



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	19K202
School Name:	P.S. 202 ERNEST S. JENKYNs
Principal:	MACHAEL SPENCER EDWARDS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Ernest Jenkyns School Number (DBN): 19K202
Grades Served: Pre-K - Grade 5
School Address: 982 Hegeman Avenue, Brooklyn, New York, 11208
Phone Number: 718-649-7880 Fax: 718- 923-2173
School Contact Person: Machael Spencer-Edwards Email Address: Mspence6@schools.nyc.gov
Principal: Machael Spencer-Edwards
UFT Chapter Leader: Alison Shepherd
Parents' Association President: Tonya Barrett
SLT Chairperson: Carlyn Green
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, New York, 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2751

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Machael Spencer-Edwards	*Principal or Designee	
Alison Shepherd	*UFT Chapter Leader or Designee	
Tonya Barrett	*PA/PTA President or Designated Co-President	
Daisey Morales	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Robin Hawkins-Julian	Parent Coordinator	
Carlyn Green	Teacher	
Elaine Stribling	Teacher	
Carole Yarde	Teacher	
Ramona Courton	Teacher	
Asha Herbert	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joanne Rivera	Parent	
Jeanine Boor	Parent	
Gregory Grant	Parent	
Geraldine Khan	Parent	
Meneva Lawrence	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Contextual Information :

PS 202 is located in the East New York section of Brooklyn in a residential neighborhood. Our school serves an ethnically diverse population of 558 students in Grades Pre-K through Grade 5. All classrooms in our school are heterogeneously grouped. ELL students are serviced in a free-standing, full-time ESL program. Special needs students are serviced in self-contained classes, ICT classes, SETTS, and the IEP Team.

The school population comprises 59% Black, 37% Hispanic, 2% White, 1% Native American and 1% Asian students. The student body includes 9% English Language Learners and 17% Special Education students. Boys account for 49.82% of the students enrolled and girls account for 50.18%. The average attendance rate for the current school year 2014 - 2015 is 91.8%.

Our mission statement is "Bringing excellence to student. We believe in the inherent greatness of our students. We strive to bring out the best in our scholars, athletes, musicians, and artists. We believe in empowering students to work hard toward meeting their goals."

The following committees inform our collaborative work: Safety Committee, IEP team, Pupil Personnel Team, Attendance Committee, Building Response Team, School Leadership Team, Professional Learning Team, MOSL Team, Instructional Cabinet/Inquiry Team, Teacher Inquiry teams, UFT Consultation Committee, Parent Association, and Student Council.

Our strengths as noted in the 2015 Quality Review include the alignment of our curricula with CCLS and higher order skills; professional collaborations and shared leadership structures; the use of data used to inform instruction; and high expectations conveyed to staff, families, and students.

Our areas of growth this year have been: professional learning in writing and emphasis on students citing evidence in their writing; increased integration of the ELA and Math Instructional Shifts in lessons and units; and increased professional collaborations among staff through continuous professional learning.

Our areas of challenge were determined after analyzing data from ELA and Math assessments, Quality Reviews, Learning Environment Surveys, and DTSDE tenets. We have identified several school structures for improvement. Our academic focus areas are: improving pedagogy in all areas, particularly reading, writing, and math problem solving; as well as attendance and punctuality improvement.

19K202 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	553	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	91.7%	% Attendance Rate		86.9%
% Free Lunch	92.7%	% Reduced Lunch		2.6%
% Limited English Proficient	6.7%	% Students with Disabilities		16.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		60.6%
% Hispanic or Latino	37.0%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.67	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.0%	Mathematics Performance at levels 3 & 4		11.2%
Science Performance at levels 3 & 4 (4th Grade)	61.5%	Science Performance at levels 3 & 4 (8th Grade)		18.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our Quality Review 2015 indicated the following areas that our school does well:</p> <ul style="list-style-type: none"> All curricula are CCLS aligned and include higher order thinking skills. Curriculum maps and pacing calendars are adjusted to ensure that instruction meets students’ needs and increase literacy and mathematics. The school integrates the Instructional Shifts, including Opinion/Argumentative and Informational Writing, and Mathematical Problem Solving and Reasoning with constructed responses, explanations and diagrams that engage students in rigorous lessons and in developing logical arguments by citing text-based evidence. Teacher teams use a variety of data to continuously analyze student work to plan and challenge thinking for English Language Learners, Special Education, and high and low achieving students. <p>Our needs are based on the DTSDE tenet recommendation for SOP 3.3 and the Quality Review 2015. In order for our school to move to a Highly Effective rating, we must deepen and extend teachers’ collaborations across grades to develop CCLS lesson and unit plans and include sequenced scaffolds and supports for all students and subgroups, rigorous materials, and analysis of student work and rubrics to consistently monitor and adjust curricular, and ensure complex thinking and questioning leading to improved student outcomes.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 90% of teachers will align curricula to CCLS and the Instructional Shifts, to include rigorous tasks and critical thinking to meet the needs of all students as reflected in lessons and unit plans.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Our research-based systems and structures will be focused on professional learning integrating Bloom's Taxonomy, and Hess' Cognitive Rigor Matrix. We will ensure that teachers are provided with the professional learning that is needed on a weekly basis to meet with the coach to analyze students' data and develop differentiated and rigorous student supports to 			

<p>ensure improved student outcomes.</p> <ul style="list-style-type: none"> • Classroom libraries will be replenished in order to ensure that we have varied genres of books that promote student choice, a love for reading, and leveled, challenging texts that raise the level of rigor and thinking across all grades. (Fountas & Pinnell) • School leaders will conduct regular walkthroughs and informal observations (Danielson) to check for classroom implementation and give teachers timely feedback so that they can reflect on their practices to include more rigor and critical thinking tasks for students 			
<ul style="list-style-type: none"> • All teachers will implement differentiated and rigorous instruction to support and scaffold student subgroups. • Teachers will meet to plan daily/weekly lessons and units that are aligned to curriculum and CCLS; and adapt curriculum to meet student needs based on formative and summative data. • Teachers will implement strategies and skills lessons in their daily modeling and conferences with students. • A comprehensive school-wide assessment calendar will be created and teachers will continue to be trained in understanding data, and creating differentiated learning targets and goals. 			

<ul style="list-style-type: none"> • Parent involvement will increase through: workshops to support parents in sharing responsibility for improved academic achievement through participation and communication; opportunities for parents to become involved; progress reports with feedback about their children’s learning outcomes; and opportunities for parents to visit their child’s classroom to observe instruction and how their children learn. • Weekly teacher team meetings develop collaboration and trust among teachers and staff sharing teaching practices and students work outcomes. • Parental visits to classes strengthens school-families connections • Teachers confer with individual students to support and guide them in moving toward their next learning steps. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per diem rate coverage for teachers to participate in Intervisitations to see DOK lessons and classrooms
- Per session rate for teachers to participate in DOK study groups.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- January 2016 Administrative observation of classroom instruction using Danielson: 50% of staff will have been visited during classroom instruction and received feedback from school leaders.
- January 2016 Units of study that exhibit Understanding by Design (UBD) precepts: teachers will pilot the same unit of study in each grade and teacher teams will assess and refine.
- February 2016 Improved performance of identified subgroups as evidenced by interim assessments
- February 2016 Increased attendance at parent and family programs

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The following are areas that our school does well:</p> <ul style="list-style-type: none"> The use of data from various support systems (attendance data, teacher observations, and other systems) to identify students in need and provide resources to support social and emotional development. The school community works together to foster a sense of community, ownership, and social and emotional supports through rewards programs that support the school’s vision through highlighting student attendance, academic success, citizenship, and other attributes. The school community celebrates the accomplishments of our students through essay contests, awards ceremonies and school performances. As a school community, integral stakeholders meet regularly to discuss students’ social and emotional well-being using anecdotes, data, and teacher feedback. Through this structure they provide social and emotional support and resources that address the students’ needs. <p>In order for our school to move to a Highly Effective rating, we must adopt a coherent program and/or curriculum that will enable us to facilitate effective teaching to students with social and emotional development needs that includes each student being well known by staff. Staff must also receive professional training to identify students at risk and</p>		

address their social and emotional needs through targeted instruction and interventions to increase capacity and provide a safe and healthy environment

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will develop and implement a professional learning plan to train all teachers to identify and monitor the progress of at-risk students and provide social and emotional supports to meet their needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Our research-based structure will be to implement College and Career Day activities to promote college and career readiness, trips to college campuses and invited speakers. • Introduction and implementation of PBIS curriculum into our instructional lesson and unit plans. 			

