language.

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

Our balanced literacy program provides instruction in all four modalities. Students participate in "Discussions 4 Learning", a vocabulary development program, Daily Five in which they listen to reading, write about reading, read with a partner and talk about reading, and participate in many cooperative class projects and work throughout the day. The ESL teachers are aware of the specific needs of the ELL students and provide additional support by grouping them during work periods. They assess their skills in all four modalities as part of the regular assessment three times per year as well as tracking their progress in their ESL books every six weeks.

6. How do you differentiate instruction for ELL subgroups?

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

a. We currently have one SIFE student in our fourth grade. She has been enrolled in our school since 2011 and has good attendance when she is in the United States. She returned to Bangladesh last year and missed the NYSESLAT exam. She returned to the U.S. and reenrolled at our school in September, 2013. We have had a meeting with the parents and they understand the importance of having her complete the school year. She is enrolled in the Saturday Academy and will participate in the ESL Afterschool Program beginning in November. She receives additional supports in vocabulary development from the ESL teacher in her class and additional support in writing, which has been identified a modality in need of support. The teacher will continue to track her progress in all four modalities and will intervene as necessary.

b. Newcomers to the United States would go through the same placement and identification process (HLIS, student interview, LAB-R or LAB [Spanish] testing) as any other newly enrolled student in a New York State public school system. The student would then be age appropriately placed in the grade with ESL services provided determined by their proficiency level, contingent upon parent program choice. The school will provide additional support to the student by ensuring that he/she is enrolled in extended day and in the after school program. All instructional planning is based on the demonstrated needs of the students.

c. We currently have 17 students who are considered long term ELLs. Examination of their NYSESLAT results indicates that reading and writing are the two modalities in which the students need the most support. Six of the seventeen students are enrolled in our Saturday Academy where they will receive intensive instruction in both reading and writing as well as math. All seventeen long term ELLs will participate in the ESL afterschool program beginning in November. The 6 students who are not enrolled in the Saturday Academy will receive additional support 3 times per week as part of the regular school program.

e. The ELLs that reach proficiency on the NYSESLAT receive continuing transitional support by their classroom teacher during the school day and as part of our RTI plan to ensure continued progress. In addition, the students are given the opportunity to participate in enrichment programs such as Reader's Theater, chorus and a library program specifically focusing on responding to literature. Former ELLs receive testing modifications for 2 years after they test proficient. They remain in the class with the ESL teacher for at least 1 year after they test proficient and for 2 years if the ESL teacher feels they continue to need support. Their progress in ELA and Mathematics is tracked along with the rest of the students in their class and they receive RTI as needed.

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?

As part of our balanced literacy approach we use a variety of learning strategies for our ELLs and ELL SWDs. Semantic Feature charts help students to learn new vocabulary within a topical context. This strategy is useful in for illustrating abstract or complex relationships. Cooperative learning groups allow opportunities for rehearsal. When students work together to learn content they get the chance to reformulate information to present to others. This "rehearsal" allows for greater retention of information. Another strategy for organizing and remembering information is mapping. Mapping allows students to present and have information presented both spatially and visually. Our ELL SWDs are instructed using an English Language Development approach. Our ELL SWDs are instructed by an ESL teacher with knowledge of the needs of students acquiring English as a Second Language alongside a Special Education teacher with specialized knowledge of teaching SWDs. These teachers are responsible for teaching English Language as well as reading, writing, mathematics and all other core subjects. This is best done using a Sheltered English method. All instruction is provided in English with appropriate scaffolding to support language acquisition.

We use a wide variety of materials in both English and Spanish to provide our students with access to the curriculum in all areas. Each classroom has a wide variety of leveled books that cover a wide range of ability levels appropriate to the grade level and the individual needs of the students in the class.. The Ready program provides individualized access to literacy and continually assesses students as they progress through the program. Students will use the Ready program to help build vocabulary and reading comprehension. Recorded books with multiple copies are used to familiarize students with the cadence and sound of the English language and to help build vocabulary. All students have access to the AWARD Reading online instructional program. RTI Tier II teachers will provide instruction using this program as well as assigning books to be used at home to strengthen assessed skills. Our school library has many story books in Spanish and in both English and Spanish. Our spanish speaking students can borrow these books to share at home. NYSESLAT preparation materials are used to help students become familiar with the type of tasks required for success on the exam and the format of the exam.

