

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

20K204

School Name:

P.S. 204 VINCE LOMBARDI

Principal:

NANCY TOMASUOLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Vince Lombardi Elementary School School Number (DBN): 20K204
Grades Served: PK – 5
School Address: 8101 15th Avenue Brooklyn , NY 11228
Phone Number: (718) 236-2906 Fax: (718) 232-9265
School Contact Person: Nancy Tomasuolo Email Address: Ntomasu@schools.nyc.gov
Principal: Nancy Tomasuolo
UFT Chapter Leader: Trisha Arnold
Parents' Association President: Dominique D'Onofrio
SLT Chairperson: Michele Bennett
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dominique D'Onofrio
Student Representative(s):

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street Brooklyn, NY 11209
Superintendent's Email Address: Kcostan@schools.nyc.gov
Phone Number: (718) 759-4912 Fax: (718) 759-4842

Borough Field Support Center (BFSC)

BFSC: South Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: CWatson21@schools.nyc.gov
Phone Number: (718)923-5171 Fax: (718)326-8140

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Nancy Tomasuolo	*Principal or Designee	
Michele Ferraro	*UFT Chapter Leader or Designee	
Dominique D’Onofrio	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Dominique D’Onofrio	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Leibowitz	Member/ Staff	
Michele Bennett	Member/ Staff	
Laura Bonomolo	Member/ Staff	
Annmarie Giuffre	Member/ Staff	
Janine Speziale	Member/ Staff	
Teri Faicco	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patrick Forde	Member/ Parent	
Lambrina Gournelos	Member/ Parent	
Helena Lambrakis	Member/ Parent	
Sabrina Pei	Member/ Parent	
Lilian Shek	Member/ Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

PS 204, the Vince Lombardi School, has been a fixture of the Bensonhurst community since 1929. Our current school enrollment is 1,178. Our school services students in grades Pre-Kindergarten through Grade 5. Although the composition of the school has changed throughout the years, our goal remains the same—to respect, appreciate and celebrate diversity while providing an outstanding educational experience. Our student population is comprised of many ethnic backgrounds including: Hispanic (18.76%); American Indian/Alaskan Native (.25%); Asian (45.67%); Native Hawaiian/Pacific Islander (.08%); Black (.42%); White (34.72%) and; Multi-Racial (.08%). 11.29% of the students are English Language Learners and 10.67% are students with disabilities.

In the 2015-2016 school year, our school will be comprised of two (2) full-day pre-kindergarten classes; nine (9) kindergarten classes; seven (7) first grade classes; seven (7) second grade classes; seven (7) third grade classes; seven (7) fourth grade classes; and seven (7) fifth grade classes. There will be an Integrated Collaborative Teaching (ICT) and a 12:1:1 class on each grade level. There are two physical education teachers, two music teachers, two art teachers, two technology teachers and two science teachers. Our school currently has four Academic Instruction Services (AIS) providers (three for English Language Arts and one for mathematics), one Special Education Teacher Support Services (SETSS) teacher, three English as a Second Language (ESL) teachers and four speech providers. In order to meet the needs of our current and former ESL students, an additional ESL teacher will be hired for the upcoming school year. Also included on our staff are related service providers for Occupational Therapy, Physical Therapy, Adaptive Physical Education and Hearing Education Services.

PS 204's mission statement was created by the staff and students. It is as follows: "Our PS 204 family is committed to providing a safe, nurturing environment that supports student learning by building positive relationships and fostering high self-esteem. We celebrate diversity with respect for all cultures and learning styles. We provide rigorous instruction that challenges and engages all students while encouraging risk-taking, questioning and collaboration. We strive to develop life-long learners who aim to be the best they can be."

We strongly believe that it is our responsibility and commitment to develop life-long learners. We are dedicated to providing our students with a rigorous and comprehensive instructional program, as well as, supporting them in developing their social and personal skills with the purpose of having them become productive members of society. We strive to provide rigorous instruction for all students. Our school collaboratively decided to make a change in the ELA curriculum for the upcoming school year from ReadyGEN to Journeys . Journeys is a comprehensive Common Core-aligned literacy program. Teachers have received two days of professional development (May 18th , June 4th) and an additional session will take place in the fall. We will continue to implement the Go Math program with a focus on differentiated instruction for enrichment groups.

Technology is an integral part of our instructional program. 99% of classrooms are equipped with a SmartBoard. Both our math and literacy programs have online resources for both teachers and students via the Think Central website. We currently have 150 iPads for classroom use with programs such as Imagine Learning and Reading A-Z.

We have been fortunate to acquire the services of various community organizations. An after school program facilitated by the Neighborhood Improvement Association (NIA) provides our students with homework support and instruction in dance, fitness and art. Another organization that we affiliate with is "Dancing Classrooms". Our fifth grade students are provided with instruction in ballroom dancing, which culminates in a school performance and competition. Our fourth grade students participate in two "Inside Broadway" programs. Through the first program, a teaching artist visits our school to provide instruction related to the intricacies of Broadway where the students sing and dance in a culminating performance. Through the second program, students visit a Broadway Theater to learn about the "behind the scenes" workings of a Broadway production.

Our school strongly believes in supporting the members of our community by participating in fundraising activities such as: Penny Harvest, Relay for Life, March of Dimes Walk-a-thon, City Harvest Food Drive, Gift Sharing and Hoops/Jump

Rope for Hearts. Participating in these activities instills a sense of citizenship and provides our students with opportunities to learn the value of helping others.

Parents are a vital part of our school community. We pride ourselves in fostering a positive relationship with them. According to the results of the 2013-2014 New York City School Survey, 96% of parents are satisfied with the education that their children are receiving. Throughout the year, our families have the opportunity to attend various school events. These events include: Meet the Teacher Night, Family Fun Night, Holiday Sing Along, Winter and Spring Concerts, Band and Recorder Performances and Student of the Month and Award Assemblies. We also host informative workshops about topics including Common Core Standards, NYS ELA and Math Test Demands, and the Middle School Application Process. We work to communicate with parents about school-wide activities. One way we accomplish this is through the EChalk website, which is updated regularly to contain pertinent information. The website also has a page for each class that individual teachers update.

Our instructional focus this past year was assessment in instruction. Teachers effectively used formative assessment data to respond to student needs and to engage students in learning. Students successfully learned how to monitor their own learning using rubrics, checklists and reflection tools. They also participated in peer assessment. We plan to continue with this instructional focus in the 2015-2016 school year as we work to use assessment data to strengthen small group work and differentiated instruction designed to meet student needs.

The outcome of our Quality Review conducted in April 2015 resulted in receiving proficient in the following areas: Instructional Core- 1.1, 1.2 and well-developed in Instructional Core- 2.2, School Culture -3.4 and Systems in Improvement- 4.2. It is our goal to continue to work toward improving in the areas of providing rigorous and coherent instruction and developing teacher pedagogy to ensure that students are actively involved in cognitively demanding tasks and are supported with differentiated instruction in order to meet their needs.

20K204 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1180	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	63.1%	% Attendance Rate		95.5%	
% Free Lunch	62.7%	% Reduced Lunch		12.2%	
% Limited English Proficient	9.4%	% Students with Disabilities		15.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		0.5%	
% Hispanic or Latino	17.8%	% Asian or Native Hawaiian/Pacific Islander		44.3%	
% White	37.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.23	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# 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)		1.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.73	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	50.2%	Mathematics Performance at levels 3 & 4		66.4%	
Science Performance at levels 3 & 4 (4th Grade)	88.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		YES	
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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- As evidenced by the Teachers College (TC) Reading Assessment data in grades K-2 from 2013-2014 and 2014-2015, we noted a decline in reading levels for our early childhood students as compared to years past (when implementing balanced literacy/Teachers College workshop model). Teachers, therefore, made major revisions to the ReadyGEN program over the past two years so that the anchor texts used in early childhood could be used solely as interactive read alouds. By making this revision, teachers were able to dedicate a large portion of their literacy block to guided reading, independent reading and shared reading. Based on the improvement in reading levels with this approach, this data served as one factor in the determination that a new reading program aligned to our core beliefs in a rigorous, yet developmentally appropriate curriculum focused on the balanced literacy model was necessary.
- Based on the 2013–2014 State ELA and Math data, 50% of students in grades 3-5 received a Level 3 or 4 on the New York State ELA exam and 66% of students in grades 3-5 received a Level 3 or 4 on the New York State Math exam. While these scores did show that students made progress from the year prior (4% in ELA and 5% in Math), teachers expressed concerns about the ReadyGEN curriculum. In particular, teachers felt that students did not have enough opportunity to practice taught strategies with texts they were reading on their own since the bulk of instruction was around highly complex texts that were being read aloud to students.
- Each classroom teacher completed a survey created by the Instructional Team regarding opinions of the current literacy program and the potential selection of a new literacy program. Based on the specific and detailed feedback we received from K-5 teachers regarding concerns with the current literacy program and its impact on student progress, it was determined that it was necessary to research other Common Core-aligned literacy programs.
- Based on feedback from our 2015 Quality Review, we received a rating of proficient, as compared to a well-developed, in the area of 1.1: Curricula. It was noted that the curriculum was not consistent across the school, nor were the assessments and rubrics. This was due to the grade-level revisions being made across grades and was another cause for selecting a new literacy program.
- According to our completed Advance data from teacher observations, teachers made gains in the area of Assessment in Instruction (3d) as evidenced by 85% of our teachers scoring effective or highly effective in this component. We noted that based on the same data, we need to strengthen the area of Engaging Students in Learning as evidenced by the percentage of teachers scoring effective and highly effective in this component, which was 83%.
- The agendas submitted by the Professional Learning Communities demonstrated that the larger portion of teacher team meetings this school year and last has been spent on making major revisions to the ReadyGEN curriculum, including all components of the reading block, end-of-unit reading assessments, writing tasks and curriculum, and differentiated/small group instruction.

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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the level of rigorous instruction related to both ELA and Math, we will focus on both the collaboration and professional learning needs of our teachers along with strong family-community ties and a supportive environment for students. We plan to increase student performance by applying the following two goals and the action plans specified below:

By June 2016, all students in grades K-5 will improve their English Language Arts and math performance as demonstrated by the number of Level 3 and 4 students increasing by 3% as measured by the NYS ELA and Math Assessments in grades 3-5 and the TC Reading Assessments and Prerequisite Skills Inventory and End of Year Assessment in Go Math for students in grades K-2.