<ul style="list-style-type: none"> • Develop an RTI inquiry team to analyze and develop a systematic approach to monitor the social and emotional progress of each student. • Matching all students with a staff member who will meet with them regularly and address their needs. (social, emotional, and academic) • Utilizing and disaggregating data to monitor systems in attendance, suspensions, and other social and emotional health components that are used to support students and access effectiveness and progress . 			
<ul style="list-style-type: none"> • Strategies we will utilize to address the needs of our SWDs, ENLs, and other high need student subgroups will include afterschool programs specifically targeted to SWDs, ENLs, as well as high achieving students. • Computer assisted programs and resources for SWDs, ENLs and other targeted groups of students. • Targeted afterschool programs to serve the SWD's and the ENL students • The use of technology to aid in instruction of SWD's and ENL's 			
<ul style="list-style-type: none"> • Ongoing, year-long recognition of students through award ceremonies, certificates and incentives for improvement in targeted areas such as attendance, honor roll, community 			

<p>service, citizenship and other key social areas.</p> <ul style="list-style-type: none"> ◆ Monthly and bi-monthly School Attendance meetings to review attendance data, analyze trends and review patterns, which will result in a systematic approach to attendance improvement and communications with families. For example, phone calls, home visits, and parent meetings will be critical components of our work with families. ◆ Using our support staff to conduct meetings outlining the importance of daily school attendance and offering assistance to families in need. ◆ 			
<ul style="list-style-type: none"> ● Training for all staff in classroom management and behavioral management to improve staff-student trust and relationships ● Opportunities for student voice and student choice ◆ Transitional Supports (elementary to middle) ● Effective use of school counselor to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in ASCA standards. ◆ Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For 			

example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per session for afterschool program • Cost of computer assisted programs and materials. • Per session for attendance team outreach. • Team meetings of administrators, guidance counselor, and support staff for data analysis and planning of interventions for at-risk students • Guidance counselor schedule includes small group meetings with at-risk students. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> • February 2016 Review of guidance counselor log/evidence of support given to at-risk students. • February 2016 Observations of student groupings in classroom lessons for identified sub-groups • February 2016 Attendance at afterschool programs, administrative monitoring of utilization of technology and resources for SWD's and ELL's • February 2016 Use of data to define interventions for at-risk students • February 2016 review logs and data from mentor teachers 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our Quality Review in 2015 indicated the following areas the school does well:</p> <ul style="list-style-type: none"> Teachers align lesson and unit plans to CCLS and learning standards with students needs in mind to create, revise and refine student goals. Teachers revise and refine their lesson plans that include flexible groupings and multiple entry points for varied learners. Lessons are crafted for students that embed questioning and discussion techniques to enhance the level of student engagement and inquiry. <p>In order for our school to move to a Highly Effective rating, teachers must use a variety of data, including formative, interim and summative assessment results, to guide their instructional plans and adjust student groupings. Additionally, teachers need to use frequent and timely feedback to students through formative assessments (exit slips, conferencing with students, etc.) that will provide students with next steps so that students learn to reflect and assess their own progress.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of teachers will use formative and summative data to create rigorous lesson plans with multiple entry points and differentiated tasks and engage students in meaningful learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The use of one-on-one lesson feedback sessions (Danielson) will provide individualized professional support to teachers using Danielson's Framework for teaching competencies. We will use instructional coaches, network support, and administrative support</p>			

<p>to ensure effective pedagogical practices, including using data to design differentiated instruction.</p>			
<p>The specific needs of subgroups, ENLs, SWDs, as well as other identified student groups, will be addressed by teachers collaborating on instructional practices by refining lessons and activities based on student work and current data, student engagement and questioning and accountable talk, and use of rubrics.</p>			
<p>The school will develop an ongoing collaborative relationship where parents will be able to observe instructional practices in the classroom to foster a greater understanding of CCLS and how students learn and teachers teach.</p>			
<ul style="list-style-type: none"> • Facilitate goal setting by teachers based on their self-reflection and choices. • Facilitate teacher-to-teacher inter-visitations, PD sessions, and formative classroom observations by school leaders. • Provide Professional Development through outside organizations, research literature, and other media. • Principal and Assistant Principals will conduct informal and formal observations in a systematic, structured approach for each teacher using strategically selected 			

<p>Domains/Components of the Danielson rubric to provide meaningful feedback.</p> <ul style="list-style-type: none"> • Each teacher will meet with his/her instructional supervisor to identify individual teacher goals based on the selected teaching framework he/she chooses. • Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles; beginning of year, mid-year, and end-of-year feedback session. Teacher-supervisor ongoing conversations around practice will be in place. 			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Schedule of observations, school individualized professional learning plan created and monitored. • Individual meetings with teachers within the school day and visits from the talent coach. • Team meeting scheduled time. • Scheduled individualized professional learning opportunities for teachers centered on Danielson Framework for teaching competencies. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • January-February 2016 conduct mid-year meetings with teachers to discuss their Measure of Teaching Practice (MOTP) and provide them with data and feedback in regards to their instruction based on the Danielson Framework for Teaching and the Danielson Rubric • February 2016 Track teachers’ progress through regular cycles of teacher observations on the Danielson Framework

- February 2016 Track teachers' progress toward their professional goals relating to instructional practices
- February 2016 Monitor agenda/minutes of scheduled weekly team meetings
- February 2016 Complete 2nd goal meeting between individual teachers and supervisors

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our Quality Review in 2015 indicated the following areas the school does well:</p> <ul style="list-style-type: none"> The principal has developed systems and structures that support the school's instructional goals in order to achieve success in meeting students' needs. The principal has established data based goals that are linked to student growth and monitors and evaluates progress through ongoing tracking, revising plans as needed in response to adult and student learning trends. The principal collaborates with all school constituents to establish a vision for school improvement. <p>Our needs are based on the DTSDE tenet recommendation for SOP 2.2. In order for our school to move to a Highly Effective rating, school leaders and stakeholders must implement a plan to ensure that there is clear and timely communication of our school mission and school goals to all stakeholders.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, principal shares school mission and goals with teachers and parents through parent workshops, staff professional learning and monitoring classroom instruction as evidenced in a minimum of 3 parent workshops and 3 professional learning sessions per year and classroom observations that reflect rigorous instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Professional Learning for teachers (Bambrick-Santoyo, <u>Leverage Leadership</u> ,) will include collaborative work around the school mission and school goals, including rigorous instruction and engagement for all learners. Teachers will examine baseline and ongoing data from several sources to create action plans that are 			

<p>rigorous and engaging for targeted students.</p> <ul style="list-style-type: none"> • Teachers will develop scaffolded instruction and tiered interventions (RTI) for SWD's, ELL's and other subgroups that will address their needs, increase engagement, and give the support necessary for student achievement, for example, small group instruction, peer interventions, and after school programs. • Our teachers will track and use the results of formative assessments, items skills analysis, by creating class data spreadsheets that profile students' progress. • Teachers will be trained to use a new comprehensive computer based program to disaggregate data, conduct item skills analysis, and monitor progress or lack thereof. 			
<ul style="list-style-type: none"> • Differentiated instruction/flexible grouping-small group instruction for all learners, including SWDs and ENL's. • Individual, partner, and group work that generates meaningful work products. 			
<ul style="list-style-type: none"> • Parent meetings and school communications will inform them of the school's mission and school goals. • Parent workshops will aid parents in understanding the CCLS for their children's grade and subject areas, and will include ways for parents to help their children at home. 			

<ul style="list-style-type: none"> • Ongoing professional development will develop trust and team emphasis on working together on our common goals. • Continual revision of curriculum practices during common planning meetings will build relationships as staff and administrators ensure that curriculum reinforces our school goals, including rigorous instruction and engagement for all learners. • Parents will be invited to visit classrooms to see instruction to extend their understanding of our goals. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Scheduled time during the school day for professional development • Intervisitations to partner schools to see best practices in pedagogy. • Schedule of observation cycles to be completed by each supervisor, including timely feedback to each teacher with specific recommendations for improvement and professional growth. • Support for teacher teams through scheduled time throughout the school day 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • February 2016 Minimum of 2 parent workshops focused around school mission and school goals. • February 2016 Minimum of 2 professional learning meetings focused on designing curriculum to achieve school mission and school goals, with a particular focus on rigorous lessons and engagement and multiple entry points for all learners.

- February 2016 Observation of implementation of school mission and school goals and Professional Learning Plan in classroom practices in the Danielson competencies

- February 2016 Tracking progress of teachers in the Advance online web application; feedback conferences on a timely basis, documented online using the Advance web application

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The following are areas our school does well:</p> <ul style="list-style-type: none"> Progress reports for families to have conversations around student progress and performance School Messenger, and various outreach practices invite parents to events and to work on PA and SLT. Develop parent workshops in conjunction with the parent coordinator that are aligned to CCLS, instructional shifts and systems and structures Parent coordinator and staff improve parent involvement making phone calls and sending notices to homes. Weekly Tuesday parent engagement activities in which teachers schedule meetings with parents/guardians to discuss progress and give parents strategies to implement at home. Teachers also make phone calls to deliver positive news and improvements in classroom instruction, behavior and attendance. Open door policy for parents to articulate with school administrators. Parent volunteers who, after proper screening, assist in cafeteria, auditorium, arrivals and dismissals, and in classrooms to work collaboratively within the school community to build a positive school environment. 		

