

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K212

School Name:

P.S. 212 LADY DEBORAH MOODY

Principal:

JOSEPHINE MARSELLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 212: Lady Deborah Moody School Number (DBN): 21K212
Grades Served: PreK- 5
School Address: 87 Bay 49th Street Brooklyn, N.Y. 11218
Phone Number: 718-266-4841 Fax: 718-266-7080
School Contact Person: Rina Horne Email Address: jmarsel@schools.nyc.gov
Principal: Rina Horne
UFT Chapter Leader: Maria Belkadi
Parents' Association President: Randi Garay
SLT Chairperson: Maria Belkadi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Corretta Beckman
Student Representative(s):

District Information

District: 21 Superintendent: Isabel Dimola
Superintendent's Office Address: 1401 Emmons Ave.
Superintendent's Email Address: ldimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street
Director's Email Address: Cherylwatson@schools.nyc.gov
Phone Number: 7187594881 Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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) |
|------------------|---|-------------------------|
| Rina Horne | *Principal or Designee | |
| Maria Belkadi | *UFT Chapter Leader or Designee | |
| Randi Garay | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| | 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 | |
| Sharon Dror | Member/ Teacher | |
| Marisa Castro | Member/ Teacher | |
| Gisell Orellana | Member/Teacher | |
| Mallory Figueroa | Member/ Parent | |
| Aziza Bakorun | Member/ Parent | |
| Coretta Beckham | Member/Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|--|----------------------|
| Tara Musella | Member/Parent | |
| Susan Feinsilver | Member/ Teacher | |
| Juli-Ann Zarzana | Member/Parent | |
| | Member/ | |
| | Member/ | |
| | 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.

 We see our school as a community that shares values and encompasses the beliefs of those within. Our school community is a place where all members, students, staff and parents, support each other. We see the members of our school community grow to life-long learners who will be responsible, accountable and adaptable to change. The members will develop strong decision-making skills, critical-thinking skills, and the ability to communicate effectively. They will become active participants in our school community with long term goals, high self-esteem, and respect for themselves and all others.

Mission Statement

We, at P.S. 212, believe that every child has the right to achieve his/her greatest potential. We are committed to provide all students with opportunities and support to attain the highest standards and expectations for learning within a safe and nurturing environment. To this end, our school community will support our students' efforts to become productive, literate, and responsible citizens.

Public School 212 is located in the Gravesend Community of southern Brooklyn among small two-family houses and near two middle-income cooperatives. However, many of our students reside in low-income housing, (Marlboro Projects), which is four or five blocks from the school. This Pre-K to fifth grade school serves a population of approximately 695 students from culturally diverse backgrounds. The school building is 90 years old, contains five floors and is extremely well-kept. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building.

According to latest available ethnic data, 19% of the students are white; 15% of the students are black; 33% of the students are Hispanic, 32% are Asian, 58% are American Indian and .15% are Multi-Racial. The majority of these students are from low-income families and all of our students are entitled to eat free breakfast and 76% are entitled to free lunch. P.S. 212 is designated as a Title I Schoolwide Program School.

During the 2015-2016 school year, the school will house 3 Pre-kindergarten Full Day programs, 6 kindergarten classes, 6 first grade classes, 5 second grade classes, 4 third grade classes, 4 fourth grade classes and 4 fifth grade classes.

There are 6 ICT classes, one on each of the grades, K-5 and a self-contained (12:1:1) class on every grade, 6 in total. There is also an ESL program for grades K-5 which serves English Language Learners, approximately 146 ELL students.

In addition to a computer lab, there is integration of technology into classrooms through the use of Promethean boards, Promethean tables, and a laptop cart on the fifth floor. The use of technology helps create proficiency in reading, writing, speaking and listening skills. Internet access is available to all students through the use of the computer lab, library, and computers in their own classrooms. A “Books and Beyond” reading incentive program is implemented in grades PreK-5. Our dance and drama/theater programs enhance children’s creativity and theatrical abilities to create positive self-esteem. The Literacy through Dance program encourages children to learn about various types of movement and the history of dance. Students choreograph dances to a variety of literary selections. Extracurricular activities include the dance club, drama club, Extended Day After School program, Saturday programs and the YMCA “Virtual Y” Extended Day Program.