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?

All SWD ELLs are scheduled into a class with a certified ESL teacher so that ESL mandated services can be provided within the regular program. ELLs with IEPs specifying ICT as their least restrictive setting, are scheduled into an ICT class in which one of the teachers is a special education teacher and one of the teachers is a general education teacher with ESL certification. The structure of the Integrated CoTeaching model is such that SWDs and general education students are comingled throughout the day. ELLs participate in physical education, music, and other additional subjects along with the rest of their class and in the same rotation as the rest of the school population. Related service providers collaborate with the classroom teacher to schedule pull out sessions at a time that will have the least impact upon academic subjects and that will not interfere with the delivery of ESL services.

### 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:			

### 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

Science:				

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

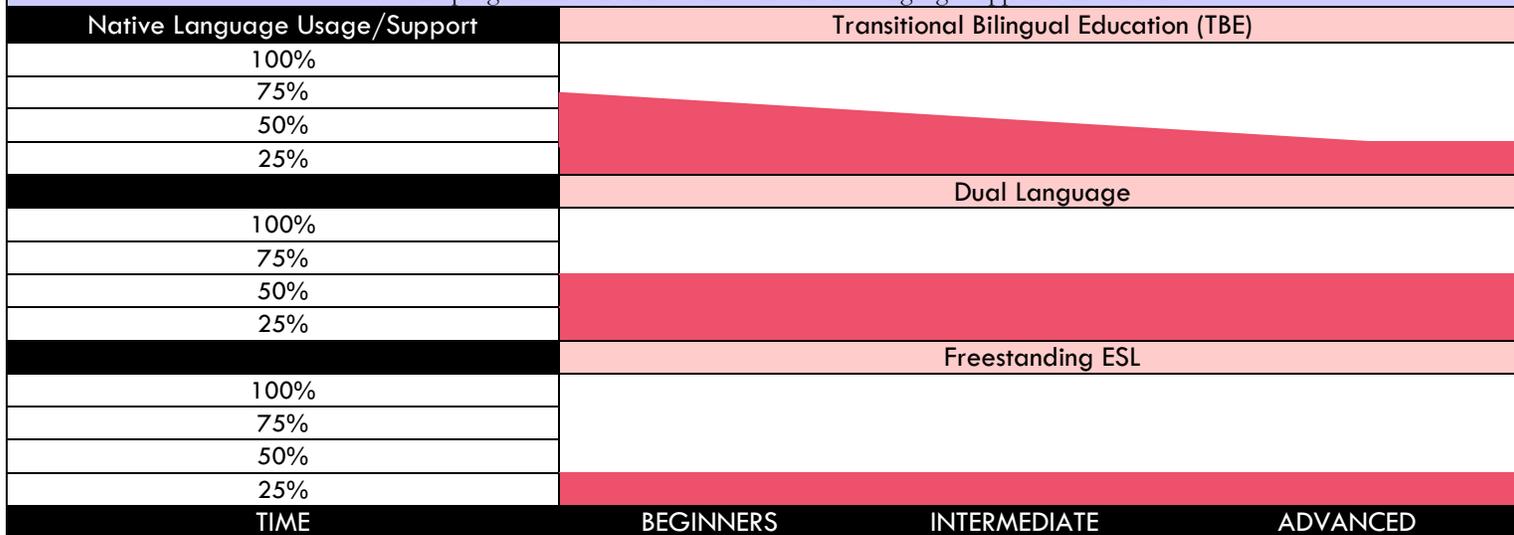
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

At PS 236/173 we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. As per the CCLS, Social Studies and Science content is embedded in our literacy instruction. Students targeted for additional support in Social Studies or Science receive Tier I interventions within the regular classroom. Student ability and progress in Mathematics is monitored through the Bridges program baseline assessments along with the checkpoint assessments for each unit. ELLs who are found to be in need of intervention receive instruction as follows: Grades K - 2 receive RTI Tier II intervention three times per week on a push in/pull out basis, Grade 3 students receive RTI Tier II interventions during the extended day program, and grade 3 RTI Tier II interventions are provided within our Saturday Academy. Students who can not attend on Saturday receive RTI interventions three times per week on a push in basis. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

Students who are identified as at risk and in need of additional academic intervention are referred to our Student Support Team (SST) where a team comprised of the classroom teacher, literacy coach, social worker, principal, and an ESL teacher develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary.