- Implementation of a 'Community Garden' in conjunction with the Parks Department to have parents, teachers and students work on beautifying the exterior of the school grounds
- Implementation of a new initiative entitled, 'A Walk In Your Child's Footsteps,' which is a monthly program where parents come to their child's classroom to observe the teaching and learning taking place and support the home to school collaboration and connection.
- Emphasize reading through our Scholastic Book Fair and MyOn.

Our needs are based on the DTSDE tenet recommendation for SOP 6.4. In order for our school to move to a Highly Effective rating, school leaders and stakeholders must provide professional development for staff in parent engagement in academic, social and emotional growth of students. It is important that staff know and maintain strong connections with the families of our students.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will increase parent engagement and involvement by 10% and provide staff and parents with essential training to strengthen school-family connections and support parents in participation in school planning, decision making, and classroom supports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Provide more frequent and informative parent workshops based on student needs • Provide more frequent parent workshops that can help them understand the curriculum that is being taught and some strategies to use in the home. • Bulletin Boards dedicated to showcasing events that 			

<p>take place throughout the school year.</p> <ul style="list-style-type: none"> ● Based on Karen Mapp, <u>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</u> , train staff and implement constructive and inclusive activities for parents in our school. ● Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress ● Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress. 			
<ul style="list-style-type: none"> ● Hosting educational family events/activities ensuring outreach and attendance of ENLs and SWDs parents, during Parent-Teacher Conferences and throughout the school year ● Holding an annual Title I Parent Curriculum Conference ● Host frequent awards ceremonies on a monthly basis. ● Host family events such pajama night, Math Night, Spelling Bees, cultural celebrations and performances Movie night and other such events. 			
<ul style="list-style-type: none"> ● Establish a Parent Resource Center/Area or lending library; instructional materials for all parents 			

<ul style="list-style-type: none"> Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee 			
<ul style="list-style-type: none"> Support and host Family Day events New Parent Orientation/Open House for Parents Encourage more parents to become trained school volunteers 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Common planning time for principal, assistant principal, parent coordinator and selected teachers Purchase of refreshments for staff and families, purchase of materials to distribute to parents and families. Purchase of refreshments for parents, purchase of materials to be used in parent workshops. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> February 2016 Track parental attendance at student recognition offerings February 2016 Track attendance at Parent Orientation/Open House for Parents February 2016 Track parental attendance at parent meetings, events, and other parent involvement offerings February 2016 Track attendance at parent and community engagement workshops 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA Exam, MOSL Assessments, ReadyGen Assessments, Performance tasks	Crosswalk Coach, New York State Coach, Scholastic Reading and Waterford are reading programs. These instructional materials are used for targeted instruction and assessment. Teachers track student progress and administrators review data	Academic Intervention in this subject area is small group, one to one. Using assistive technology such as computers, laptops, Smartboards, Smartables, or projectors.	During the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Wednesday and Thursday afterschool
Mathematics	NYS Math Exam, GoMath assessments, Performance Tasks	New York State Coach and Crosswalk Coach are used to address the needs of our struggling students. These are used for instructional and assessment purposes. Teachers track student progress and administrators review data. The results are shared and discussed at grade meetings and common planning time. Informed decisions are made to increase student performance.	Academic Intervention in this subject area is small group, one to one. Using assistive technology such as computers, laptops, Smartboards, or projectors	During the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Wednesday and Thursday afterschool
Science	NYS Science Exam, Unit assessments, Performance tasks	Skilled teachers incorporate lesson that encompass all core subject areas	Small group instruction focused on hands-on activities	Small class size for afterschool program

		with a focus on reading strategies and comprehension. Science teachers incorporate hands-on lessons as a means of demonstrating scientific inquiry skills	(experiments) and short response to explain the process of data gathering to conduct an experiment. Using the computer and other technology to access research and develop inquiry skills to enhance scientific reasoning.	
Social Studies	Unit assessments, Performance tasks	Grade 5 Social Studies teachers use ELA strategies in conjunction with unit tests, exit projects, end of unit tests and periodic assessments to address the needs of the students.	Small group instruction emphasis on DBQ's and short response questions to explain the process of data gathering to conduct an experiment and research a topic.	Small class size for afterschool program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, School Psychologist, Social Worker, SETTS teacher, and IEP Teacher	Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.	Provide psychological counseling to help resolve interpersonal problems that interfere with school performance in a small group or one to one setting.	During the school day related services for at-risk and mandated students occur throughout the day in small group and one-on-one settings.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Principal in collaboration with DOE liaisons work with the Division of Human Resources to identify qualified literacy teachers through major recruitment fairs and through relationships with Colleges and Universities. The pupil personnel secretary works closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. To attract highly qualified candidates to teach at PS 202, we invite them to visit the school and meet with current staff and administrators. Current staff shares insights about the school and the positive aspects of working at and continuing to grow professionally at our school. Candidates are informed that provisions are made for a great deal of differentiated professional development. The prominence of clear expectations regarding teacher and student performance, as well as opportunities to actively contribute to their own professional growth and evaluation via the Teacher Performance Review process are other strategies which help us to attract highly qualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
To maintain high quality teachers at PS 202, teachers are supported as they enhance their content knowledge and pedagogical skills. They increase their instructional skills and strengthen their professional practice through ongoing professional development via faculty conferences, professional learning sessions, network offerings, professional development days, with the assistance of administrators, coaches and colleagues. Mentors are assigned to support new and struggling teachers. PS 202 continues to target and plan differentiated high quality professional development. All professional development is evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. As highly qualified teachers participate in our professional community, we build capacity and improve in our expertise. Reflection on the impact of instruction helps to ensure that all students receive instruction by highly qualified teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

In order to assist preschool students with the transition to an elementary school program, we meet with the make arrangements for the parents of students in day care to come to a special kindergarten orientation which focuses on curriculum, intervention services, and routines of the school and visit the classrooms. In addition, parents have an opportunity to meet and speak with the assistant principal and parent coordinator.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers on MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, and professional development had been provided to the entire staff.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	581,514.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	80,981.00		

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,188,654.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 202, The Ernest Jenkyns School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 202, The Ernest Jenkyns School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

PS 202, The Ernest Jenkyns School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 202 Ernest Jenkyns</u>	DBN: <u>19K202</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 202 will use Title III funds to run a supplementary support program for ELLs in the 2014-15 school year. This program is an after school program (one program) which will be offered to all English Language Learners (ELLs) (total number: 50) twice a week beginning December 3, 2014. The sessions will run from 2:30pm to 4:30pm (2 hours) on each day selected. Each group will be serviced by a certified ESL/Bilingual teacher and there will be an assigned content area teacher for each group. There will be 4 groups of approx. 10-15 students per group for grades K-5 and grade 8. The focus of the program will be literacy and mathematics to help students meet the state standards as measured on the NYS ELA and NYS Math assessments. There will also be support (all modalities: speaking, listening, reading and writing) to prepare for the New York State English as a Second Language Achievement Test (NYSESLAT). The After School program will be offered from December 2014 to the end of March 2015 (or until funding runs out) for two hours (2:30pm-4:30pm) on Wednesdays and Thursdays.

The instruction will be in English only and there will be one licensed/certified ESL/Bilingual teacher and 4 licensed/certified content area teachers (one per group) that will be instructing the groups:

Group 1 (grades K-1) / Group 2 (grades 2-3) / Group 3 (grades 4-5) / Group 4 (grade 8)

Once students have been given pre-assessments once the after school program commences, there will be a review to verify if groups need to be modified depending on the number of students that are able to attend. Again, ALL ELLs will be invited to participate in the after school program for 2014-15 school year.

Materials to be used for the After School program:

I. Skill based workbooks aligned with Common Core Learning Standards from Continental Press such as: New York ELLs (NYSESLAT test prep all grades)

Chall Popp Phonics/ Words Their Way (target beginner proficiency and SIFE students)

Phonics and Word Study/Practice Exercises in Basic English/Finish Line for ELLs - (workbooks all grades)

II. Texts from Readygen (all grades) and GoMath

specific texts selected by instructors of each group / additional fiction and nonfiction texts for independent reading selected by instructor(s)

III. Various teacher made worksheets and supplemental materials (all grades)

IV. Bilingual dictionaries (picture dictionaries available) and glossaries as resources

Once the after school program begins, additional materials will be ordered depending upon student need.