Part 3 – Action Plan

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:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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><u>Literacy:</u></p> <p>In order to best meet the literacy needs of our students as we continue to prepare them for the high demands of the Common Core Learning Standards, we have made a collaborative, school-wide decision to adopt a new literacy program. As of May 2015, we began preparing our teachers by implementing two Professional Development Sessions facilitated by Educational Consultants from Journeys . The Professional Development provided by the Educational Consultants from Journeys will continue through the fall. Additionally, the three assistant principals will continue to provide ongoing professional development in grade bands throughout the year to meet the needs of teachers as they learn and implement the Journeys curriculum so that we</p>	<p>All students in grades K-5 including general education students, special education students and English Language Learners</p>	<p>May 2015 – June 2016</p>	<p>All general and special education teachers, ESL and AIS teachers, as well as, principal, assistant principals, educational consultants</p>

<p>may move students forward as readers and writers of fiction and non-fiction.</p> <p>A major focus as we implement our new literacy program is the focus on small-group instruction driven by data and the effective use of assessment in instruction (3d). Data will be collected regularly by the three assistant principals (i.e. End of Unit Assessments for grades K-5 and Teachers College Data from grades K-2). School leadership will support teachers through feedback from Danielson Observations as to best practices for implementing meaningful and targeted small group instruction.</p> <p>An additional focus for this plan of implementing a new literacy program is the focus on English Language Learners (ELLs). ELLs will be supported in the acquisition of literacy and language by both their classroom teachers and their ESL teachers through the ELL text sets and supports provided by Journeys . Both sets of teachers will apply strategic push-in an pull-out instruction incorporating best practices for ELLs including front-loading vocabulary, instructing within content-rich units of study, incorporating Total Physical Response methodology, supplying students with a vast array of visual supports and incorporating vast opportunities for ELLs to engage in conversation and discussion with partnerships.</p>			
<p><u>Math:</u></p> <p>The Go Math program is implemented in all grade levels. An increased emphasis will be placed on the incorporation of Higher Order Thinking (HOT) problems and questioning at various points in Go Math lessons to target the Level 3 and Level 4 students in each class. Additionally, teachers will use Assessment Data to plan for enrichment activities (found in the Go Math lessons) for students who demonstrate a strong understanding of the content on pre-assessments, as well as, in the daily “Show What You Know/ Quick Check” problems.</p> <p>In every grade level, K through 5, the New York City Performance Tasks will serve as the culmination in each Go Math unit for high level 3 and all level 4 students. This ensures a more rigorous problem solving approach within each unit so that true conceptual understanding can be developed among these students.</p>	<p>All students in grades K-5 including general education students, special education students</p>	<p>September 2015 – June 2016</p>	<p>All general and special education teachers, as well as, the principal and assistant principals</p>
<p><u>Family-Community Ties:</u></p>	<p>Parents and families of all Pre-K – 5 students</p>	<p>September 2014- June 2015</p>	<p>Principal, assistant Principals, all teachers,</p>

<p>Educational Consultants will present the Journeys curriculum and provide an information session for all families one evening in September. This night will serve as an opportunity for parents to become more familiar with the materials, assessments, grade-level expectations, and digital resources available to them.</p> <p>Each classroom, cluster, ESL and AIS teacher will provide a minimum of two parent workshops during Parent Engagement Sessions that take place on Tuesday afternoons. These workshops will focus on strategies for parents to apply when helping their children in literacy and math, CCLS expectations, curricular materials, internet resources, test preparation, etc.</p>			<p>outside educational consultants</p>
<p><u>After-School and Saturday Programs:</u></p> <p>Students in need of improvement in second grade as demonstrated by Level 1 or Level 2 performance on Teachers College Reading assessments will be invited to an afterschool literacy program focusing on small group instruction and strategic reading utilizing both guided reading instructional groups and the computer-based program, RAZ .</p> <p>For students in grades 3-5, a Saturday program is offered to help prepare students for the ELA and Math exams. Literacy instruction will focus on the reading of complex fiction and non-fiction text and the answering of text-dependent questions. Math instruction will focus on breaking down problems to determine what is being asked, what operation(s) need to be used, and what strategies need to be implemented to effectively and accurately solve the problems. Students are provided the opportunity to work in partnerships and small groups as they engage in a variety of tasks.</p> <p>A Saturday program is offered to ELLs and former ELLs in grades 2-5 for supplemental support in reading, writing, listening and speaking. The program focuses on English Language acquisition, as well as, increasing school-family ties through multi-cultural celebrations, parent workshops, and trips for students and families to visit NYC landmarks.</p>	<p>Selected students in grades 2-5 including general education students, students with disabilities, and ELLs</p>	<p>September 2014 – June 2015</p>	<p>Assistant principal, teachers who participate in the after school/Saturday school program, parent coordinator</p>

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.

Journeys and Go Math instructional materials including resources for whole and small group instruction

All classrooms across the building have a 90-minute literacy block scheduled in their daily program.

Reading/writing performance tasks will be completed at the end of each Journeys unit and unit assessments will be completed at the end of each Go Math unit. Teachers will have the opportunity to analyze data and plan collaboratively during their common preps, as well as, on Monday and Tuesday afternoons.

AIS and ESL teachers have the ability in their schedule to service all students with flexibility to conduct push-in and/or pull-out instruction.

Per session rates are provided to teachers who participate in the afterschool and Saturday school program.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Common Core Aligned Tasks and Assessments:

All grades, K-5, will administer tasks and assessments that are Common Core aligned and rigorous through the Journeys literacy program. Additionally, teachers in grades K-2 will use the TCRWP benchmark assessments to track reading level progress. Assistant principals will collect data regularly.

All grades, K-5, will administer the NYC Performance Tasks in each Go Math unit for high level 3 students and level 4 students to increase the level of rigor inside each unit. Data will be collected regularly collected by assistant principals.

AIS and ESL teachers will administer various forms of periodic assessments to track the progress of students in their groups and to inform instruction. This data will be collected by assistant principals.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Our Instructional Focus for 2014-2015 was Assessment in Instruction. We provided ongoing professional development in this area, which started with identifying what formative assessment is and how it can be accomplished. It moved into how to provide students with timely, actionable feedback. Lastly, there was an emphasis on student self and peer assessment. In our 2014-2015 Quality Review, we received a well developed in the area of assessment and it was noted as a real strength. Based on our growth in this area, we plan to continue with Assessment in Instruction as our Instructional Focus for the 2015-2016 school year so we can build upon the successes we experienced. The next step we have identified is making effective use of assessment data to plan instruction with a heightened emphasis on student grouping and differentiation.
- Based on 2014-2015 Advance Data from observations, 85% of our teachers scored effective or highly effective in the area of Assessment in Instruction (3d), 83% of our teachers scored effective or highly effective in the area of Using Questioning and Discussion Techniques (3b), and 83% of our teachers scored effective or highly effective in the area of Engaging Students in Learning (3c).
 - According to our 2013-2014 NYC School Survey Report, 96% percent of teachers and 92% of parents were satisfied with our school culture, 94% of teachers and 93% of parents were satisfied with our systems for improvement, and 97% of teachers and parents were satisfied with our instructional core.
 - In our 2014-2015 Quality Review, both school culture (3.4) and systems for improvement (4.2) were rated well developed.
 - Examination of Teacher Team Agendas from our 2014-2015 Professional Learning Communities indicated that the majority of teams were spending their time together making revisions to the ReadyGEN curriculum. Our goal for the 2015-1016 school year is that teams will spend the majority of their time together analyzing student work and planning instruction based upon the trends they identify. Professional Learning Communities will continue to meet regularly during weekly common preps, Monday and Tuesday afternoons, and Lunch and Learn sessions.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the effectiveness and impact of Professional Learning Communities on student learning, we will focus on the continuous analysis of student work to plan differentiated grouping across subject areas. We plan to increase student performance by applying the following goal and action plan specified below:

By June 2016, all teachers will engage in Professional Learning Communities where they will analyze student work including Performance Tasks, published writing pieces, and unit assessments to reflect upon students’ strengths and

challenges in order to improve student learning and develop instructional strategies focused on differentiated, small group learning opportunities as evidenced by student progress on performance tasks and assessments.

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 in order to support their children at home. 	<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?</p>
<p>In order to provide the most meaningful and effective structure for the Professional Learning Communities, we have decided to refine and delve deeper into the work of our Instructional Focus from 2014-2015: Assessment in Instruction.</p> <p>We will accomplish this by providing our teachers with:</p> <ul style="list-style-type: none"> • regularly scheduled planning and meeting time (weekly common preps, Monday and Tuesday afternoon professional learning time) to help teachers plan lessons that are common core-aligned based on the needs of their students • teacher team protocols through the use of structured agendas that will be collected and analyzed weekly by assistant principals • professional development sessions offering information and resources facilitated in grade bands by assistant principals related to using data to drive small group instruction 	<p>All teachers and support staff in grades K-5</p>	<p>September 2015- June 2016</p>	<p>Principal, assistant principal, and support staff</p>
<p>To ensure small group instruction focusing on students' individualized needs is taking place across subject areas and classrooms, administrators make use of Danielson visits to look for strategic lesson planning containing differentiation for the purpose of moving students forward. Specific attention is paid to the grouping of ELLs and SWDs. Administrators look to see that differentiated groups and multiple entry points are specified and implemented in planning and practice. Data from the NYSESLAT and ELL Periodic Assessment is used to assist in grouping and scaffolding instruction for ELLs. Teachers of SWDs are also supported in the planning of strategic instruction for</p>	<p>All teachers in grades K-5</p>	<p>September 2015 – June 2016</p>	<p>Principal and assistant principals</p>

<p>their students using IEPs and performance data to drive needs-based instruction.</p> <p>Danielson observations will also enable administrators to observe the use of Common Core-aligned exemplars, performance-based rubrics, and checklists developed in Professional Learning Communities.</p>			
<p>Parent engagement sessions on Tuesday afternoons will provide families with increased opportunities to communicate with teachers regarding student progress. The work that teachers will be doing in their Professional Learning Communities will inform their conversations with parents.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015 – June 2016</p>	<p>Principal, assistant principal, all teachers</p>
<p>A supportive, risk-free learning environment is established among teachers and students across classrooms. Students are given the opportunity to engage in self and peer assessment based on pre-established criteria, such as checklists and rubrics. The students use the feedback from their peers, as well as, their own self-reflections and assessments to facilitate their next steps as learners. The work done by students in the areas of self and peer assessment will be visible on the work hung on bulletin boards and final work products in portfolios.</p>	<p>Students and teachers across K-5</p>	<p>September 2015 -2016</p>	<p>Principal, assistant principal, all teachers</p>

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>										
<p>Weekly common preps across grade levels used for planning and the analysis of student work</p> <p>Journeys and Go Math instructional materials including differentiated learning tasks and materials</p> <p>Rubrics, Checklists and Exemplars developed by Professional Learning Communities on Monday and Tuesday afternoons</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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>
<p>Weekly agendas from teacher team meetings will be regularly collected along with accompanying student work by assistant principals to monitor the analysis of data during Professional Learning Communities for the purpose of driving instruction and facilitating small group instruction.</p> <p>Data from Danielson Observations will be used by school administrators to track the progress being made by teachers in 3c: Engaging Students in Learning</p> <p>Teachers will keep logs of their communication with families during the Parent Engagement portion of Tuesday afternoons.</p>

Teachers will keep track of student data and the groups they form so they may analyze movement and progress by students, as well as, movement by students across groups.