The school’s objective is to bridge the gap of the performance index of the subgroups within the building. It is necessary to improve student performance in literacy with intense intervention for student subgroup-populations. There is a need to continue to improve student performance in language arts and math.

It is imperative to increase students’ scores in levels 3 and 4 and decrease students’ scores on level 1. Students scoring in level 1 should improve to advance high level 2’s. Student attendance and punctuality must be monitored to assure maximum access to learning. Improving home-school relationships in support of students’ educational and social emotional needs is a priority.

One of our special student populations is our ELL students. The freestanding ESL program is delivered through daily pull-out and/or push-in small groups by three highly qualified licensed ESL teachers. P.S. 212’s ESL English immersion program aims for students to become proficient in all written and oral academic development. The students are taught in heterogeneous groups by grade and class in groups no larger than 15. The ESL teachers communicate with the ELL students’ classroom teachers through informal meetings and common planning to target individual students’ needs and help drive effective instruction.

The total number of ELLs for the 2015-16 school year is 146. This is 21% of our total population. Of the 146 ELLs in our school, 29 are Special Education students – 11 enrolled in ICT classes, 14 in 12:1:1 classes, and 3 in general education classes. Of the 146 ELL students in our school, 72 have received 0-3 years of service (newcomers) and 11 have received 4-6 years of service. We have 5 long-term ELLs (those who have completed 6 years of service). Of the 72 who have received 0-3 years of service, 15 are special education students. Of the ELLs who have received 4-6 years of service, 10 are special education students. We have 4 SIFE students in our school.

One major challenge is the performance of our ELL students on the NYS ELA exam. Our ELL students generally perform better on the Listening and Speaking component of the NYSESLAT than on the Reading and Writing. As a result, our ELL students have difficulty meeting or exceeding the standards on the ELA exam that emphasize writing and reading comprehension. This is evident by the disparity of the results and much better performance of the ELL students on the New York State Math test when compared to the New York State English Language Arts test. Many of these children have parents at home who are not literate in the English language and therefore communicate with their child at home only in their native language. These parents are not able to provide academic support to their children in the area of the English Language Arts.

Another special student population is our special education students. Our SWDs score significantly lower than our overall student population in both ELA and Math.

21K212 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 695 | SIG Recipient |
| 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 |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 79.6% | % Attendance Rate | | 92.4% |
| % Free Lunch | 79.7% | % Reduced Lunch | | 3.8% |
| % Limited English Proficient | 18.9% | % Students with Disabilities | | 20.4% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.4% | % Black or African American | | 16.7% |
| % Hispanic or Latino | 31.7% | % Asian or Native Hawaiian/Pacific Islander | | 30.5% |
| % White | 19.8% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 11.16 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | N/A |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 9.8 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 28.9% | Mathematics Performance at levels 3 & 4 | | 36.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 92.5% | 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 | | YES |
| 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 | | YES |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | NO | 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 | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

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.

Throughout the year, each grade level follows units of study that align to the three different text types (narrative, opinion, informational) as demanded by the Common Core Learning Standards. Each unit of study, designed by teachers, includes a pre-assessment, embedded assessments and a culminating assessment. The data of these assessments is analyzed by teacher teams with a protocol to help drive instruction and monitor growth throughout the unit by in-class formative assessments and by submitting a grade sheet that indicates the percentage of growth of each student and subgroups within the unit.

Through the data collection of each unit of study and the ELA state exam, it is shown that a percentage of students do make adequate growth, although students from specific subgroups (ELLs and SWDs) require and need additional scaffolds and supports in order to demonstrate 1 year of progress or reach grade level standards as measured by the Literacy CCLS. Through discussions that occur during teacher team meetings and ADVANCE data, it is evident that some teachers are grappling with the necessary instructional moves to scaffold and support all learners in order to progress 1 level or to grade level standard. Although the data indicates that subgroups such as, ELLs and SWDs, students have made slight increases towards meeting the grade level standard on the ELA exam, data demonstrates that the increase is not consistent amongst all grades

SWD showed an average of 3% decrease in Levels 3 and 4s in grades 3 and 4 while ELLs in grade 4 showed an 8% decrease.