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

Part C: Professional Development

Begin description here: There are professional development sessions/periods that are offered to all teachers/staff, which are conducted by various education specialists such as the ESL teacher/ELL Coordinator (Ms. Oh - TESOL licensed K-12), literacy coach (Ms. S. Adams), Assistant Principals (Ms. M. Adams, Ms. N. Radix, Mr. L. Rosales), Principal (Mr. M. Spencer-Edwards), technology teacher (Ms. L. Wilen) and outside specialists such as the executive director of the NYS/NYC Regional Bilingual/ESL-Resource Network(RBE-RN) (Ms. E. Garcia). The school encourages all teachers of ELLs (currently 30 teachers - all licensed per DOE regulations), other content area teachers and paraprofessionals to attend various professional development workshops that will support those teachers who deliver instruction and services to LEP students. These professional developments sessions are scheduled at least once a week (sometimes several per week) on Monday afternoons, during the lunch periods (periods 4,5 and 6) and/or prep periods. The teachers that receive training are in all grades (K to 5 and grade 8) and the training runs a minimum of 45 minutes per session to a maximum of 1 hour and 30 minutes.

Here are a list of some of the training/PD sessions scheduled for the 2014-15 school year:

Technology for ELLs:

Myon training - lead by Ms. L. Wilen (technology teacher) and Myon reading program specialist

This training supports teachers of ELLs to support english language acquisition specifically in the areas of the reading and speaking modalities through the use of technology.

Waterford training - lead by Ms. L. Wilen and Waterford reading program specialist

This training supports teachers of ELLs to gain strategies to support ELLs with their reading, listening and speaking skills on the computer using this reading program.

Promethean training - lead by Ms. M. Adams (lower grade AP) and Promethean product specialist

This training supports teachers of ELLs to learn how to use the Promethean equipment (technology based) to support ELLs with their reading, listening and speaking skills via use of their tactile skills on the computerized table.

Schoolnet/Stars/Aris training - lead by Ms. S. Adams (literacy coach) & APs (dependent on topic)

This workshop trains teachers of ELLs to use various sites/online sources to use data for their ELLs to drive instruction using technology resources.

Data assessment training - lead by Ms. S. Adams, APs (Ms. N. Radix, Ms. M. Adams and Mr. L. Rosales) and/or Principal (Mr. M. Spencer- Edwards)

This workshop trains teachers of ELLs to use various data/compilations to drive instruction and how to implement different sources to better support the literacy skills of ELLs.

Students with Disabilities (including those ELLs who have IEPs) - lead by Vanessa Martinez, Special Education School Improvement Specialist (RSE TASC) Part II

This workshop for teachers of ELLs supports teachers by offering training on explicit teaching techniques/strategies especially when it comes to vocabulary teaching which is the core building methods of social language which then supports overall literacy skills of ELLs.

IEP training - lead by Mr. R. Luna (IEP specialist) and/or Vanessa Martinez (RSE TASC) Part II

This workshop for teachers of ELLs trains teachers how to write IEPs and what to look for to differentiate those ELLs who may have been mishandled in terms of the type of support they may need or require.

Readygen and GoMath training - lead by Ms. S. Adams (Literacy Coach), C. Green (grade 4 content area teacher), and APs (vary by grades -listed above), Ms. S. Oh (differentiation on ELA/Math lessons for ELLs) - TESOL licensed (K-12) ESL Teacher/ELL Coordinator

This training is for teachers of ELLs to further support their lesson planning/writing and strategies of teaching to ELLs in the classroom using the ELA - Readygen and MATH- Go Math programs.

Literacy for ELLs/ESL strategies in the classroom - lead by Ms. S. Oh (ESL Teacher) and/or Ms. Eva Garcia NYS/NYC Regional Bilingual/ESL-Resource Network(RBE-RN) - Fordham University

These workshops are for teachers of ELLs to provide additional support and resources when differentiating their lessons in the classroom especially for newcomer ELLs and those ELLs who are struggling with their literacy skills in English. The trainings model various techniques and strategies for teachers to use in the classroom for instructional delivery.

All of the workshops that are covered in our PD programs consider the ELL population and how to better support teachers by reviewing/implementing various ELL teaching strategies/methodologies,

Part C: Professional Development

differentiated instruction between language proficiency levels and assessment tools to enhance planning, goal setting and data copulation. PS 202 understands the need to support the teachers who have ELLs in general education classes because they need to foster the learning community to emphasize the improvement of the four modalities of speaking, listening, reading and writing in language learning. In addition, the ESL teacher attends professional development outside of the building organized by the Office of ELLs at the DOE, CFN and other related Implementation departments. The ELL Coordinator turnkeys the information obtained at the workshops to all general education/content area teachers (specific teachers dependent on subject) and other staff members based on the information at hand. This is all at no cost to Title III funds but benefits those teachers working with the ELLs especially during the afterschool program since the instruction is explicit with a smaller class environment.

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: _____ There is a family room (Room 111) that is the main office for the Parent Coordiantor (Ms. Julian) and is open to all parent/guardians of PS 202. There is a Language Access Coordinator (LAC) appointed at the school (Ms. S. Oh - TESOL licensed/certified K-12) which supports and ensures that all participating parents/families of ELLs benefit from all workshop/event sessions and have access to a translator in the home language if there is no english proficiency. There are proficient Spanish speakers (volunteer parent/school aide/para professional/teacher) who are able to assist the school community with language translations. The dominant home language is Spanish. We make use of the DOE translation unit and other members of the PS 202 community for Arabic and French home languages, which are the other languages that are represented at the school. This family center allows the parents of ELLs to come in and discuss any concerns and offers a platform to voice any needs that are lacking at the school for their children. This allows a true involvement and is an integral part of the connections and open communication that the school provides for ELL parents. There are several workshops that are offered throughout the year that deal with various issues to enhance and educate everyone on English Language Learners (ELLs). ALL ELLs and parents of ELLs are invited to all workshops, activities and events that are scheduled.

Parent Involvement is one of the crucial factors for the home-school connection for the school community. These areas need to be an ongoing focus of support for ELL students. The following are the planned parent involvement events:

All of the parental involvement activities and events are lead by Ms. Julian (unless specifically noted). Volunteer meeting- 1st meeting on October 11, 2014. This is a monthly meeting where all parents are invited to attend. The purpose of this meeting is to review placement and follow-up on activities and events that have passed or are upcoming. There is scheduling and placement that is addressed in every meeting. These meetings scheduled normally at the beginning of each month and run from 9am-11am depending on specific events

Meet and Greet event - On September 16, 2014 / Welcoming ELL parents to the new school year, plans for parent involvement and information/explanation supplied on the common core curriculum and how to access information on-line.

ESL Orientation for parents of new students & other information of the ESL program - lead by Ms. Oh (ESL Teacher/ELL Coordinator) and all parents of ELLs invited to attend and review ELL eligibility in general. NOTE- ESL parent orientation for newly identified ELLs are on-going all school year. The ESL

Part D: Parental Engagement Activities

orientation for parents run approximately 1 - 2 hours depending on parent need and availability. Some parents request a follow-up meeting if they are only able to stay for a minimum amount of time.

Parent Forum - planned for FEB - March 2015 - ALL ELL parents encouraged to attend. Various workshops, activities and arts/crafts will be scheduled for specific dates once all events have been confirmed. Staff members will be on-hand as well as parent volunteers to assist and participate. ELL parents encouraged to participate and volunteer with all parental engagement activities. This forum is planned to run approximately 2 hours.

Parent Trips to Cultural Sights - all school year (Ms. Julian, school based volunteers and various teachers are in charge of parent trips)

All parents of ELLs in all grades invited to attend. Priority goes to those parents who have attended five or more workshops/meetings withing the year. Spaces can be limited depending on specific trip. Some examples of scheduled trips are: Museum of Natural History, Brooklyn College - Performing Arts Center (various shows/performances), Native American Museum - Battery Park, Jewish Museum - Battery Park, Radio City Music Hall, Brooklyn Botanical Gardens, Various farms and zoos. Trips usually run from 9:30am to 1:30pm.

Talent Show - planned for May 2015 (specific date TBA after all state exams) All parents of ELLs and staff will be invited to participate. This show will be headed by Ms. R. Julian (parent coordinator). The show should run approximately 2 hours.

International Day - planned for February 2015 (specific date TBA) The specific activities for this event are being planned and will be headed by Ms. R. Julian. The event will run approximately 3-4 hours.

To increase cultural awareness, arts and crafts, international cuisine, cultural costumes and dance.

Technology based workshops - lead by various teachers and Ms. Julian - ARIS access, DOE online access and how to find other parent resources on-line (specific dates TBA). These workshops run

approximately 2 hours.