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.

Part 1 – Needs Assessment

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

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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?</i></p>

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.

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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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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?</i></p>

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.

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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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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?</i></p>

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.

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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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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 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)	--Performance on NYS ELA exam for students in grades 3-5 --Performance on the TC Reading Assessment for students in grades K-2 --Classroom performance based on formative and summative assessment data including Journeys assessments	--Guided reading --Explicit reading strategy instruction --Front loading of concepts, vocabulary, and strategies --Repeated readings --Interactive writings	--Small group instruction by classroom teachers --Small group push in and pull out instruction by AIS teachers --Whole class and small group instruction by after school program teachers	--During the school day --After school program
Mathematics	--Performance on NYS Math exam for students in grades 3-5 --Classroom performance based on formative and summative assessment data including Go Math Assessments	--Explicit math strategy instruction --Interactive problem solving --Front loading of concepts, vocabulary, and strategies --Repetition of content	--Small group instruction by classroom teachers --Small group pull out instruction by AIS teacher --Whole class and small group instruction by after school program teachers	--During the school day --After school program
Science	--Classroom performance based on formative and summative assessment data	--Content area emphasis is incorporated into non-fiction literacy instruction in classrooms and AIS programs	--Small group instruction by classroom teachers --Small group push in and pull out instruction by AIS teachers	During the school day

Social Studies	--Classroom performance based on formative and summative assessment data	--Content area emphasis is incorporated into non-fiction literacy instruction in classrooms and AIS programs	--Small group instruction by classroom teachers --Small group push in and pull out instruction by AIS teachers	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	--Classroom performance --Teacher observations --Parent requests	At-risk counseling	Small group and one-on-one	During the school day

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.
<ul style="list-style-type: none"> • Administrative staff uses the DOE Open Market Transfer System and the DOE New Teacher Finder to recruit highly qualified teachers when vacancies arise. In addition to interviewing candidates, we ask that they perform demonstration lessons. • Mentors are assigned to support new or struggling teachers. • Intervisitations are scheduled for new or struggling teachers. • All teachers are highly qualified as verified by our HR person to ensure that all teachers hold valid NYS certification in the license area. The BEDS survey is reviewed by our HR person who works with our school to ensure that teacher assignments are aligned with license areas.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Ongoing professional development is offered throughout the school year as it relates to our instructional focus, our chosen curricula, technology, and the demands of the common core learning standards. • Professional development takes place regularly on Monday and Tuesday afternoons, as well as, during Lunch and Learn sessions. • Teachers and paraprofessionals are invited to attend pertinent professional development sessions offered outside the school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

We assist preschool children from early childhood programs into the elementary school program in several ways. Our parent coordinator facilitates a school tour for incoming parents. Our kindergarten teachers host class orientations for parents and students. Our PreK and kindergarten teachers meet to share records, exchange information, and align curriculum to ensure that students are prepared for the demands of kindergarten. Our PreK teachers are also included in our professional development activities. We also work to identify our PreK students as English language learners and/or students with special needs so we can accommodate them appropriately in kindergarten and beyond.

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.

- Members of our school MOSL (Measures of Student Learning) Committee, which include the UFT chairperson, the principal, assistant principals, classroom and out-of-classroom teachers, meet several times during the spring, summer, and fall to review and select the State and Local assessments that will be utilized for teacher evaluation. The decisions made collaboratively by this committee drive our school-wide implementation of periodic assessments. Selections are presented to the staff in September.
- Teachers regularly meet in grade level Professional Learning Communities where they make decisions about the types of assessments to be administered to students. They design and/or make use of available assessments, performance tasks, checklists and rubrics. They use results of these assessments to plan whole class and small group instruction.

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

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

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	712,572.00	X	
Title II, Part A	Federal	214,686.00	X	
Title III, Part A	Federal	15,376.00		Page 14, 17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,088,021.00	X	

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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 204, in compliance with the Section 1118 of Title I, Part A of the No Child

Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 204 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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 204, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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 204 Vince Lombardi School</u>	DBN: <u>20K204</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>2</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 204 currently enrolls 1,182 students. Of our total student population, 135 of our students are English Language Learners. This constitutes approximately 12% of our school population. In order to meet the heightened demands of the Common Core Learning Standards, our ELLs are receiving intensified instruction within the school day in accordance with CR Part 154 (360 minutes for Beginners and Intermediate students and 180 minutes for Advanced students) in literacy skills and oral language skills by their ESL teachers. In addition to the mandatory minutes they receive, we have identified approximately 80 students who, based on their NYSESLAT results and formative classroom data, would benefit from additional targeted instruction to reinforce and scaffold their learning. Because we are currently using the Common Core aligned ReadyGEN literacy curriculum in all our classrooms, we are seeing that our ELLs are struggling with comprehending the texts, answering text dependent questions, and writing content-based writing tasks. We have, therefore, identified the areas of language fluency and expression, academic language and vocabulary expansion, and content area reading and writing to be the focus of our Saturday Title III ELL Program.

The English Language Learners and Former English Language Learners we are inviting to this program for supplemental instruction are students in grades 2-5. Students will be grouped into four classes by grade level bands in order to accommodate similar levels of English Language Proficiency as determined by assessment data. The four groups consist of: beginner/ intermediate fourth and fifth grade students, advanced fourth and fifth grade students, former ELLs [who have tested out within the last two years but are in need of transitional support] in fourth and fifth grade, and beginner/ intermediate ELLs in second and third grade. Students who are currently reading at or below a Level J will also receive instruction in guided reading and foundational skills for a portion of the program and will therefore, at times, be grouped according to TC Reading Levels. This supplemental program will help our students meet the Common Core Learning Standards since a major focus of the program will be on using texts that are the appropriate level of complexity for the grade, utilizing both informative and literary texts, incorporating text-dependent questions that will draw our students' attention to the text, and having our students write to sources and from sources.

Our Saturday Title III Program will be taught in English and will run from December 13, 2014 through May 4, 2015 from 9:00 AM – 11:00 AM. The total number of sessions is 16. We anticipate having a total of four classes in this program. Each class will be taught by a licensed Common Branch teacher who is familiar with the best instructional strategies for developing skills of English language proficiency and co-taught for 50% of the time by a licensed ESL teacher. For example, each ESL teacher will be working with two classes in which she will divide her time evenly. Planning will take place weekly and collaboratively by the ESL teachers during their professional work time on Tuesday afternoons. A supervisor will run this supplemental program to ensure the needs of all students are being met. She will provide training and professional development to the teachers working the program. She will also facilitate the use of data and appropriate instructional materials. The supervisor of the Title III program is the only onsite supervisor. There is no other onsite supervisor as there is no other program running during this time at PS 204. The supervisor will be paid using Title III funds.

The types of materials we will be using in this program will support our students learning in a rigorous way. Teachers will provide instruction using the Common Core aligned program we are purchasing specifically for our 2014-2015 Title III Program titled, "Language Power" from Teacher Created Materials. This program is being purchased with Title III funds to be used solely and explicitly for our Title III Saturday Program. The total approximate cost for this program is \$2,100. "Language Power" is

Part B: Direct Instruction Supplemental Program Information

designed for English Language Learners to engage in the four language domains. It uses differentiated, thematically based texts. Teachers will provide instructional scaffolding without compromising the content the students need to grasp and the language they need to be exposed to first-hand. We will also be purchasing leveled texts for guided reading instruction for students reading at or below a level J Total cost - approximately \$800). In addition to the guided reading strategies explicitly taught to these students, they will also be receiving direct instruction using components of the Foundations program for foundational skills and phonological development (Orton Gillingham methodologies). Some of the other materials we will make use of are the "Let's Talk About It" writing program, "Let's Sing About It" shared reading program, and the "Text Talk" vocabulary program as well as, "Empire State", towards the end of the Saturday program for NYSESLAT exam preparation.

Part C: Professional Development

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

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

Begin description here: _____

English Language Learners are a growing population in our school, and therefore, nearly every teacher in our building is a teacher of ELLs and/or former ELLs. It remains imperative we provide our classroom teachers with professional learning opportunities focused on increasing learning in literacy and language for all ELLs in their classroom.

We currently have three full time ESL teachers in our building and one teacher who is teaching under her Common Branch license, but also maintains an ESL license. In total, we have two more teachers in our building this year as compared to last year, to assist in providing instruction to our ELLs, as well as, Professional Learning opportunities to classroom teachers.

Similar to last school year, our ESL teachers will be attending Maryann Cuchiarra's Professional Development sessions provided by CFN 609 (total of three), and turn-keying the information to classroom teachers during their Professional Learning time on Monday afternoons. The focus for these sessions will be providing newcomer and beginner ELLs with ongoing opportunities to engage in close reading while attending to the academic language found in content-rich texts, and write to and from sources. Teachers will use the information they are receiving to make the necessary and ongoing adaptations and accommodations to their ReadyGEN units for their ELLs. In addition, we will be sending our ESL teachers to a minimum of one PD session per month offered by the Division of English Language Learners to share with classroom teachers. Finally, while the program is in session from December through May, the teachers involved in our ESL Saturday Program will meet once per month during their Tuesday afternoon Professional Work block to examine and analyze student work in order to plan and differentiate instruction aligned to the CCLS and the demands of the 2015 NYSESLAT. These monthly PD sessions will be facilitated by the assistant principal (supervisor of the Title III program).