All ELLs are invited to participate in the Title III after school program. Students are grouped by grade and proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments along with the Spring 2013 ELA results. The program also addresses the needs of the students in preparation for the NYSESLAT.

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

An examination of our NYSESLAT data indicates that we are meeting the speaking and listening needs of our ELLs in our program. The results of the reading and the writing modalities along with the Spring 2013 ELA exam indicate that greater support is needed in the modalities of reading and writing. We have introduced a vocabulary development program, "Discussions 4 Learning" which introduces and reinforces new vocabulary through the study of visual arts, we have switched from the DRA running record assessment on grade K - 3 to the Fountas and Pinnell Benchmark Assessment system, we have developed a more standard form of assessment and tracking in the area of writing across all grades along with a Fountas and Pinnell based rubric which measures student growth toward end year goals three times per year. Student writing portfolios have been standardized across all grade levels to provide a more consistent tool for measuring student growth in writing. Reading comprehension and response activities are being introduced in all grades. Kindergarten and grade 1 classes will participate in increased read aloud activities with a deeper look at comprehension which requires the use of DOK level 3 and 4 skills.

All teachers of ELLs have identified the ELL students by proficiency level and plan appropriately for them during all lessons. The ESL teacher works with the ELL students full time, so best practices in ESL can be incorporated into reading, writing, mathematics, social studies, and science as well as art, music, and drama. Additionally, ESL instruction is provided during the specified ESL periods as per CR Part 154 mandates for minutes of instruction; 360 minutes for beginner and intermediate learners, and 180 minutes for advanced learners as indicated on each ESL teacher's program card.

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

We will be introducing the "Discussions 4 Learning" vocabulary development program in grades K - 4, we are switching to the Fountas and Pinnell Benchmark Assessment System which provides a more CCLS based assessment of both reading fluency and accuracy as well as comprehension, and all fourth grade students were invited to participate in a Saturday Academy which will run throughout the year. This program will focus on the development of good ELA and Mathematics skills. All third grade students will remain for the Extended Day Program which will utilize the Pathfinder reading and math programs. All grade 1 and 2 students who are identified as in need of intervention will receive RTI three times per week on a push in/pull out basis. This instruction will

be based upon individual and small group needs. Math Talks will be introduced daily to help improve mental math skills, math vocabulary skills, and listening and speaking skills. We have introduced a science cluster teacher on grades 2 - 4 to focus on hands on science inquiry skills to prepare our students for the NYS exam in Science on grade 4.

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

We will not have a TBE class this year. We do not have enough students on a grade who are eligible for services and who requested TBE when they enrolled. All students will be provided with ESL service. A program change request was submitted in the Fall of 2012, when we no longer had enough students on two contiguous grades to maintain the TBE class.

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

Our ELL students are afforded equal access and participation to all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. For example, our school participates in a sports program on Randall's Island, a program on Randall's Island to study the wetlands habitat, a visiting artist program through Young Audiences, and class field trips designed to enhance the curriculum. In addition there is an after school chorus that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. All ELL students are targeted to participate in the program. Students will be grouped by proficiency level to enhance their instructional needs. At the beginning of the program, the teachers will be using the ELL/Oral Language Intervention Kit by Rourke Classroom Resources. This program focuses on the development of oral language proficiency and vocabulary acquisition. Later, the after school program focuses on providing students with more targeted instruction in the Reading and Writing modalities prior to beginning test preparation for taking the NYSESLAT exam.

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

Our school follows a Balanced Literacy program utilizing the Daily Five and workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the daily lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books, non-fiction leveled books, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books, etc. Our school uses the Go Math program in mathematics. Instructional strategies beneficial to ELLs are incorporated into the daily math lessons include providing wait time, making connections to everyday life, modeling problems with concrete objects, modeling problems visually and physically, and providing tools to help students organize their thinking. Specific activities are also suggested to support ELLs and promote development of language for each lesson. The Core Curriculum Social Studies program along with the Harcourt Science program address specific academic and conceptual knowledge while using a strong vocabulary component to develop content specific vocabulary. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated.