All of these parent workshops/events are to address the needs of parents as school partners and increase participation of the parents of ELLs. With the continued support of the Parent Coordinator, administration and staff the school will do all possible to strengthen the home-school relationship and make us of the Family-room as a resource for ELL parents. We will continue to provide parents with school news and events via a monthly school calendar/newsletter. This is at no cost to Title III funds.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$7,726.50</u>	<u>Afterschool Program</u> <u>5 teachers x 2 hours x 15 sessions x</u> <u>51.51=\$7,726.50</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	<u>2,347.</u>	<u>Trade text books in the content area of Social Studies primary focus is writing in the content area(s): War of 1812, Westward Expansion, Civil War</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Additional curricula, instructional materials. • Must be clearly listed. 		<u>Immigration and Citizenship, Civil Rights, Geography of the Americas, Judaism, Christianity, Greece, Rome, French Revolution, Romanticism, Industrialism, Capitalism, Socialism, Immigration, Industrialism, Urbanization Reform, Cold War, Geography of Canada and Mexico, Vietnam War, WW I & WW II, Russian Revolution, etc.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>1,126.50</u>	<u>Trips to the Botanic Gardens, city parks, NY Hall of Science, etc.(students as well as invited ELL parents)</u>
TOTAL	<u>11,200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 202
School Name Ernest Jenkyns		

B. Language Allocation Policy Team Composition

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

Principal Maichael Spencer-Edwards	Assistant Principal Natasha Radix
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Susan Oh	School Counselor Sherril Smith
Teacher/Subject Area Carolyn Green	Parent Asha Herbert
Teacher/Subject Area type here	Parent Coordinator Robyn Hawkins-Julian
Related-Service Provider Roma McLawrence	Borough Field Support Center Staff Member Bernadette Fitzgerald
Superintendent Joyce Starling-Harte	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	N/A	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	500	Total number of ELLs	53	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	10
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	48	3	9	5	1	1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	4	14	4	10								0
Chinese														0
Russian														0
Bengali				1										0
Urdu														0
Arabic	1	1		3		3								0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	4	2	3	2	6								0
Emerging (Low Intermediate)					1	1								0
Transitioning (High Intermediate)		2		5		2								0
Expanding (Advanced)	2	1	2	6	1	4								0
Commanding (Proficient)		1		4		1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3				0
5	10	2			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	2	1	1						0
5	5	6	1	1					0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	4	2	3	2		1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 For the 2015-16 school year, PS 202 will use the following assessment tools to assess the early literacy skills of ELLs:
 -NYSESLAT/NYSITELL (for newly identified ELLs only)/SPANISH LAB (for HL - SP students only dependent on NYSITELL score)
 - DRA (running records)
 - TCRWP (MOSL) reading/writing assessments
 - PALS assessments
 -Waterford (Technology based literacy assessments)
 - Scott Foresman/Avenue Program assessments for ELLs
 - Rubicon Curriculum Mapping Assessments for all units
 - authentic teacher made formal and informal assessments.
 Teachers meet at least twice a week in each grade level meetings and a large part of the reviews are based on various assessments. The insights the data provides about the ELLs is how quickly the beginner ELLs are either improving are areas in which there needs to be more attention and support based on various learning styles. If a particular assessment tool is not working well with certain ELLs depending on their proficiency level and months/years of service, the lessons can be adjusted or an alternative authentic assessment can be implemented with the assistance of the ELL Coordinator.
 All of the ELLs in grades K-2 have had 1 or 0 years of service. 35% are at an A reading level (based on TCRWP) and the other 65% are unable to read/write. Over 90% of these students have no literacy in their home language. The 65% are not proficient with letter recognition/letter sounds so we are working to see what additional literacy supports will best benefit the ELLs based on the data thus far.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Grade K - Reading/Writing needs improvement on the whole (100% are newcomers). There is a priority to build their social language and have them become more communicatively competent within the classroom and learning environments when at school.
 Grades (1-2) - Reading/Writing needs a lot of support since 41% of these ELLs has a C or lower. The other 59% have an A level or are unable to read in write in English or their home language. Speaking/Listening skills also need to be developed for about 90%

of the students (92% are newcomers).

Grades (3-4) - 24% have just arrived to the US from another country since this school year has commenced or have been living in the US 1 year or less. There is a need to build proficiency in all modalities based on the data patterns especially since 67% or more of the students are more than one or two grades (or more) below reading/writing level not only in English but in their native languages.

Grades (5) - There needs to be a focus on the reading/writing modalities. Although there are a couple newcomers, the majority of these ELLs are below grade level by more than 1, 2 or 3 years (85% minimum)

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the results of the AMAO tool, there is a thorough analysis of the data involving the ELLs at PS 202. There are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities (approx. 51%). There needs to be more emphasis and work to support better writing and reading skills. The school has elected to implement the READYGEN literacy program and the ELLs will be given additional support to adapt to this program especially since this program was not designed to differentiate to newcomers which is 90% of the ELL population. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important part of a student's portfolio.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

ENL Program (Pull Out (standalone) and (Push In (integrated))- Grades K to 5:

a. Based on the result patterns across the NYSESLAT modalities – there will be a higher emphasis on improving the reading/writing strategies with those students who have tested proficient on the speaking and listening. We will address the needs of the newcomers (especially since it is 90% of the ELL population) in that the priority is to provide a stress-free learning environment so that they can begin to engage/socially and become communicatively competent. The school acknowledges that many newcomers may be in "culture shock" so there are procedures in place to aid students by offering more small group or "one on one" time during the pull-out sessions. Since 58% of the ELLs have had 1 or 0 years of service, they are obviously not performing on par with the native language students on tests taken in English but that is because they are in the process of acquiring their second or third language in English.

b. The results of the ELL periodic assessments are used not only by the ELL teachers but the common branch classroom teachers are supplied with the results twice a year to mark the progress of their students. These results are discussed/relayed not only on a progress report but they are addressed during conferences with the ENL teacher and classroom teacher. Based on the needs of the student, there are changes made in the way some of the lessons are conducted or introduced to some of the ELLs, different groupings are established and additional support is suggested if needed academically (ex. AIS, PPT or Reading support), counseling or tutoring.

c. The periodic assessments allow the school to learn which ENL standards need to be addressed as well as the performance patterns of each ELL. These results are another way of forming a better understanding of the skills that need to be addressed in terms of listening, reading and writing. It allows the various support teams at the school to better address some of the ways ELLs can be supported. The periodic assessment is a predictive as to how an ELL may perform on the upcoming NYSESLAT in May. It provides a window to better prepare the ELLs so that they can work on the modalities that need the most improvement via enhancing the ESL learning standards.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

The school is in the process of reworking the RTI model and will plan to implement an instructional framework for using data to drive instruction for ELLs using this framework. Many members of the CEP/LAP team will be planning within the RTI framework once it is officially adapted. In the meantime, members of the PPT team are working closely with teachers to impose RTI strategies for ELLs in the classrooms and PDs will be offered to those teachers of ELLs to develop intervention plans within the classroom.

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

All teachers are required to differentiate their lesson plans to support the immediate needs of all their students, especially ELLs and special education students. The ENL teacher works closely with classroom teachers of ELLs to provide support for their second language acquisition and various professional developments/workshops are offered to ensure that ELLs are considered in the instructional strategies.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

PS 202 uses a variety of both formal and informal assessments to measure the success of the ELL program. Each ELL is profiled not only by the ENL teacher but is monitored by the classroom teacher with student portfolios and there is a holistic review throughout the school year. Student results are reviewed and monitored. The administration reviews teacher and parent feedback regarding ELL programs at the school as well. Data is reviewed to track the performance of ELLs.

The following assessments/tools are used:

- NYSESLAT/NYSITELL (GR K-5)
- ELL Periodic Assessments (Fall/Spring) (GR 3, 4 and 5)
- Interim Assessments (GR 3,4 and 5)
- MOSL assessments - reading/writing content areas (GR K-5)
- DRA (running records) (GR K-5)
- Rubicon Curriculum Mapping Assessments (GR K-5)
- PALS assessments (GR K-2)
- authentic teacher assessments, observations, student portfolios (GR K -5)

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Initial ELL Identification Process (completed within 10 school days of registration):

- English as a New Language Teacher/ELL Coordinator(S. Oh) works closely with the pupil accounting secretary (as assigned) and parent coordinator (R. Julian) of the school to be advised of any potential ELLs. All new student record cards are reviewed and RLER reports are cross referenced as well as other new admit reports.
- All new students that were initially identified at registration as potential ELLs with the use of the Home Language Identification Survey (HLIS), that is mandated during the registration process, are accessed by the ELL Coordinator (S. Oh).
- Interviews are conducted by the certified ENL teacher or other licensed pedagogue (based upon availability) to verify if the HLIS forms have been properly filled out and/or if there are any discrepancies once they are filled out. There are also Spanish proficient office staff and pedagogues available if translation is necessary: D. Morales, R. Courton, Z. Cabrera and R. Luna.
- Based upon the responses once the HLIS is completed, in accordance to the mandate, potential ELLs are administered the New York State Identification Test for English Language Learners (NYSITELL -if eligible) to determine whether or not they are entitled to receive language support services as ELLs. The ENL teacher administers the NYSITELL to those eligible identified students within the testing window once registered.
- Students that score below the state designated level of proficiency on the NYSITELL are entitled to special services for English language learning support. Spanish native speakers are also administered the SPANISH LAB test to verify native language proficiency if they do not test proficient on the NYSITELL. The ENL teacher proctors the SPANISH LAB and is assisted by Family Assistant (Z. Cabrera) and/or E. Stribling (Content Area Teacher) for test administration.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the interview process with parent and student at registration (HLIS has been filled out)/ oral interview questionnaire, the school will further investigate with the ELL Coordinator leading the SIFE questionnaire as well as other formal/informal assessments to verify and identify any SIFE students. This also pertains to those ELLs who may have transferred to our school but have attended school in the US for less than 12 months. There will definitely be an investigation and more inquiry if a child has had more than 2 years of interrupted formal education. The school uses various assessment data to verify and identify SIFE students with the assistance of parents and any documents from former educational institutions.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