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _____ We focus on providing the parents of our English Language Learners with ongoing opportunities to:

- strengthen their English proficiency
- receive information about school programs, meetings and other activities
- learn about the standards and assessments of their child's grade
- celebrate their diversity
- become proficient in our school's translated website
- learn strategies to assist their children in acquiring the language
- take part in the Saturday Program's classroom activities

Events pertaining to the areas above will be held twice per month during the months the Saturday Program is in session (December through May). Our parent coordinator, along with the supervisor of the Title III program, will provide parents of ELLs invitations sharing with them the events taking place twice monthly (on average). \$250 for refreshments will be allotted and spread across the sessions. The calendar of events and dates is as follows from 9:45 AM – 10:45 AM:

- _____ December 20th – parents will receive information about the Saturday Title III Program and PS 204's website, including how to access all the pages and translate writing into native language
- _____ January 10th – parents and children will celebrate diversity, traditions, and heritage with a multicultural food breakfast
- _____ January 24th, February 7th and February 28th – parents may attend three sessions focused on conversational fluency and increasing English vocabulary skills
-
- _____ March 14th and March 28th – parents will take part in learning about the NYSELSAT, as well as, the NYS ELA and Mathematics exams, including how to best support their children
- _____ April 25th – parents will attend a Literacy and Language Celebration in their child's classroom

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 20	Borough Brooklyn	School Number 204
School Name Vince Lombardi Elementary School		

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 Nancy Tomasuolo	Assistant Principal Michele Bennett
Coach Antoinette DiPietro	Coach type here
ENL (English as a New Language)/Bilingual Teacher Caterina Terruso (ENL)	School Counselor Elizabeth Hickey
Teacher/Subject Area Rita Grech (ENL)	Parent Dominique D'Onofrio
Teacher/Subject Area Ju Liu (ENL)	Parent Coordinator Jody Logosso
Related-Service Provider Ann Bylis (SETSS)	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Alexandra Cagliostro (ENL)

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1125	Total number of ELLs	156	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	<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 type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	156	Newcomers (ELLs receiving service 0-3 years)	138	ELL Students with Disabilities	18
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	18	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	138	0	6	18	0	12	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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					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: _____

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	10	5	3	3	1	4								0
Chinese	29	26	14	2	9	13								0
Russian	3	1	1	1	2	0								0
Bengali	0	0	0	0	0	0								0
Urdu	2	1	1	1	2	2								0
Arabic	3	2	1	0	3	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	2	2	0	3	2								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)	25	8	8	1	6	9								0
Emerging (Low Intermediate)	7	3	1	1	4	2								0
Transitioning (High Intermediate)	12	5	4	0	3	4								0
Expanding (Advanced)	5	21	9	5	7	6								0
Commanding (Proficient)		13	13	20	11	10								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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		13	13	20	11	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	3	0	0	0
4	8	7	0	0	0
5	10	4	0	0	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	3	2	5	3	0	1	1	1	0
4	2	0	3	5	1	4	0	1	0
5	5	1	2	6	2	1	0	0	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	0	0	4	1	7	9	2	0	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.
 To assess the early literacy skills of our ELLs, we use the Teachers College Reading Assessments. These assessments include Concepts of Print, Letter/Sound Recognition, High Frequency Word Recognition and Running Records. After analyzing this data, we are able to determine a student's independent reading level, as well as, comprehension and decoding strengths and weaknesses. After analyzing our most recent data, we have noticed that our Entering and Emerging ELLs are struggling with phonics, phonemic awareness and overall decoding skills (pre-emergent to level D), while our Transitioning and Expanding ELLs struggle with both the retell portion and inference question portion of the running records (Level E and above). Teachers who teach grades K-2 or who teach Emerging and Entering level ELLs in grades 3-5 using guided reading strategies and methodology to move their students reading levels while specifically focusing on their decoding needs.
 Teachers in grades 2-5 also assess their students with reading comprehension assessments from our Journeys Curriculum at the end of each unit. These Benchmark Assessments provide teachers with a detailed breakdown of the skills students struggle in most. Our current data shows a trend with our ELLs having difficulty answering questions relating to identifying main idea, theme, cause and effect and author's purpose. Skill and strategy based small group instruction focusing on these skills using texts that are below level take place multiple times a week by both ESL teachers and classroom teachers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Through data analysis across grades and proficiency levels on the NYSITELL and NYSESLAT, several patterns have revealed themselves. Our NYSITELL results indicate that most new admits across grades enter at the Entering or Emerging levels of English proficiency. NYSESLAT results vary by grade. In 2014-2015, we saw greater movement across levels and more students achieve English proficiency (Commanding) in grades K-2 as compared with grades 3-5. For example, the breakdown in grades K-2 is as follows:
 K- Of our 45 students, 19 students achieved a proficiency level of Commanding, 13 students moved up at least 1 level and for 3 students, there was no growth in their scores.
 1 - Of our 19 students, 5 students achieved a proficiency level of Commanding, 2 students moved up at least 1 level and 12 students

did not experience any growth in their scores.

2 - Of our 13 students, 8 students achieved a proficiency level of Commanding, 2 students moved up at least 1 level and 3 students did not experience growth in their scores.

In grades 3-5, the breakdown of movement is as follows:

3 - Of our 16 students, 1 student achieved a proficiency level of Commanding, 13 students moved up at least 1 level and 3 students experienced no growth in their scores.

4 - Of our 21 students, 5 students achieved a proficiency level of Commanding, 9 students moved up at least 1 level and 7 students experienced no growth in their scores.

5 - Of our 17 students, 2 students achieved a proficiency level of Commanding, 4 students moved up at least 1 level and for 10 students, there was no growth in their scores.

When our returning ELLs are combined with our new admits who are entitled to ENL services, grades K-2 have approximately 47% of the ELLs at the Entering or Emerging levels of English proficiency, 18% at the Transitional level, and 35% at Expanding. Grades 3-5 have 49% at the Entering or Emerging Levels, 15% at the Transitional Level, and 36% at the Expanding Level. As evidenced by the percentages in the early and upper grades, the breakdown of levels is similar across our school. The data patterns of the NYSESLAT have revealed that this year, a greater percentage of our ELLs moved levels and scored at the Commanding level than in years past (based on data on previous years' LAPs and overall data analysis). The pattern also revealed that our early childhood students are moving through levels and to a level of Commanding at a rate that is faster than our upper grade students. The instructional implementations of this data is that greater emphasis and focus is being placed on students being immersed in content area reading and writing with teachers using a combination of language objectives and content objectives aligned to the Common Core Learning Standards. Additionally, a new reading and writing curriculum that incorporates stronger scaffolding and support for our ELLs in grades K-5 has been implemented. ESL teachers are also working more collaboratively with classroom teachers (specifically when planning the Integrated ENL Instruction) to support the needs of all ELLs.

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

PS 204 uses information about Annual Measurable Achievement Objectives in the following ways. Firstly, we study specific subgroups of ELLs and use the data regarding these subgroups to plan and implement instructional programs and interventions. These include specific curriculum decisions as well as afterschool and Saturday Academy programs for our ELLs. We pay particular attention to students who have high risk factors as demonstrated by the Early Warning Indicator feature and plan both supplemental support programs for these students in addition to targeted interventions such as Response to Intervention (both inside and outside the classroom) and Academic Intervention Services for those students requiring greater support. In addition to making planning and program decisions, we use the data we receive from the AMAO tool to measure progress toward English proficiency.

Based on the most recent data retrieved from the AMAO Estimator Tool, we have found that our special education students have high risk factors and are most in need of targeted instruction both in their classrooms and supplementally outside of the school day in order to make progress toward achieving proficiency targets.

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?

a. We examine performance data on NYS tests to look for patterns across proficiencies and grades.

Analysis of last year's NYS ELA scores indicates of 41 ELLs tested, 27 scored at level 1 and 14 scored at level 2. We did not have any students score at a level 3 or higher. This means that 66% of our ELLs are performing far below grade level standards while 34% of our students are approaching grade level. For our third grade students, 3 of the 12 scored a level 2 and 9 of the 12 scored a level 1. For our fourth grade students, 7 of the 15 scored a level 2 and 8 of the 15 scored a level 1. For our fifth grade students, 4 of the 14 scored a level 2 and 10 of the 14 scored a level 1. The patterns across the grades were fairly similar in that students performed at level 1 and level 2 from grades 3-5 with a similar divide between level 1 and level 2 in each grade (more heavily weighted on the level 1 side in grades 3 and 5, a more even distribution between level 1 and level 2 in grade 4).

Analysis of last year's NYS Math scores indicates that of our 49 ELLs tested, 3 scored a level 4, 9 scored a level 3, 24 scored a level 2, 13 scored a level 1. This means that 34% of our ELLs are meeting or exceeding grade level standards in math while 76% of our students are below or approaching grade level standards in math. For the NYS Math test, 26 of the 49 students took the test in their native language of Chinese, Spanish, Russian, Arabic, Georgian, or Urdu and 35% scored a level 3 or 4, 54% scored a level 2, and 11% scored

a level 1. 23 of our ENL students took the NYS Math Test in English. Of these students tested, 9 out of 23 scored a level 3 or 4 (36%) and 14 out of 26 scored a level 1 or 2 (54%). In math, our ELLs fared better in the exam taken in their native language as compared to ELLs who took the test in English.

Analysis of last year's NYS Science scores indicates that 2 of our 23 ELLs tested scored at level 4, 16 of the 23 scored at a level 3, and 2 out of 23 scored at a level 2. We did not have any students score at level 1. This means that 78% of our ELLs are meeting or exceeding grade level standards while 22% of our students are below or approaching grade level standards. For the NYS Science test, 10 of the 23 students tested took the test in their native language of Chinese, Spanish, Russian, Arabic, Georgian, or Urdu. 9 students scored a level 3 or 4 and 1 student scored a level 2. Once again, our ELLs fared better in the exam taken in their native language as compared to ELLs who took the test in English (although all the vast majority of our ELLs met or exceeded standards regardless of language tested).

b. Our school leadership and teachers are using the results of the Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and weaknesses and areas in need of improvement.

c. Examination of Periodic Assessment data reveals that our ELLs would benefit from instruction geared toward identifying main idea, theme, cause and effect and author's purpose.

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](#).]

Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework for grades K-5 by first assessing all ELLs with a formal diagnostic assessment to attain a baseline level. Once a baseline level is attained (i.e. TC Reading Level, Journey Comprehensive Screening Assessment Level), students are frequently assessed to determine whether or not progress is being made at an appropriate rate. Students who are identified as not making the expected rate of academic progress as compared to peers receive Tier I instruction in their classrooms specifically tailored to support their development of language, use of strategies, and integration of reading and writing support inside content areas. Guided reading and other forms of differentiated instruction (such as the Go Math Tiers, the Journeys' leveled readers and leveled scaffolding support systems, Phonics differentiation, etc.) are incorporated into the students' daily classroom instruction. If our ELLs are still in need of additional support, we utilize Tier II RtI in the form of pull-out Literacy Academic Intervention Services by our AIS providers. This enables our students to receive extra targeted small-group instruction geared towards their specific weaknesses and areas of need. If students still required additional intervention based on inadequate progress, we provide Tier III RtI for these most struggling ELLs. We have one teacher teaching up to three students focusing on building remedial skills using a combination of strategies targeted to the needs of ELLs and SWDs.

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

We make sure that a child's second language development is considered in instructional decisions by focusing on building upon the student's first language. We focus on providing students with the opportunities to read and hear texts, which are culturally relevant to the students and contain words in the student's native language. Lessons are created and strategies are applied to assist students with breaking words into roots and derivatives, and when possible, connecting these words to the student's native language. Students are also guided and instructed to use familiar concepts in their native language to support their comprehension of English text. Additionally, over the course of the past two years we have been purchasing Ipads and individual student licenses from the program, Imagine Learning. This technology-based literacy program enables our students to receive directions, supports and scaffolding in their native language while working on English texts and tasks. As students strengthen their English skills, the scaffolding and support they receive in their native language decreases.

7. For dual language programs, answer the following:

- a. 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).

We evaluate the success of our program for ELLs by measuring student progress from year to year. We pay special attention to NYSESLAT scores because they provide a break-down by language modality and we compare the data to data from the year prior. Additionally, we use other formal and informal assessments. We use rubrics to assess listening, speaking, and writing skills. We also use running records to assess reading skills. We have worked to create our own ENL Progress Report, which our ESL

teachers complete for each student at the end of each marking period. This helps us to monitor growth as we identify student strengths and areas in need of improvement and communicate this information to parents. Based on student progress, we make curricular decisions.

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.

Upon entering PS 204 as a new admit to the NYC public school system, or reentering after have been enrolled in a school outside of NYC and/or NYS for two or more years, we take several steps to identify those students who may potentially be ELLs making certain that the entire ELL identification process is done correctly and accurately.

We begin the ELL identification process with our pupil accounting secretary greeting parents/guardians and calling upon one of our four ESL teachers (all of whom are trained in cultural competency, language development, and the needs of English Language Learners) to administer the HLIS, including conducting an interview with both the parent and the student in English and their home language. If a family speaks a language other than one of the languages our four ESL teachers is proficient in speaking, we utilize the over-the-phone interpretation services of the NYC DOE Translation and Interpretation Unit by calling (718) 752-7373 ext. 4. For students whose home language is English, there is no continuation to the ELL identification process. For a student whose home language is not English, a more in-depth interview is conducted with the student in order to determine NYSITELL eligibility. In order to determine if due to prior educational and social experiences, a student has become dominant in English (despite a home language other than English), a trained pedagogue will also administer a grade-appropriate informal assessment. Our pupil accounting secretary enters the appropriate Home Language code in ATS (upon the direction of one of our ESL teachers) and the completed HLIS forms are immediately placed in the student’s cumulative file and a copy is placed in the assistant principal’s office.

The next step of our ELL identification process is the administration of the NYSITELL. We print all answer documents using the RLBA function in ATS. After the exam has been administered to a student, one of our ESL teachers scans the answer document into ATS within 10 days of enrollment. Within five days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the translated parent notification letters (i.e. Entitlement Letter or Non-Entitlement Letter). We keep copies of these documents for our records, as well. Additionally, for students who are newly identified as ELLs based on the results of the NYSITELL as whose home language is Spanish, the Spanish LAB will also be administered within the same 10 day window.

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).

If it is determined based on the question on the HLIS asking parents to indicate prior schooling, that a student has interrupted or inconsistent formal education, we will administer the oral interview questionnaire for students (all potential SIFE in grades 3-5) and the Literacy Evaluation for Newcomer SIFE (for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish). We would log into the LENS site and administer all portions of the assessment to have the strongest interdisciplinary understanding of the student’s abilities and knowledge. We would indicate initial SIFE status no later than 30 days from initial enrollment in the BNDC screen. We are aware that we have up to one year to make a final determination of SIFE status, and therefore, the initial SIFE determination that was made within the first 30 days can be modified if necessary. Based on a student’s performance on the NYSESLAT, it is possible for SIFE status to be removed once a student has scored at the transitioning level or higher.

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).

We have formed a Language Proficiency Team at PS 204 comprised of the following members: Michele Bennett (assistant principal),

Natalya Timofeyev (school psychologist), Ann Bylis (related service provider), Rita Grech (ESL teacher), and the parent/guardian of the student for whom the LPT is being conducted.

The purpose of this team is to make a recommendation regarding whether the student should take the NYSITELL. In accordance with CR Part 154.3, the team will use the following evidence of the student's English language development to make such a recommendation: the student's history of language use in school and home or community; the results of the individual evaluation including assessments administered in the student's home language; and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the above factors, our Language Proficiency Team will make a recommendation as to whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student could demonstrate proficiency in English.

As stated in CR Part 154.3, if our LPT recommends that the student does not have second language acquisition needs and should not take the NYSITELL, our principal will review the evidence and if she agrees with the recommendation provided by the LPT, she will inform the parent or guardian of this recommendation, in the language or mode of communication he/she best understands within three days. Upon receipt of a recommendation by our principal, the Superintendent or his or her designee will review our principal's recommendation and make a final determination to accept or reject her recommendation within ten (10) days of receiving the recommendation.

The form titled Language Proficiency Team NYSITELL Determination Form gets completed and placed in the student's cumulative folders, as well as, a copy is placed in the SBST office at our school.

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.

Entitlement and non-entitlement parent notification letters are distributed to all ELLs within five days of the NYSITELL answer document being scanned into ATS and the score being determined. After the answer documents are scanned, either Caterina Terruso or Rita Grech, (two of our lead ESL teachers), completes the entitlement or non-entitlement letter for the parent in the translated home language. Copies of these letters are made. One copy is placed in the student's cumulative folder and the other copy is placed in a binder in the assistant principal's office. Additionally, there is a school-created checklist form for either of these teachers to account for each step that is completed in the ELL identification and notification process. The assistant principal receives copies of these forms and reviews them for accuracy.

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).

Upon the parent receiving an entitlement or non-entitlement letter based on the results of the NYSITELL, the parent will be informed in writing, that they have the right to appeal their child's ELL status within 45 days of enrollment if they believe their children has been misidentified as an ELL or non-ELL. This information will also be translated in the home language. Parents will also be informed as to how they may appeal their child's ELL status (i.e. written letter requesting a Re-identification of ELL Status). Qualified and trained staff have been identified and assigned to manage both the initial and the Re-identification process.

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.

There are three program choices available to ELLs – a transitional bilingual program, a dual language program, and an English as a New Language (ENL) program. We have structures in place at our school to ensure that parents understand all three program choices. Firstly, upon review of our NYSITELL results by both our ESL teachers and assistant principal, we determine who is entitled to service. Our ESL teachers then prepare both translated entitlements letters and written invitations to a parent orientation meeting within five days of the NYSITELL documents being scanned and scored. Next, a parent orientation meeting takes place (annually during the third week of September and on an on-going basis throughout the year as new admits arrive at our school). Our ESL teacher, Caterina Terruso, with the assistance of our Parent Coordinator and Language Access Coordinator, Jody Logosso, welcome parents into our school community at the Parent Orientation. Parents are presented with a video in their native language describing the three language instruction programs available to their children and are able to make their selection utilizing this information. We then place the child in the desired program and/or reach out to Department of English Language Learners to make a transfer

request. The bilingual program is the default placement when a parent survey is not returned.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents complete their Program Selection and Questionnaire Form at the completion of their Parent Orientation session. For parents who did not attend Parent Orientation or respond to the invitation sent for the orientation meeting, they are contacted via phone calls and written communication in their native language repeatedly (a minimum of three attempts to have them attend another orientation to watch the video). If we cannot get the parent to attend a Parent Orientation, we send home the Program Selection and Questionnaire Forms for their completion and provide them with school personnel contact information so that they may reach out to our LAC or ELL Coordinator for additional information and support.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After distributing both the Parent Survey and Program Selection form to families, we have a system in place to make certain we keep track of forms that have not been completed and returned. Firstly, based on the parents' choice as indicated on the form, we enter the choice into the ELPC screen in ATS. Regularly checking this screen assists us in monitoring forms that have not been completed and returned. Also, we use Excel spreadsheets with each ELL's biographical information, as well as, pertinent ELL related information including Parent Survey and Program Selection information. Once a form is returned, we indicate the information on the spreadsheet. For forms that have not been completed and returned, there is a blank column on the sheet, which means we must continue to reach out to families until we receive the forms back. These students are placed in our ENL program while we await the form to be returned (we currently do not have a TBE program). Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the ASPIRA Consent Decree. Additionally, the form is retained in the student's cumulative folder and copies of the forms are kept in files/binders in the office for tracking and monitoring purposes.

9. Describe how your school ensures that placement parent notification letters are distributed.

After the ELL identification process has been completed and the Parent Survey and Program Selection forms have been completed and returned, we provide parents with placement notification letters. Our ELL coordinator has developed a document to account for each step in this process and on this document, will indicate the date the letters are distributed for the assistant principal's review. Letters are distributed in the parent's preferred language and given directly to the students by the ELL coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We keep all ELL-related documents in the student's cumulative record folder. We also maintain copies of these documents in the office in file folders (have begun transitioning to binders). We make certain to retain copies of each student's HLIS, Parent Survey and Selection Form, Program Placement Letter and either the Entitlement, Continued Entitlement letters, or Non-entitlement letters. The SBST office will maintain all documents related to the Language Proficiency Team NYSITELL Determination process.

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.