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.

 By June 2016, there will be an overall 7% (15) increase in the number of SWDs and ELLs who meet the state ELA standards and or make grade appropriate growth in reading levels as measured by school-wide reading assessments F & P in grades 3-5.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) 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>The instructional focus for the school is to monitor student performance and deepen our assessment practices to make purposeful modifications to units of study, provide actionable feedback and increase teacher knowledge of pedagogical practices that improve planning for SWDs and ELLs. This will be supported by observing teachers and providing support to those teachers in need in order to impact student learning. We will create “go to” classrooms as evidenced by ADVANCE data to determine a wide variety of teachers who can demonstrate and model highly effective instructional practices. The work of teacher teams will be to review units of study to ensure alignment to CCLS and include additional scaffolds and modification that address the needs of sub groups such as SWDs and ELLs.</p> | <p>All classroom teachers</p> | <p>September 2015-June 2016</p> | <p>Principal and Assistant Principal</p> |
| <p>Teachers will participate in fluid professional development during Monday professional development sessions. Goals will be linked to strategies that will promote increasing reading comprehension including strategies for subgroups such as SWDs and ELLs and improving student writing.</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, Instructional Leads</p> |
| <p>The Instructional Leads will support all grades with research based effective strategies that will align to units of study and provide strategies and supports to meet the needs of all students, especially student subgroups. Based on research modifications to units and instructional planning will be evidenced through more rigorous instruction (1a, 1e, 3a, 3c Danielson) .</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, Instructional Leads</p> |
|  <p>Through horizontal and vertical teacher teams, all teachers will have the opportunity to share their best practices, be open and willing to accept both warm and cool feedback from their peers and determine their own professional goals to improve their practice and to impact student learning while building a culture of trust among professionals in improving practices for SWDs.</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, Instructional Leads</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.



After-school programs, as well as Saturday Test Prep classes, will provide additional support for students in ELA; AIS teachers will provide differentiated small group instruction to meet the needs of all students in ELA, flexibility in scheduling allowing for scheduled team meetings to occur.

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 | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | X | 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.

- During December 2015, at least data from 2 units of study across grades K-5 will be analyzed by administration to determine if our goal is being met or if revisions need to be made.
- Samples of student work from a unit of study will be reviewed on a rotating basis to determine progress, trends and areas of celebration.
- Teachers are reflective based on feedback from administration in order to work towards effective and highly effective practice as evidenced through ADVANCE data.

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.

ELA data overall for Embedded tasks results in grades 2-5 for 2014-15 school year showed that 85% of students with disabilities who may also be ENL scored below grade level.

ELA state test results 2014-15 grade 3 indicates that 80% of students with disabilities scored a level 1 on the ELA exam.

ELA state test results 2014-15 grade 4 indicates that 76.9% of students with disabilities scored a level 1 on the ELA exam.

Overall, the number of SWD at level 1 decreased by 3 % from the year before but the majority (68.1%) of SWD in the school still scored a level 1 on the ELA state exam. Based on this data students with disabilities who may also be ENL need to be challenged at their instructional level and feel safe and well supported to advance their reading level.

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.

By June 2016, 50% of targeted Students with Disabilities that may also be ENL in grades 2-5 will increase one rubric level as evidenced by data from MINDPLAY online reading intervention program.