LPT Members:

Susan Oh - ELL Coordinator/ENL Teacher
Robyn Julian - Hawkins - Parent Coordinator
Natasha Radix - Assistant Principal
Chantay Cylin - School Psychologist
Rafael Luna - IEP Specialist Teacher
Roma McLawrence - SETSS Teacher

The ELL Coordinator works closely with the IEP/LPT Team especially with the school psychologist to ensure that the newly enrolled ELL's classroom teacher is provided a copy of the IEP and access to any pertinent information regarding special needs. The school ensures that all services on the IEP are provided as best as possible and that the student is to receive all accommodations that apply to ELLs and SWDs, as appropriate.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ELL Coordinator (S. Oh) ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. The ELL Coordinator personally delivers letters to student's teachers to ensure that letters go home to parents and follows up with parents to schedule parent orientations for those students deemed entitled. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator). Follow-ups (in writing and via telephone) are done to try to ensure that parent selections and/or responses to other letters are received/returned. Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 213 (ENL Room) All pertinent documents are secured/locked in a closet holding assessments and important documents on the left as soon as one enters the room). The key to all locks in the ENL room are secured by the ELL Coordinator.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are either informed verbally during the mandated parent orientation process as well as in writing on the ELL status letter that is sent home to parents. During this time, parents are provided with information as to all of their options and rights for the best education for their child.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Ensuring Understanding of DOE program choices:
 - The majority of the time, the three program choices are initially explained at the time of registration (during the interview) and a viewing of the The Department of Education's (DOE) video detailing the three programs that are offered if the parent would like the information at that time.
 - When entitlement is verified once testing is completed, parents/guardians of newly enrolled ELLs are informed in writing (in English and native language) and required to participate in a parent/newcomer orientation. At that orientation, the DOE video is shown and three program choices are explained verbally for those who need clarification.
 - We accommodate all languages either in house or with the use of the DOE translation services dept. if necessary to make sure all parents of ELLs are assisted with inquiries regarding the three program choices. Currently, 81% of the ELL population have Spanish as their home language. Arabic is the other 15% the home language with 4% being other .
 - At the parent orientation, information is given on the programs available in writing and (Video outlining all ELL programs offered as a choice in the language of the parents' native language or translator if necessary), state standards, assessments and expectations for their children.
 - Translators are on hand to assist for explanation and question/answer sessions during all parent orientations/workshops.
 - This process is completed within 10 school days of student registration.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ELL Coordinator (S. Oh) ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator). Follow-ups (in writing and via telephone) are done to try to ensure that parent selections and/or responses to other letters are received/returned. Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 213 (ENL Room) All pertinent documents are secured/locked in a closet holding assessments and important documents on the left as soon as one enters the room). The key to all locks in the ESL room are secured by the ELL Coordinator

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ELL Coordinator continues to send 2nd, 3rd, 4th copies if necessary as well as phone calls to parents to request that documents be signed and returned to school. PS 202 usually does not have a problem with these types of forms not being returned but the ELL Coordinator is responsible to ensure that all surveys are returned in a timely manner and that the program selections are recorded in ATS under the ELPC report.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL Coordinator sends out placement parent notification letters and are distributed to students to take home. Phone calls are made to ensure that parents have received the letters and that they are advised the placement for their child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL Coordinator keeps notes on all ELL documentation and keeps signed copies of letter receipt in the locked file cabinet in the ENL room 213. The HLIS copies are filed in the main office while originals are in the student record cards.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ELL Coordinator (S.Oh) plans/schedules NYSESLAT test administration (all modalities) with the testing coordinator and administration. The school completes planning and scheduling of NYSESLAT test administration by March. Based on the number of ELL students in each grade in the school year, there is a minimum of three content area teachers that are selected to assist the ELL Coordinator to administer all the sections of the NYSESLAT (in rotation). Classroom teachers are advised that all ELLs are required to be tested on the NYSESLAT as mandated in writing and supplied copies of testing schedules. The testing schedule for teachers who are selected to assist with NYSESLAT testing are distributed a week prior to the start of the test date. This procedure/steps are reviewed and approved by the administration.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL Coordinator identifies which letters need to go out with which ELL student. At the start of the school year, letters are hand delivered to those continued entitlement and transitional support parent letters and a signature of receipt is collected. These receipts are filed in RM 213 ENL room and filed by the ELL Coordinator.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).
A review of the Parent Survey and Program selection forms for the past few years indicates that the larger majority of the parents chose an ESL instruction model. Here are the numbers based on the parent choice selections:
ESL program model - 59%
Transitional Bilingual Education Model -29%
Dual Language Model 19%
- Here are this year's selections out of 12 newly identified ELLs (2015-16):
ENL program (standalone and/or integrated) - 25%
Transitional Bilingual Model - 25%
Dual Language Model - 50%
- The school did not have the student count (15 minimum) to open a bilingual class this school year as was the case in 2014-2015, 2013-14 and 2012-2013 school years. Those parents who chose either a TBE or Dual language program were offered assistance for placement by the ELL Coordinator. The parents were offered alternate schools (based on placement availability) but all chose to stay at PS 202 and accepted the ESL program (currently ENL). There has not been enough enrollment numbers as of yet to open a full class of 15 in the same language group in one or more contiguous grades thus far. The ENL program is aligned with the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

The ELL program at PS 202 focus on the following for all ELLs:

- academic rigor; high expectation and goal setting
- the use of ENL methodologies during instruction within the common core curriculum
- alignment of all instruction with the NYS Common Core and ESL standards
- the recruitment and retention of high quality teachers of English Language Learners (based on funding).

-PS 202 has a Freestanding heterogeneous ENL program that provides all english language arts and content subject core matter instruction in English through the use of specific instructional strategies. Students are pulled out and travel to another classroom (RM 213) to receive ENL instruction which is provided by a TESOL certified/licensed teacher (S.Oh) for those students who are at an Entering, Emerging and Transitioning proficiency level. These students also receive integrated ENL instruction in their classroom when the ENL pushes in. The Expanding and Commanding proficiency level ELLs receive integrated ENL instruction in their classroom as the ENL teacher co-teaches with the classroom teacher. Support is also provided in the students' native language by pairing students of the same language group if necessary for newcomers only. There is 1 certified/licensed ENL teacher (S. Oh) that serves the ENL student population. She facilitates student comprehension and linguistic summary (pragmatically/semantically) where needed to ELLs as part of the language program instructional support by consulting with classroom teachers, grade leaders and administration. Out of the 53 current ELLs, 79% are newcomers and 48% of the newcomers have been residing in the United States or registered in a US school system about 1 year or less.

- All ELL students receive standalone and/or integrated services as an ENL delivery model and receive instruction as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out/push in ENL classes for grades Kindergarten to Grade 5.

- Students are grouped not only by proficiency (SPK/LST modalities) but also by literacy levels. Students are blended by grades as well:

There are 8 main ENL groups:

- 1.(GR K-2)
- 2.(GR K-2)
- 3.(GR 2-4)
- 4.(GR 3)
- 5.(GR 3-5)
- 6.(GR 5)
- 7.(GR 4-5)

The number of students in each group may shift depending on new admits, transfers, student needs, progress and unit/topic. Most groups are heterogeneous except for the students who have just arrived from another country within the past few months and have no reading/writing skills in English or in their home language. Some immediate newcomer groups will change as the year continues because some may develop/progress stronger literacy levels whereas others will require more support since there was no literacy skills in their native language to transfer skills.

b. TBE program. *If applicable.*

N/A at present

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students receive mandated instruction (90, 180 or 360 minutes dependent on their tested proficiency level based on the NYSITELL and/or NYSESLAT results) and are scheduled for ENL instruction as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all standalone and or/ integrated ENL services for grades Kindergarten to grade 5. Once all of the ELL students are identified, the ELL Coordinator works with the principal to schedule the ENL program for all ELL students in grades K to 5. All of the teacher/student schedules are compared to ensure that students are serviced with ENL support time during the appropriate periods. Students are not to be pulled during content area subjects (other than

ELA) or any other mandated subjects that they are required to be in the self-contained class. The staff ensures that all ELL students are serviced per their proficiency level requirements as supported/authorized by the administration. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing and special services staff. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

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

In the Freestanding ENL program, instruction is provided 100% in English. The teacher will ask more advanced students within a group to assist with minor translations of certain words/concepts when necessary depending on a lesson. Although the school has selected READYGEN as the literacy program, the differentiated instruction for ELLs have been considered for higher proficiency students. Since 90% of the ELLs this school year are newcomers with most at an Entering or Emerging proficiency level, a newcomer ENL curriculum has been designed. As for the other remaining ELLs, the ENL teacher works with the grade curriculum maps, classroom and grade leader teachers and differentiates for those ELLs. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs with a focus on explicit teaching. Content is mainly delivered using the TPR (Total Physical Response) method for new arrivals and Community Language Learning Approach.