There are several steps we take annually to ensure the proper administration of the NYSESLAT for all English Language Learners. Firstly, we utilize the RLER and RLAT reports from ATS to determine our NYSESLAT eligible students. Once our NYSESLAT materials arrive, we make certain we have the correct number of booklets and answer documents for administration. We invite families to attend a NYSESLAT overview workshop where we provide them with samples of passages, questions, and tasks (provided by NYSED). We also send letters home to each eligible student's family in their preferred language informing them of NYSESLAT administration (dates, modalities to be assessed, etc.). Classroom teachers are provided with a schedule indicating the date and times their students will be tested and the corresponding portion of the test in which they will be tested. We provide training for each pedagogue responsible for administering one or more parts of the exam. We provide each testing teacher with up-to-date biographical rosters for the students they are to test. We administer one portion of the test at a time to each grade (i.e. Session 1, Session 2, Session 3). We make certain we administer all subtests of the NYSESLAT during the designated window of time, beginning with the administration of the Speaking portion of the exam. It typically takes each teacher a day to a day and a half to test an

entire grade. We allow our ESL teachers to administer Sessions 1, 2, and 3 of the exam. They switch grades and/or students so that they are not administering and scoring their own students for Speaking. We adhere to IEP modifications (i.e. number of students allowed to be tested in a group). Exams are secured in a locked closet and signed out by the testing administrator prior to administration and returned and locked securely following administration. Make-ups are administered within the testing window, as well as, exams for any new ELLs who arrive during this testing window. Turnkey professional development is also provided to the pedagogues who have been selected to score the writing section (we do not have our ESL teachers score any writing).

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the start of the school year, after being informed of current ELL status for our students (based on the results of the NYSESLAT from the previous spring), we download all NYCDOE standard continued entitlement, non-entitlement and transitional support parent notification letters in the parents' preferred language and distribute these letter to families by the designated September date. Letters are hand-delivered to students by our ELL coordinator so that students may immediately take the letters home in their backpacks. Copies of entitlement/non entitlement letters are kept in binder.

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).

The trend for the past several years has been that the vast majority of our families select a freestanding ESL (ENL) program for their children. To reflect that choice, we have implemented an ENL program and currently do not have bilingual or dual language programs. In order to accommodate the number of students whose families have selected ENL, we have begun to create self-contained ENL classes (first grade and second grade). If we see that we have 15 students with the same home language whose families selected bilingual or dual language across two consecutive grades begin to emerge, we would open such a program and take all necessary steps to hire the appropriate staff. Our program model is aligned with parents' requests and at this time, it is not necessary to build alignment between parent choice and program offerings.

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.

Instruction is delivered in our ENL program for our ELLs as per CR Part 154.2 in the following ways:

Each of our five ESL teachers teach a total of five periods per day. We have two teachers who teach in self-contained ENL classrooms and three teachers who teach a combination of standalone and integrated ENL instruction.

- We have strategically placed our kindergarten ELLs in four classes with approximately 10 ELLs in each class. This enables our kindergarten ESL teacher to conduct integrated instructional services for these students according to the guidelines and mandates of CR Part 154.2 (2-4 periods per week based on level). This also enables our ESL teacher to provide standalone services to her entering, emerging, and transitioning students from these classrooms for the designated number of minutes in accordance to CR Part 154.2 (2-4 periods per week).

- Our first grade ELLs have been placed in three classes. One class is a self-contained ENL class of approximately 25 students grouped heterogeneously (from entering through former ELLs) taught by a full-time ESL teacher. The other two first grade classes contain approximately 12 heterogeneously grouped ELLs in each class one of our ESL teachers to conduct both integrated and standalone ENL instruction in accordance with CR Part 154.2 (2-4 periods standalone, 2-4 periods integrated depending on proficiency level).

- All of our second grade current and former ELLs have been placed in a self-contained ENL classroom taught by a

full-time ESL teacher (heterogeneously grouped).

- Our third, fourth and fifth grade ELLs have been placed in two classes per grade (2 on third, 2 on fourth, 2 on fifth). They have been heterogeneously grouped with students ranging from emerging to former in each group. These students will be provided standalone and integrated instruction according to their proficiency level mandates as per CR Part 154.2 by one of our ESL teachers.
- Our special education students are serviced in the Least Restrictive Environment in accordance to their IEPs in grades K-5 (12:1:1 and ICT classrooms). These students will be taught using both the standalone and integrated models of instruction as per CR Part 154.2 and their proficiency level mandates.

b. TBE program. *If applicable.*

N/A

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)?

In our Freestanding ENL program model, instructional minutes are delivered as follows:

- For students at the entering and emerging levels, they receive 4 periods of standalone ENL instruction and 4 periods of integrated ENL instruction for a total of 8 periods per week. The integrated ENL instruction they receive in the classroom is for ENL/ELA instruction.
- For students at the transitioning level, they receive 2 periods of standalone ENL instruction and 2 periods of integrated ENL instruction in the areas of ENL/ELA for a total of 4 periods per week. There is the flexibility with this group to fully service them with integrated ENL instruction for four periods per week rather than break their instruction up into 2 periods standalone/2 periods integrated.
- For students at the expanding level, they do not receive any standalone ENL, but rather, are fully serviced with integrated ENL instruction in either ELA or in a content area for 4 periods per week.
- For our former ELLs, we service them for two years following a score of commanding on the NYSESLAT or following a score of Advanced on the NYSESLAT with a level 3 or 4 on the NYS ELA exam. They are provided with two periods of integrated ENL in either ELA or in a content area for two periods per week.

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.

Content is delivered in our ENL model to assist students in meeting the demands of the CCLS through the use of non-fiction, expository texts focused on a thematic unit of study (modeled after the current NYSESLAT) in which students are explicitly taught to read, write (narrative, opinion, and informational pieces), listen and discuss non-fiction content building a conceptual understanding of the topic along with the academic vocabulary to support their comprehension of the subject matter. Students read and deconstruct complex text and work to answer text-dependent questions through partnership and small group work (“think, pair, share” and “turn and talk”). ESL teachers teach content in this manner in both the standalone model and the integrated model. ESL teachers use tools such as enlarged photographs, maps, articles, and vocabulary cards to scaffold instruction to allow for multiple entry points.

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

We ensure that ELLs are appropriately evaluated in their home languages throughout the year by doing a needs assessment of our ELL caseload. Through the needs assessment, we determine which students in grades 3, 4 and 5 need to have the NYS Math and NYS Science tests administered in their native languages. For those students, we make sure they receive both an English and an alternative language edition of the test simultaneously. This is available in Spanish, Chinese, Russian, Haitian Creole and Korean. If we have students who need assessments in languages other than these, we seek out bilingual staff members or hire translators for DOE's contracted vendor so they can provide oral, direct translations of the English edition of these tests.

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

We ensure our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by having our students take part in ELL Periodic Assessments, Performance Based Assessments (at the end of each math and literacy unit), and baseline and ongoing TCRWP reading assessments. In addition, our ESL teachers incorporate formative assessments and learning tasks inside both the ENL and general education classrooms to inform instruction and create differentiated learning groups. We provide all teachers with ongoing professional development in the reading, writing, listening and speaking strands of the CCLS so

they may make certain in their lesson plans they take all modalities into consideration for instruction.

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

We differentiate instruction for ELL subgroups in the following ways:

- a. When we have Students with Interrupted Formal Education (SIFE), we implement a program designed to maximize their learning by taking into consideration the student's current level of academic performance (using recent assessments including the LENS in their home language, when applicable). After assessing the student's current skill levels, instruction is tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers work with the classroom teachers and the student to systematically build foundational language skills.
 - b. For newcomer ELLs who have been in US schools for fewer than three years, we implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We also incorporate a strong emphasis on beginner phonics skills that will lead to further developments in reading and writing (through the Foundations program). We use the Journeys literacy program and incorporate the use of ELL text sets, multiple entry points, frontloaded vocabulary and the recommended ELL scaffolds supports into daily instruction. Additionally, since students who have been in the country for one year or more are required to take the NYS ELA exam, we teach our upper grade students comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.
 - c. For developing ELLs who have been receiving service for 4 – 6 years, we analyze NYSESLAT data, as well as, the data from periodic assessments and classroom assessments. In our data analysis, we typically find that our students perform better on listening and speaking tasks than on reading and writing tasks. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies for both informational and literary texts and tasks and receive these strategies by both their ESL teacher and their classroom teacher. We also provide these students with Academic Intervention Services (AIS) periods to assist them in both the achievement of grade level standards and the ability to demonstrate English proficiency.
 - d. For long term ELLs who have completed six years of ENL instruction, we again analyze the results of their NYSESLAT, periodic assessments and classroom assessments to determine their strengths and areas in need of improvement. We then tailor a program to meet their instructional needs. We provide these students with AIS and make certain they are receiving the proper level of supports to make the necessary progress.
 - e. For our former ELLs, we provide them with two years of integrated support in ELA or in a content area by an ESL teacher for two periods per week. We look at the vast array of assessments they take to determine whether they are meeting grade level standards or are falling below grade level standards. For former ELLs who are not meeting grade level standards, we provide them the opportunity to receive AIS in literacy and/or math. We also make certain they have the appropriate testing accommodations for the two years after they score commanding on the NYSESLAT (separate location, extended time, use of bilingual glossaries, and simultaneous use of English and alternative language test additions).
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.

We ensure that a student's academic progress has not been adversely affected by the re-identification of a student as an ELL or non-ELL by taking the following steps. We use a compilation of informal and formal classroom assessment and observation data to determine the level of academic progress being made. The principal and assistant principal consult with a small team made up of qualified staff members (ESL teacher and classroom teacher), the parent/guardian, and the student. If the principal, based on her consultation with this team comes to the determination that the student has been adversely affected by the determination, the principal will provide additional support services (via Academic Intervention Services and specific methods of Responses to Intervention services) to the student and may reverse the ELL determination that had been made within this 6-12 month period (making certain to consult with the superintendent). The final notification decision will be

put in writing to the parent/guardian in the preferred language within 10 school calendar days.

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?

For our ELLs who have been identified as having special needs, we follow IEP mandates to ensure students' learning goals are met. Our special education teachers, general education teachers and ESL teachers collaborate to design effective instructional programs for these students so that their English language skills improve while their disabilities are taken into consideration. They use research based strategies, such as scaffolding, to meet ELL-SWDs where they are and build upon existing skill sets. They also design instructional activities to increase vocabulary development, improve listening skills, and refine oral and written language abilities. They do this while ensuring that ELL-SWDs have access to academic content areas (pushing-in to content area instruction in the classroom) while working to accelerate their English language development. Teachers use the appropriate grade level and skill level curricular materials including, "Go Math", "Journeys", "SPIRE", and "On Our Way to English." In addition, they use an abundance of supplementary materials such as fiction and non-fiction big books, enlarged posters/photographs containing diagrams, maps, graphs, etc., and the SmartBoard and/or Elmo document camera. We also have materials in our students' native language available to teachers and students, such as bilingual dictionaries, trade books, fictional literature, and a computer-based program that translates directions, questions and information in students' native languages (Imagine Learning Program).