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

At this time, all content area instruction takes place in English with support from the ESL teacher. Many of the classroom teachers are licensed bilingual teachers who are able to provide native language support for conceptual clarification. In addition, many paraprofessionals and members of the educational support staff in our school are bilingual in Spanish. The native language support given is social in nature, allowing students to express personal needs in Spanish until they are comfortable expressing them in English. No specialized materials or programs are utilized. Take home books are available in Spanish. This allows spanish speaking families the opportunity to make use of our Library/Media Center and enjoy shared reading at hom. All academic subjects are taught in English as per the ESL model.

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

All required services and resources support and correspond to ELL's ages and grade levels. We understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English in the ESL classes. The students work in groups and their tasks and assignments are project based with language and content objectives. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

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.

For all pre-registered Kindergarten students, an orientation is held at the end of the previous school year. Parents are invited to visit the classrooms and inquire about the school's curriculum and expectations. Pamphlets about the state curriculum and a parent

handbook are distributed in both English and Spanish. Translation services are available during this time. In addition, our school holds a "Curriculum Night" in September, when both currently enrolled and newly enrolled students' parents have an opportunity to visit their child's classroom, meet the teachers, learn about what their child will learn during the school year, and learn about the expectations of the school and their child's teachers. Pamphlets about the state curriculum and the New York City Schools' discipline code are distributed in both English and Spanish. Translation services are available during this time. A meeting is held after the LAB-R exam is administered that allows parents to view the NYCDOE Parent Orientation video for the parents of ELLs. The programs are explained and discussed and the parents complete the Parent Choice form and survey indicating their preference of program for their children.

18. What language electives are offered to ELLs?

Our school does not offer language electives.

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.

1. We have purchased the consultant services of several expert consultants to assist us in our professional development regarding ELLs and all students at our school. The teachers of ELLs also work with our Coach to write Units of Study that are differentiated for our ELLs and take part in Professional Development throughout the year. Teachers of ELLs and the Assistant Principals attend outside workshops and conferences that will help to build their core knowledge about effective practices in teaching ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners, Children First Network 109 and New York State Bronx BETAC. Our Assistant Principal and two of our teachers will be attending a series of workshops centering on providing RTI services for ELLS. being offered by our network.

The staff members servicing the students in the Title III after school program will participate in study groups and collaborative planning for instruction for 60 minutes per week when our after school program begins in November. The collaborative planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning opportunities based on student needs and proficiency levels aimed at meeting the CCLS in all four modalities of learning. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.

2. As a school serving students in grades K -4 we do not participate in transition from elementary to middle school or middle school to high school.

3. Our entire school staff receives the mandated 7.5 hours of training, as per Jose P. throughout the school year with the assistance of our Network specialist. Our special education teachers receive the mandated 10 hours of training throughout the school year from our consultants, coach, outside conferences, and city wide offerings.

### 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. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire ESL staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join in all activities. Translation services in Spanish are provided at all gatherings involving parents. We hold an open house in September at which parents of ELLs are provided with information about our instructional program and the expectations for their children. Our social worker holds monthly meetings for parents at which she discusses topics of interest to parents in helping their children succeed in school, as outlined in number 3 and 4 of this section.
  2. Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning How to Connect with your Child" and health issues. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.
  3. We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-teacher conferences, the Department of Education School Survey, Face to Face interviews, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 219 (63%) parents respond to the 2012-2013 School Survey. 98% of parents who responded to the survey said that they were satisfied or very satisfied with their opportunities to be involved in their child's education. 98% of parents responded they were satisfied or very satisfied with how well the school communicates with them, and 98% of parents who responded said that they would recommend this school to their friends. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary. Our Parent Coordinator works closely with parents to help them to get the most benefit from our system. He guides them in making decisions about after school programs, community organizations, and other areas in which they need assistance. He communicates with parents about special events and involvement on school committees. He has been instrumental in providing training on the use of ARIS for parents and ensuring that all parents are informed about how to use ARIS and other DOE programs.
  4. Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education, such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. We provided a parents' Artist Residency in dramatic expression last year and hope to continue this association. In response to parent requests about help in providing more healthy snacks and meals for children at home we provide a workshop series in the winter with a nutritional consultant about cooking for and with your children. Our Literacy Coach and Math Consultant provide informational sessions for parents in ELA and Math several times per year. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 98% of parents responded in the 2012-2013 Department of Education School Survey that were satisfied or very satisfied with how the school communicates with them.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Langston Hughes</u>		School DBN: <u>09X236</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Ellis	Principal		10/10/13
Afrina Talukdar	Assistant Principal		10/10/13
Golberto Valette	Parent Coordinator		10/10/13
Susan Rust	ESL Teacher		10/10/13
Arelys Alequin	Parent		10/10/13
Elizabeth Torres	Teacher/Subject Area		10/10/13
	Teacher/Subject Area		1/1/01
Susan Tasch	Coach		10/10/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 09X236 School Name: Langston Hughes