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>Professional Development for teachers of students in these subgroups will focus on understanding the MINDPLAY reading online intervention program and include data retrieval and analysis work.</p> | <p>Teachers</p> | <p>November 2015- June 2016</p> | <p>Technology Teacher Assistant Principal</p> |
|  <p>Targeted students will participate in training on program use. They will have an opportunity to use the program during and after school for approximately 120 minutes per week or more as part of RTI.</p> | <p>Students</p> | <p>November 2015- June 2016</p> | <p>Teachers</p> |
| <p>Parents will attend workshops on MINDPLAY so that they can support program use at home. The workshops will provide parents with data usage information and breakdowns of skill areas that are strengths and weaknesses for their child.</p> | <p>Parents</p> | <p>December March June 2015</p> | <p>Principal, Assistant Principal, Teachers Data Specialist Technology Teacher</p> |
|  | | | |

Part 4 – Budget and Resource Alignment

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|--|------------------------|----------|---|--|--------------------------|--|--------------------------------|--|---------------------------------|------------------------------------|
| <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> | | | | | | | | | | |
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| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | <p>X</p> | <p>Title I SWP</p> | | <p>Title I TA</p> | | <p>Title II, Part A</p> | | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> |
| | <p>C4E</p> | | <p>21st Century Grant</p> | | <p>SIG/SIF</p> | | <p>PTA Funded</p> | | <p>In Kind</p> | <p>Other</p> |

Part 5 – Progress Monitoring

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

January 2016 – Analyze monthly data reports to show student acquisition of reading skills in sub areas such as phonics, grammar, fluency and reading comprehension. The data will determine the level at which students are acquiring reading skills.

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.

Upon our review and analysis of our recent ADVANCE data, trends and patterns across our teachers, across all grades and subgroups, and including cluster teachers were identified. It is evident that high-quality instruction is the strongest influence on student achievement and essential to helping teachers acquire skills and expertise by providing opportunities for them to develop, grow, and learn from peers and experts. Teachers will be committed to student success and driven to improve the school and their teaching practices through continuous learning and frequent professional development.

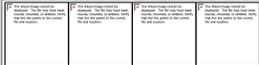
A review of Danielson Ratings specific to Domain 1 – Instructional Planning indicates school wide effective practices. Student data for sub groups indicates a need for differentiated instructional and additional scaffolds to support learning for ELLs and SWDs. However, based on this data it is clear that there is still room to grow in a more positive direction. Highly Effective practices were not evident in all classrooms.

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.

By June 2016, SWDs and ELLs will demonstrate an increase of 10% (20) (mastery on an ELA Unit of Study or show grade appropriate increases in F&P levels as a result of differentiated teacher professional development.

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) 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>Professional Development will be given and Professional Learning Communities will be formed on the following topics: analyzing student work and data to plan differentiated instruction, effective planning, reflecting and refining curriculum maps, improving questioning and discussion techniques (3B), including supporting students in writing by constructing viable arguments using text evidence in discussion and writing responses and providing feedback to students. F& P benchmark workshops will take place to norm teacher understanding of determining reading comprehension in an on-going manner. Ongoing PD will be available and customized to each teacher's needs, and access to external PD's when available. External (District) support will continue to be prevalent, especially around student achievement among our ELLs and SWDs subgroups.</p> | <p>All teachers/ paras</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, district support, Instructional Leads</p> |
|  <p>Instructional Team will participate in outside (district-wide) professional development and in-house research and development of strategies that focus on differentiation and scaffolding and will then turn-key information back to classroom teachers.</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, district support, and Instructional Leads</p> |
| <p>Teacher Teams will work collaboratively and have opportunities for vertical planning throughout the Monday PD team to refine curriculum unit maps and assessment procedures to ensure opportunities for differentiation and scaffolding and measure student progress through tasks</p> | <p>Teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal, district support, and Instructional Leads</p> |
|  <p>Through our constant communication with parents and newly established parent engagement time, parents will become more comfortable and trusting in our school's vision and instructional foci with guidance on how they may best support their children at home. Parent workshops will take place monthly and include specific workshops for SWDs and ELLs along with understanding the demands of CCLS and instruction.</p> | <p>Parents</p> | <p>September 2015-June 2016</p> | <p>Administration Parent Coordinator</p> |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| Monies needed for covering teachers so they may attend ongoing PD, as needed. Ample opportunities within the school community to grow in teacher practice such as class intervisitations with meaningful feedback from peers, in addition to Advance feedback with actionable next steps. | | | | | | | | | | | |
| 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 | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| January 2016 – Check in and reflection on most recent ADVANCE data necessary to make adjustments in customizing and differentiating appropriate Professional Development in order to impact teacher practice and student learning. Specifically analyze ratings in Domain 1 and 3 to determine an increase in teacher effectiveness. |
| January 2016 – Analyze ELA benchmark, unit, and F & P data for SWDs and ELLs to determine progress and proficiency towards meeting the NYS standards. |
| 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

- 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.