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

Our ENL program delivers instruction in English only. The ELLs at PS 202 currently are not evaluated in their home language throughout the year. The school currently does not have any native language classes and does not have an evaluation process in place since we do not have any TBE or Dual language classes. The only evaluation in place is the SPANISH LAB to evaluate native language (for those Spanish speaking students only) after NYSITELL exams have been administered for those students who are eligible for SPANISH LAB.

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

PS 202 has elected to administer the ELL periodic assessments for the fall and spring. The ENL teacher uses Continental and Attanasio & Associates Publications assessments as well as authentic assessments to evaluate all four modalities. The ENL teacher also follows up and documents results of the following assessments for reading/writing modalities that are administered by classroom content area teachers:

Interim Assessments (GR 3,4, and 5)

- MOSL assessments - content areas (GR K-5)
- DRA (running records) (GR K-5)
- Rubicon Curriculum Mapping Assessments (GR K-5)
- PALS assessments (GR K-2)
- authentic teacher assessments, observations, student portfolios (GR K -5, 7 and 8)

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. Plan for SIFE:

The ELL Coordinator (S.Oh) ensures that all SIFE students are identified in the school. The classroom teacher is also providing one on one time for these students. Extra service time is provided to those SIFE students depending on which content areas need attention and more support. As we receive more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement (based on parent choice/approval) with additional pull-out using ENL strategies, AIS services and/or after school tutoring and programs (when available based on funding). Special Education services are also available for those students who may need to be referred for evaluation to verify if any learning disabilities may exist. We also have a Pupil Personnel Team (PPT) that teachers can refer students to for evaluation and progress. The SIFE students currently enrolled at PS 202 are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child's learning.

b. Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their NYSITELL/NYSESLAT assessments, newcomers to the English language school system will receive their required ENL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth

transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ENL time during the first month of the program (as available) which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the NYSITELL exam (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ENL teacher also provides integrated/ push-in services to the general education classroom per regulation, in order to make the transition as smooth as possible for the student (based on need).

c. Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as RTI/AIS services in addition to the ELL support services based on proficiency. The school's literacy teacher (J. D'Ambra) with the assistance of the ENL teacher offers teachers various teaching strategies to differentiate to their ELLs. Also, the elected READYGEN literacy program caters to this group of ELLs as they have designed differentiated planning for ELLs in this program which is geared for more advanced proficiency ELLs. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There are professional developments (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

Both the classroom teacher and the ESL teacher use modeling, scaffolding and realia techniques. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning), develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas, and use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students). There is a focus on explicit teaching.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs:

Long term ELLs will continue to receive their required ENL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with academic services (RTI/AIS services) . There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional academic intervention services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. These ELLs are also offered afterschool programs for additional support and Saturday academy classes (based on funding). There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ENL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the general education classroom teachers so that they too can participate in the specific ELL needs of the students in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

e. Plan for Former ELLs:

The school adheres to all testing accommodations for Former ELLs. They also receive 90 minutes of integrated ENL services for up to 2 years or more. The ELL Coordinator advises all teachers of former in ELLs in writing of their status and works with them throughout the year to verify if there are any issues and need for additional ENL service time (based on availability).

The ENL teacher schedules the former ELL in appropriate groups in their main classroom for additional services when necessary and placement depends on need within the existing ENL groups.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Chart Currently we have 1 ELL who has been re-identified as an ELL. Each case is handled individually and is opened by the ELL Coordinator once the student has registered/identified. The ENL teacher provides services based upon tested proficiency level and is monitored throughout the year as any ELL student. The ENL teacher works closely with the classroom teacher, support staff, administration and parent(s) to review the student's academic process to verify that he/she has not been adversely affected by the re-identification.

8. 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?

Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Waterford and Myon reading/writing programs to support and build literacy. There is use of smartboards, Promethean boards and various english language learning websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the classroom libraries (ENL) to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown along with numerous fiction/non-fiction texts. This is outside of the ELA - READYGEN program texts. Various graphic charts/organizers, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons. The ENL, SETSS (R. McLawrence) and SPEECH (K.Jean) teachers work closely together for those ELLs with special needs based upon their IEPs.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL-SWDs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ENL teacher also works together with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL Coordinator is invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a parent coordinator (R. Julian) and guidance counselor (S. Smith) available for those students who may need additional counseling or other needs. There is also a PPT team on hand to aid those referred students who are in need of immediate academic interventions. The ELL Coordinator works closely with the IEP team, especially the school psychologist (C. Cylin) and family assistant(Z. Cabrera).