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?

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELLs in both ICT and 12:1:1 special education programs receive ENL Standalone instruction alongside their general education peers based on their proficiency level. They also receive ENL Integrated instruction in their special education classes so that the ESL teacher and special education teacher can collaborate and plan to ensure that students' disabilities are taken into careful consideration. We make certain to be very strategic with both forms of instruction to make certain that there is still time throughout the school day for the other IEP-mandated pull-out services of Speech/Language, OT, PT, and/or APE to take place. Monitoring that students receive services in the least restrictive environment is crucial and we accomplish this by strictly adhering to IEP guidelines.

Chart

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 Dually 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.

Chart

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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> 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 Dually 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.

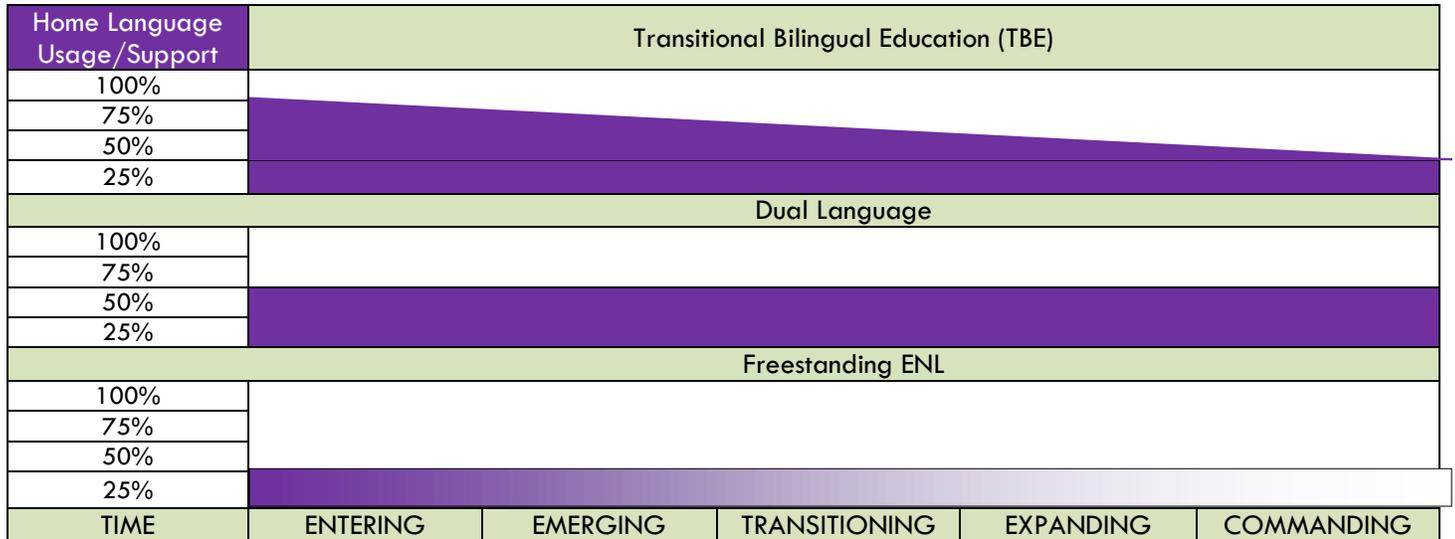


*Note “other approved services” does not apply to New York City at this time.

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.

We have targeted intervention programs for ELLs in ELA and math, specifically for those ELLs who have been receiving services for two or more years but who are still scoring at the Level 1 or low Level 2 range in their state assessments and/or classroom assessments. One of our approaches to intervention is a push-in model where AIS providers (ELA and math) come into the general education classroom and work with small groups of students to provide instruction tailored to meet their learning needs. The other approach is a pull-out model, where AIS providers work with groups of students in a separate setting to provide instruction tailored to meet their learning needs. These programs are offered in English. Students are assessed using the Teachers College Reading Assessment and End-of-Unit and formative Go Math Assessments to determine those needs and lessons are developed by the providers. AIS services are provided in English and utilize the same curricular materials and resources as the classroom teacher, but at the level that is most appropriate for the student as determined by ongoing assessments. We are currently implementing the Journeys and Go Math Curricula in Grades K-5. Both programs have structures and materials for targeted intervention built into the program. Our AIS providers make use of these structures and materials in their small group instruction. Materials, such as trade books, and reference materials, such as bilingual dictionaries and math reference guides, are used in the student's native language.

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

Each year we review the NYSESLAT results, TCRWP data, NYS ELA and Math data, and unit assessments (in ESL classes, as well as, in general education classes) to measure the effectiveness of our current schoolwide program. Based on the results of these assessments in combination with a school-wide survey we distributed to all teachers regarding the status of our current ELA program (ReadyGEN), we have determined that ReadyGEN will no longer be used as our schoolwide ELA curriculum. Based on the amount of revisions that teachers were required to do to make the program both developmentally appropriate in the lower grades, and appropriate for ELLs and SWDs in all grades (lack of appropriate texts, appropriate supports, appropriate performance based tasks, too timely, etc.), we have made the decision to implement a new schoolwide literacy program.

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

After careful consideration of several different Common Core aligned curricula, our Instructional Team selected the literacy program, Journeys. As a school community, we determined that the Journeys program is most aligned to our core beliefs as to how students learn best. Journeys will provide our students the opportunity to engage in the reading of complex texts with appropriate scaffolding and supports provided by their teachers using various materials and resources. Journeys focuses heavily on the building of academic vocabulary and provides content-rich instruction throughout each unit. Writing to and from sources with a completed published piece (moving through all stages of the writing process) is also an aspect of Journeys that we felt strongly should exist in our literacy program. Finally, leveled texts with a strong emphasis on small group instruction (especially for ELLs) is at the crux of this program and something we determined as a great need for our school community.

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

As stated above, we will be discontinuing our use of the ReadyGEN ELA program due to the way it is not aligned to our core beliefs as to how students learn best.

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

ELLs are afforded equal access to all school programs, both curricular and extra curricular, such as art, music, physical education, dance, band and chorus. Parents are notified about all programs in their native languages. We have a community-based NIS after-school program that provides homework help and enrichment activities for our students, many of whom are ELLs. We also invite our current ELLs and former ELLs (within two years) to participate in our Title III program, which provides supplemental language and literacy instruction.

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.

We use a variety of instructional programs and materials to support our ELLs. The programs we use throughout the building include the Journeys literacy program, Foundations, Go Math, leveled libraries, and shared reading charts and posters. By the end of the

2014 -2015 school year, we were able to purchase SmartBoards for every classroom in the building. Teachers use the SmartBoards to provide visual and auditory support during both math and literacy instruction as Go Math and Journeys have strong technology components for teachers to utilize. The programs we use specifically for ELLs are “Language Power,” “On Our Way to English,” “Avenues,” “Let’s Sing About It”, “Let’s Talk About It”, and “Newcomer Phonics.” Also, at the start of 2014 we purchased over 70 I pads, as well as, the program “Imagine Learning” for our ELLs to use on these IPads.

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

In our ENL program, home language support is delivered through the use of bilingual libraries. We have also purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

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

We ensure all required services and resources support and correspond to ELLs’ ages and grade levels by being very careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs may be met. When purchasing the Journeys literacy program, we made certain it included ELL text sets for every classroom so that classroom teachers, as well as ESL teachers providing integrated instruction, could utilize the materials. Each classroom received 30 fiction and non-fiction text sets with six texts in each set at varied reading levels. We have appropriate age-level and grade-level materials for students from entering through expanding in all classrooms. We make certain to review the NYSESLAT results, as well as, analyze other sources of formal and informal data to make the best determination as to whether the instruction we are providing meets students at their current level of functioning and helps build upon the skills they already possess.

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).

Given the change we were able to make this school year by administering the NYSITELL to our current Pre-K students and pre-registered kindergarten students, we have been able to strategically create classes in kindergarten for our incoming ELLs and will be able to make certain that our teachers have activities planned to transition these students to kindergarten. Our ESL teachers and Parent Coordinator are regularly involved in greeting new parents and affording them the opportunity to have their questions and concerns answered as students enroll throughout the school year.

19. What language electives are offered to ELLs?

Being an elementary school, we do not offer any language electives to our students.

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.)

Ongoing professional development for teachers is a priority at our school. We will be following the professional development requirements as per CR Part 154.2 in where 15% of total hours for all teachers is designated to ELL specific professional development and where 50% of total hours for ESL teachers is designated for ELL specific professional development. Our overall plan to meet these mandates is to use the professional development time on both Monday and Tuesday afternoons assembling teachers in Professional Learning Communities, grade bands, by teacher need, by teacher request, and ELA/content area (Monday 2:20 - 3:40 PM and Tuesday 3:00 - 3:35 PM, following Parent Engagement). We will be sending our ESL teachers to professional development sessions provided by the Department of English Language Learners and Student Support (DELLSS), as well as, by the district, UFT, and private educational facilitators so that they may turnkey the valuable and pertinent information they learn from these sessions to all teachers of ELLs during our school's designated professional development time. A large focus of the PD we provide for all ELL personnel at the school will be dedicated to language acquisition in alignment with the core content area instruction, best practices for co-teaching, and integrating language and content instruction for ELLs (as per the ELL Policy and Reference Guide). Our pupil personnel secretary will attend professional development offered by the Brooklyn South Field Support Center and DESS as it becomes available throughout the school year. The assistant principal responsible for ELLs will also attend ongoing professional development sessions made available by the Brooklyn South Field Support Office and DESS as they become available. The goal is for our teachers of ELLs and the assistant principal to attend a minimum of one professional development session a month outside the school building to then turnkey the information learned during these sessions at our Monday PD sessions for both the classroom and content teachers in the school.

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?