Cluster: 1 Network: CFN 109

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

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

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

A review of the demographic data on ethnic background and the Home Language Surveys as well as the face to face contact with parents indicates that many families within our school community speak Spanish as their primary language. All communications with the home are sent in both English and Spanish as standard practice.

The preferred home language as identified on the Home Language Survey is entered into ATS for each student in the school. This data, along with the preferred language for communications indicated by the Home Language Survey completed at registration, is used to determine which students need home communications in Spanish. There are 407 students in the school. 391 parents' preferred home language is English, 179 parents' preferred home language is Spanish, 2 parents' preferred home language is Mandinka, and 1 parent's preferred home language is American Sign Language. 8 parents do not have a preferred home language assigned. We are currently working to update this data. All communications are sent home in both English and Spanish. We do not currently have the ability to provide translations in the other languages that the remaining 3 students prefer.

A copy of the Home Language Survey is kept in the students' permanent record cards and a copy of the Home Language Survey is kept on file in the room 110. The Adult Preferred Language Report (RAPL) is kept on file. Each teacher receives a copy of this report for his/her class so that they can make sure that the parents receive report cards and progress reports in Spanish. All other communications are sent home in both English and Spanish. The preferred home language is entered on the blue emergency cards that are kept in the classrooms and in the main office.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have identified a need for both written and oral translation in Spanish. The SLT and the Parent Association have been instrumental in helping to provide the feedback necessary to assure that we continue to meet the oral and written translation needs of the community.

## **Part B: Strategies and Activities**

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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 communications between the school and the home including notices, flyers, homework sheets, monthly progress reports, and report cards are provided in both English and Spanish. Translations available on the NYCDOE website are utilized when appropriate. Our parent coordinator and our parent volunteers provide translation services when necessary. Outside consultants are used for more complex translations such as report cards and progress reports.

Parents receive the Parent Bill of Rights at Back to School Night in September of each school year in their preferred language. Parents who do not attend receive this document in their child's homework folder in their preferred language. All signs and notices posted in the building are posted in both English and Spanish. Interpretation notice signs are provided in those translations available through the Dept. of Education. The other two languages preferred by less than 10% of the parents in our school are not recognized by the Dept. of Education and translations are not available.

Our School Safety Plan includes procedures that ensure the accessibility to the administrative offices for all parents regardless of their language preferences. No parent is prevented from going to the main office due to language barriers.

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

Oral language translation is available in house in Spanish. During one on one meetings our Parent Coordinator or another staff member will translate for parents. During Parent Workshops and meetings a translator is provided. Each classroom has someone who can interpret for parents during Parent Teacher Conferences. We contact the Translation and Interpretation Unit at 718-752-7373 ext. 4 when we require the services of an American Sign Language interpreter for our hearing impaired parents. We use email communication with these parents in place of telephone contact as prearranged with them.

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>.

#### Section VII: Description of Services Provided

VII A :  
A letter will be sent home in September and will be provided to newly registered families informing them of their rights regarding language assistance and explaining procedures for obtaining such services.

VII B  
A notice is posted next to the security desk at the main entrance to the school.

VII C  
The school safety plan has being modified to include procedures for allowing parents who do not speak English the same access to the administrative offices as other parents.

VII D  
We do not have a population of more than 10% of the school population which speaks a language other than those covered.

VII E  
The web address of the translation unit is posted on the notice by the main entrance.