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

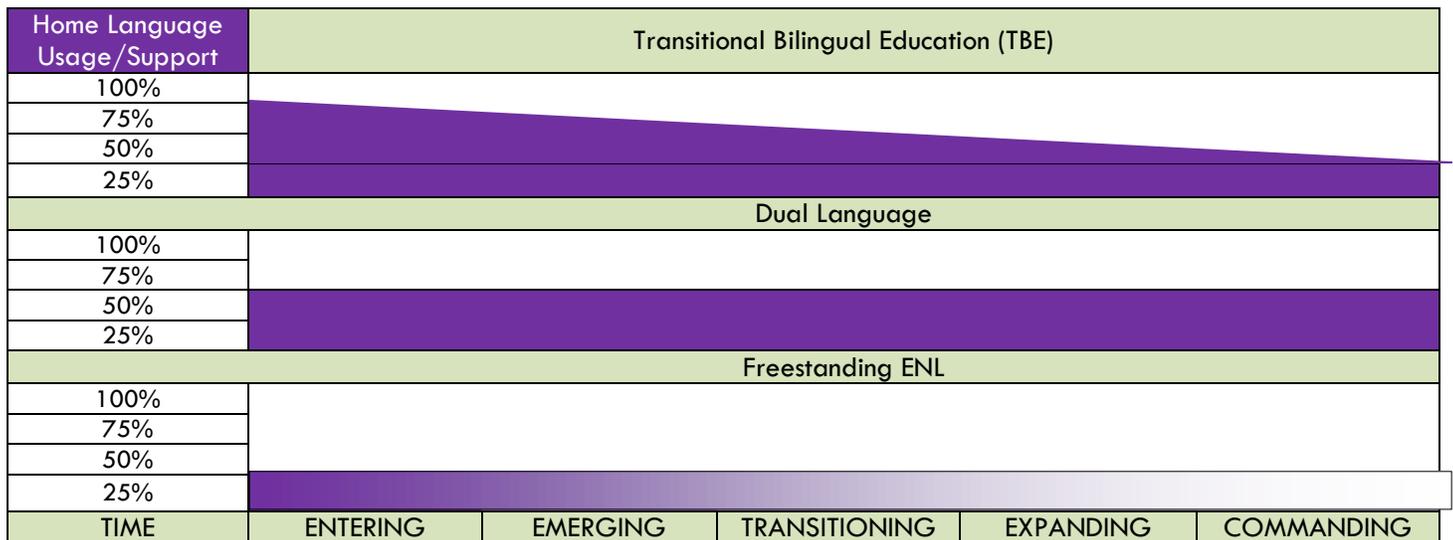


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Intervention Programs for ELLs (RTI, AIS, PPT) - offered based on need/ individual student basis (based on funding)
Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during after school, before school and Saturday programs (as funding permits). ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school (funding to be determined for this school year's after school programs). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Small group instruction meets the needs of the ELLs in both content and language development because there is a concentrated support provided in the least restrictive learning environment which is crucial for ELLs. When individual cases are referred for example to our PPT team, there are immediate strategies and plans put in place once the student is referred. ELLs are entitled to all intervention programs at our school but support is provided with language learning in mind based on modality proficiency.
12. What new programs or improvements will be considered for the upcoming school year?
There has been a large investment in technology at our school and the ENL dept has been provided with a Promethean board as well as most classrooms. We have already implemented Waterford and Myon reading/writing programs and the following will be considered:
Reading from A to Z. (for newcomers and struggling readers)
Girls and Boys Club
Better grouping for After/Morning School ENL program (based on funding)
Saturday Academy
13. What programs/services for ELLs will be discontinued and why?
Currently, there are no specific programs/services that are being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ALL eligible ELLs are afforded equal access to all school programs. There are ELL funds set aside to assist those ELLs who may have financial difficulties to participate in a particular program so that they can experience all that the school may have planned. Every year there is one or more of the following scheduled usually by the month of DEC for ELLs (instruction by licensed ELL teacher and 1 or more content area teacher based upon the number of students) :
- ENL After school program (usually offered for 2 hours or more twice a week or more - as funding permits)
ENL Morning program (usually offered for 1 hour at least 4 times per week - as funding permits)
ENL Saturday program (usually offered for 3 hours or more - as funding permits)
- All ELL students are provided with the opportunity to participate in all school activities (when scheduled/offered) and are not excluded in any way. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as academic, dances, school shows, events, workshops, fairs etc. Parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program, DFOY, CYPRESS and other independent after school programs such as More For You. ELLs are afforded the same eligibility to participate in after school programs as any other student.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials including technology/ Instructional materials in Content Areas:
PS 202 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ENL students are also used to bolster student ability and use of technology.
- Besides the READYGEN/GO MATH programs we supplement with the use of Scott Foresman ELL materials with both hardcover and workbook for newcomers to advanced proficiency levels grades K-5. We also use The Avenues program for grades K-5. These programs greatly consider newcomer ELLs which is the largest population at our school. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ENL students (K- 5) are provided additional technology time every week and they work in pairs (when not in technology class and in the ENL room). Technology is also used to support all ELLs. Besides computers, the ENL program uses the Promethean/Smart boards, DVD player and cd player

to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities.

Waterford - grades (K-2)

Myon (all grades)

iExplore (K-2)

Foundations (K-3 and any student requiring remediation)

Prometheon created core content area materials (K-5)

Scott Foresman for ELLs (K-5)

Avenues (K-5)

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is provided by the knowledge of more advanced proficiency students if necessary during a particular ENL lesson. There is a bilingual library available (currently in the Spanish language) in the ENL classroom, bilingual glossaries and bilingual dictionaries available for students to use whenever necessary. There has been an increase of Arabic speakers in the past couple of years so bilingual Arabic books will be added to the library. We currently offer Arabic-English dictionaries and glossaries besides what can be accessed on-line. ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELL students have the support of their teachers, administration, the parent coordinator (R. Hawkins-Julian), the guidance counselor (S. Smith) and all staff members. The guidance counselor assist students with middle school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, both written and oral, is provided to parents in their native language to ensure effective communication and parent involvement whenever possible.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

At this point in time, there is no specific program in place to assist newly enrolled ELL students before the beginning of the school year other than a school rep. providing a tour of the school requested and a licensed pedagogue assisting with the registration process and forms, especially the HLIS form/interviews. The administration usually holds an open house in the month of August which all ELL parents/students are welcome to attend that offer assistance. All ELLs are invited to participate in any school activity such as dances, trips, clubs (karate, biking, basketball etc.).

19. What language electives are offered to ELLs?

Currently, there are no language electives offered to ELLs or any other student at PS 202 but that may change in the near future.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional Development are planned throughout the school year. There are at least 5 sessions planned for teachers of ELLs each month. The administration also enables the ELL Coordinator to attend ELL related PDs throughout the year offered by the DOE affiliated branch, Office of ELLs or NYS/NYC Regional Bilingual/Education-Resource Network(RBE-RN).

PD plan for teachers and staff working with ELLS (other than the ENL Teacher):

The ELL Coordinator (S.Oh - TESOL certified) will support staff needs including: professional development, best approach methodology, ENL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The ELL Coordinator also receives support from DOE affiliated offices (Office of ELLs-SWDs) throughout the year on how to assist teachers of ELLs to better support them to differentiate to ELLs in accordance to the common core curriculum. Staff development will include training for all teachers using ENL methodologies. Many classes have at least one or more current or former ELL student(s) and teachers must be trained in the strategies that can be incorporated into the READYGEN and GO MATH programs that will enhance English language acquisition. Those teachers who have ELLs in their classrooms are: Sylvain, Merceron, Catlin, Chabus, Braxton, Dent, Worrie, Salahuddin, Hamilton, Sigue, Green, Parker, Thomas, Paul, Shapiro, Phillips, Burrison, Mimiran, Ashenfarb, Francois as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity.

PS 202 provides support to staff to assist with ELLs as they transition from elementary to middle school with various orientations, counseling, events where middle school reps come into the school for speaking engagements as well as a yearly career fair (chaired by S. Smith). There is inquiry team and SLT team involvement so that students can transition smoothly and know the academic expectations and challenges of the next grade.

Training of all staff – 7.5 Hours required/ records

Teachers presently working at PS 202 are long time staff members and are familiar with the 7.5 hours of ELL training for all staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ELL Coordinator and administration. The training will be facilitated to staff in the Fall and the Spring at a minimum. Each participant usually is awarded a certificate of completion upon completion of the training series. Evidence of these trainings will be filed and secured (attendance/agenda planned).
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The principal is in high support of professional development for the ENL teacher and permits attendance/participation at least once a month or more based upon scheduled events. There is also participation/feedback required during grade leader meetings and common core planning. The school concentrates on fostering PDs to the ENL teacher especially to turn-key strategies and information that is acquired outside of the building.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ELL Coordinator works closely with the guidance counselor who handles all transition needs from elementary to middle school grades. There are meetings that are scheduled specifically for ELL students and parents who may require information in their home language. The ELL Coordinator schedules a translator to be in attendance at these meetings with parents and/or with student.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The ELL Coordinator plans/schedules PDs throughout the year to meet the minimum 15% of total hours for all teachers for ELL related professional developments. The principal ensures that the ENL teacher receives ELL -specific professional developments by authorizing attendance to meet the 50% of total hours necessary for ENL teachers to receive support at these ELL-specific PDs. The principal advises the ENL teacher about workshops/events that are offered throughout the year.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ELL Parents are provided and offered annual individual meetings throughout the year especially during open school night every Tuesday of each week. Of course ELL parents can schedule these meetings outside of this time. There are translations available for high frequency languages such as Spanish and Arabic specific to our school but we also make use of the DOE translation unit for interpretation/translation needs.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages. Parents are encouraged to attend DOE sponsored parent events/orientations/workshops. Parents are provided copies of flyers in both English and native languages regarding these events throughout the year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

The ELL Coordinator keeps an agenda and parent sign-in sheet on file for annual and or individual meetings throughout the year. These originals are filed in the ENL room 213 in the closet on the right hand side of the room as you enter. Parent needs are also met by accommodating requests via phone calls, letters and in person meetings all with translation services in the parent's home language. If the meeting is informal, the meeting details are documented as parents needs are accommodated with the ELL Coordinator. The ELL Coordinator also works with the parent coordinator regarding documents/records on parent attendance at meetings, workshops and events.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Exclusive parent trips and cultural exchange programs are scheduled each year. Cooking, technology, academic, cultural and other informational workshops/programs are scheduled each month. There is an events calendar that is planned by the PTA and parent coordinator regarding all of the activities and on-goings at the school. There is also invitations of parent volunteer opportunities.

ELL parents are always invited to be involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS program in classes, WALK IN OUR FOOTSTEPS program and observations not only with the ENL teacher but with all the teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 83% of the dominant home language for the ELLs at our school. We also have a few PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need or with the assistance of the DOE translation dept.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Under Title I/III funding and regulations there are various CBO workshops and other agencies that the school partners with such as Cornell University for Health for one of our parent workshops. These various community based organizations and agencies who provide workshops or services do so to ELL parents as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, open question and answer sessions, PTA meetings and an open family room (111) that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently. The parent coordinator of the school is R. Hawkins-Julian and the PTA president is A. Herbert. We are currently in the planning stages and receiving final authorizations for these workshops.
5. How do you evaluate the needs of the parents?
There are parent survey forms and Q/A forms that are collected to evaluate the needs of the parents. Parents also are asked to join the PTA so that they can field which areas need to be addressed based on the needs of the parents. These surveys and questionnaires as well as verbal requests are reviewed intently to evaluate all the needs of the parents.
6. How do your parental involvement activities address the needs of the parents?

The PTA, parent coordinator and ELL Coordinator plan for the activities and parent workshops for the year based on the needs and requests from the parents. Once the Title I meeting as well as funding from Title III has been secured, the PTA and parent coordinator uses parent surveys, feedback from monthly meetings and workshop responses/surveys to determine which activities and workshops will be scheduled in the coming school year.

D. Additional Information

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

Paste response here:

School Name: **Ernest S. Jenkyns**

School DBN: **19K202**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Machael Spencer-Edwards	Principal		10/29/15
Natasha Radix	Assistant Principal		10/29/15
Robyn Julian	Parent Coordinator		10/29/15
Susan Oh	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sherril Smith	School Counselor		10/29/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01