Our assistant principals, lead teachers, ENL teachers and Curriculum Coach provide ongoing professional development to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. This year, a large portion of our Monday afternoon Professional Development (upwards to 80 minutes each Monday) will be focused on the analysis of student work to drive instruction and plan differentiated learning activities taking into consideration multiple entry points (a continuation of last year's Instructional Focus). This year we will be working with our new Common Core aligned literacy program and much of the professional development that is provided to teachers will focus on Inquiry Team Work (analysis of data and instruction), best literacy practices, small group instruction (specifically to meet the diverse needs of our ELLs), scaffolding, higher order questioning, and multiple entry points. All of these areas will support teachers in supporting their ELLs as they engage in the CCLS. In addition to the PD provided by our assistant principals, lead teachers, ENL teachers and Curriculum Coach on Monday afternoons, we will offer teachers of ELLs the opportunity to attend outside PD provided by DESS and the Brooklyn South Field Support Center.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that students' needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that can be passed on to the middle school. This portfolio documents the goals we have set for students and the progress they have made toward reaching these goals. The portfolio also includes assessments and data analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that builds upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend middle school open houses so they can be better prepared to enter middle school after graduating from PS 204 .

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.

We keep records of all professional development activities using both attendance sign-in sheets and agendas. When Professional Learning Communities meet (in their grades), they are responsible for keeping recorded notes of what they discussed/focused on, the student work they analyzed, and their next steps. All of these documents are kept in binders in the principal's office. As stated in Question #1, we plan to meet the professional development requirements as per CR Part 154.2 by utilizing the time on Monday and Tuesday afternoons for teachers of ELLs to receive professional development and by sending our ENL teachers to outside ELL-specific

professional development offered by DELLSS, the district, the UFT, and private educational facilitators.

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?

Beginning at the start of the school year, after the initial parent orientation meeting, families are invited to attend meeting to hear information about the ENL program at PS 204. During this meeting, information is provided regarding the integrated ENL and standalone ENL sessions, academic and curricular programs used by ELL's (Journeys, On Our Way to English, Imagine Learning, etc.) periodic assessments, program goals, and Common Core Learning Standards. There is also Q&A time provided for families. Translators are present to interpret and phone translations are available in languages other than those provided by staff members. Individual meetings are scheduled with families during the allocated parental involvement time on Tuesdays throughout the school year to update families of their child's progress and areas of need in regards to language acquisition and development. If a family is unable to attend on Tuesdays, phone conferences will be held using the services of the translation and interpretation line. ESL teachers are also available to attend meetings scheduled by the child's classroom teacher throughout the school 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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Question #2

ESL teachers keep a written record of all annual individual meetings with families (including phone conferences and outreach), as well as, copies of progress reports sent home to families. Forms are distributed by the assistant principal to assist the ESL teachers to assist them in keeping a standard record of all meetings and phone conferences that are held with families. At the end of the school year, these records of communication are collected and organized in a binder in the assistant principal's office.

Question #3

At PS 204, we have a very actively involved parent population, which includes our parents of ELLs. Invitations to all meetings and school functions are sent home in languages preferred by parents so they can understand and fully participate. Many of our parents attend monthly PTA meetings, as well as, other school wide events. Parents attend grade performances, Student of the Month Assemblies, Awards Night, Gift Sharing Assembly, Family Fun Night and the Dance Festival. We hire translators to attend all Parent-Teacher Conferences. We also provide ongoing English instruction classes to our parents by our parent coordinator.

During the Title III program, we organize specific activities for families of ELLs. We hold an International Food Celebration where families are invited to bring a dish from their country, talk about the dish and share recipes with other families and staff. We organize trips around New York City to acculturate parents and students with the American culture and traditions through exposure to iconic places. The parent coordinator also organizes workshops for families on Saturday mornings. Some topics she covers are school applications, blue cards, important school documents, the school website and tips to help families support their child's academic improvement at home.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We have developed relationships with staff from a variety of Community Based Organizations such as the Neighborhood Improvement Association (NIA), the Brooklyn Chinese Association (BCA), and the Arab American Association of New York (AAANY). These organizations provide services to our ELL parents on an as needed basis, including translated programs. Either our parent coordinator or our guidance counselor facilitate the referral to these CBOs and assist our parents in obtaining the assistance they need. The services offered by these organizations include such things as English language lessons, homework help, and counseling in their native language.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our parents through the conversations parents have with our teaching staff, our parent coordinator, and

our administration. We also use the information we receive from the Home Language Survey and the Learning Environment Survey to evaluate the needs of our parents. Based on a need expressed by our parents to receive instruction in English, our parent coordinator holds ESL classes for our parents and invites members of our school community to translate.

6. How do your parental involvement activities address the needs of the parents?

We plan and implement a large variety of parental involvement activities to address the needs of our parents. Invitations are sent to our parents in their preferred language. In addition to the Parent Orientation meetings for ELL parents and the individual progress meetings held with parents throughout the school year, we have monthly parent teacher Association meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. We have had teachers give presentations about curriculum, instruction, and language acquisition. ELL families are also invited to workshops held by PS 204 administration during which information is provided about the ELA, Math, and Science state exams, as well as, the NYSESLAT exam. ELL families are informed about testing accommodations given to current ELLs and commanding ELLs for the ELA, Math and Science exams. Translators are available during these workshops. We work hard to address the needs of our parents using the information we receive from them.

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: PS 204

School DBN: 20K204

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)
Nancy Tomasuolo	Principal		6/26/15
Michele Bennett	Assistant Principal		6/26/15
Jody Logosso	Parent Coordinator		6/26/15
Caterina Terruso	ENL/Bilingual Teacher		6/26/15
Dominique D'Onofrio	Parent		6/26/15
Rita Grech	Teacher/Subject Area		6/26/15
Alexandra Cagliostro	Teacher/Subject Area		6/26/15
	Coach		
	Coach		
Elizabeth Hickey	School Counselor		6/26/15
	Superintendent		
	Borough Field Support Center Staff Member		
Ann Bylis	Other <u>Teacher</u>		6/26/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K204** School Name: **Vince Lombardi School**
Superintendent: **#INGEST ERROR!**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess our schools written translation and oral interpretation needs we analyze information from ATS reports (RELC, RHLA, RPOB, RYOS), Home Language Identification Survey (HLIS) forms, and blue cards. We also send home the Parent Language Preference Form that was made available on the DOE website so that we may update ATS to indicate the preferences of those families who do not already have this information in ATS. Based on the results we receive from these sources, we create a master list of all languages. This list provides information about the entire school population, as well as, breaking down the data by grade and class. Through close examination of this information, we are able to determine the specific translation and interpretation needs of our school community so parents can be provided with appropriate and timely information in the languages they understand.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Through the needs assessment, we determined that approximately 46% of our families prefer communication from the school in a language other than English. Of those families, the top four languages are Chinese (32%), Spanish (12%), Arabic (1.2%) and Russian (.5%). We report these findings annually in the early fall at a school-wide faculty conference and a Leadership Team Meeting. Additionally, at the start of the school year, a memo is generated and distributed to each classroom teacher indicating the parents' language preferences for their class. Using this information, teachers are able to ensure that all written correspondence is sent home to parents in translated

versions of the languages the parents can understand. At PS 204 we work hard to fulfill the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents understand.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents we typically disseminate every year that require translation are:

- *All DOE generated documents are sent home in languages parents prefer throughout the school year
- *We regularly update our website with all school information, including curricular information, newsletters, grade/class news, trips, school events, etc. The website will automatically translate this information into a parent's preferred language.

At the start of the year, we send home hard copies of translated letters and documents of the following:

- *PS 204 Website Information
- *School Calendar
- *Welcome Letters
- *Permission to Walk Home Tear-off
- *Curriculum Night
- *Parent Teacher Conference
- *Safety Protocols
- *Open School Week

As the year continues, we send home translated letters and documents of the following:

- *After-school/Saturday Programs
- *Testing Information (dates and programs)
- *Non-attendance day reminders

At the end of the school year, we send home translated letters and documents of the following:

- *Promotion/Retention
- *Summer School Information
- *End-of-Year Calendar and Events

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings we have with parents throughout the school year are:

- *Parent-Teacher Conferences (November, March, May)
- *Curriculum Night (September)
- *IEP Meetings (throughout the year)
- *Ongoing calls to parents from attendance teacher
- *Ongoing reach-out conversations from guidance counselor to families

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 204 provides written translations services to meet the identified language needs of our families. The procedure we most often use to ensure timely provision of translated documents to parents is downloading letters and forms from the DOE website in Chinese, Spanish, Arabic and Russian. In addition, we forward letters generated by school administration or teaching staff to the Office of Translation to be translated and returned for distribution to parents. Lastly, when necessary we make use of the language expertise of our ESL teachers and bilingual paraprofessionals, who are able to translate in Chinese, Spanish, Urdu, Arabic, Russian, Bengali, and Italian.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 204 works to meet the identified interpretation needs of our families by providing oral interpretation services both in-person and over-the-phone. In addition to utilizing our bilingual ESL teachers, paraprofessionals, and other staff members to interpret in the languages of Chinese, Spanish, Urdu, Arabic, Russian, Bengali, and Italian, we hire interpreters from LIS, as well. We hire interpreters for each of the Parent Teacher Conference sessions that take place during the school year. They provide parents with the information needed to be active partners in the education of their children as they allow teachers to report to parents about classroom expectations and student progress/performance in the languages they understand. Our teachers use over-the phone interpreters via the Translation and Interpretation Unit for their Parent Engagement sessions on Tuesday afternoons, ongoing conversations with families (such as, progress and promotion related conversations), IEP meetings, etc.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the start of the school year, during one of our first Monday afternoon professional development sessions, we dedicate a full professional development session (for all staff members to attend) so that they may receive the documents and information related to translation services and over-the-phone interpretation services. Each staff member receives the Translation and Interpretation Brochure, which includes the phone number of the Translation and Interpretation Services and step-by-step directions they can utilize when communicating with parents.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

As per the Chancellor's Regulations A-663, our school fulfills parental notification requirements and interpretation services by having all above notification requirements posted and located at the appropriately designated areas in the nine most common primary languages other than English spoken by persons living in NYC. In the main entrance area, we post a sign in each of the covered languages indicating the availability of interpretation services. Additionally, we distribute a copy of the Bill of Parent Rights and Responsibilities to families which includes their rights regarding translation and interpretation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of services, we survey parents at our each of our Parent Teacher Conferences (November, March, May). In addition, on Saturday mornings, we provide ongoing opportunities for the parents of our ELLs (inclusive of all cultures and languages) who attend our Title III Saturday Program to attend various types of sessions, including feedback sessions in where they can share with us their thoughts, questions, concerns and/or ideas as to how their child is making progress in English language acquisition through our ENL program.