. Upon reflecting on the most recent MOTP overall ratings, as well as, specific ADVANCE data, it is evident that although there are highly effective teachers, there is always room for further growth and improvements to teacher practices. After completing all initial planning conferences (IPC’s) in September and discussing goals with teachers, it is recognized that all teachers have a desire to grow in a specific area in order to improve student achievement. Interest surveys will be utilized to determine areas of needs and based on IPC data and student data, a professional development plan will reflect the areas of needs as a school. The instructional team will work to ensure breath and depth to the work being done this school year.

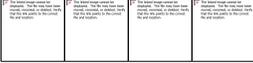
Part 2 – Annual Goal

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



By June 2016, student achievement in mathematics will demonstrate an overall increase of 5% (37) of students meeting grade level standards as measured by growth on a minimum of 1 unit math task assessment or the results of the NYS Math Exam for grades 3-5.

Part 3 – Action Plan

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|---|--|---|--|
| <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> |
|  <p>Informal teacher development plans are created based on one-to-one discussions with school leaders expressing their individual professional goals pertaining to math. Based on this data, we will strengthen teacher practice in using the Go Math! program and ensuring alignment of curriculum, assessment practices and teaching to the CCLS through internal and external PD.</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal</p> |
| <p>Informal and formal observation/feedback cycles continue to inform practices in mathematics and increase teacher pedagogical approaches in mathematics</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal</p> |
|  <p>Work in teacher teams will focus on analyzing mathematics data through cycles of inquiry, selecting standards based problems to introduce in a POW book K -5, and refine assessment practices to determine progress and impact student achievement.</p> | <p>All teachers</p> | <p>September 2015-June 2016</p> | <p>Principal, Assistant Principal</p> |
| <p>Parental Workshops will strengthen parent understanding and engagement in the school mathematics program and allow for more support of their children's math work.</p> | <p>Parents</p> | <p>September 2015-June 2016</p> | <p>Lead Teachers, AIS Providers</p> |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|------------|------------------|---|-------------------|--|----------------------|--|
| <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>Any resources needed specific to a teacher’s area of need or specific ADVANCE component that would assist in strengthening teacher practices.</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 | 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.

Ongoing ADVANCE data entered and reflected upon to make necessary adjustments and planning for specific and differentiated Professional Development for teacher growth in Domain 1 and 3 specific to math.

Analysis of student mathematics data such as benchmark exam, unit tasks, chapter exams, and math formative data demonstrates an increase by skill area for all students including SWDs and ELLs.

Documentation of parent workshops, agendas, and feedback sheets.

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

- 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.

.Upon reflecting on our parent connection, we would like to see an increase in parent programs and activities, especially with a concentrated focus on our families of ELL’s and SWD’s

Part 2 – Annual Goal

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



By June 2016, student attendance will demonstrate a 5% increase for students with less than an 85% attendance rate and increase their performance level in ELA and Math by one level on a minimum of one ELA and Math task assessment as measured by a specific rubric.

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) 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>Teaching staff, specifically ELL teachers, AIS Teachers, Data Specialist, Related Service Providers and Technology Teacher will design information sessions and workshops for parents, including curriculum nights, technology workshops, etc.,</p> | <p>Parents, All teachers</p> | <p>September 2015- June 2016</p> | <p>Principal, Assistant Principal, ELL teachers, AIS teachers, Data Specialist, Technology teacher, related service providers, parent coordinator</p> |

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| <p>gearing towards the needs of our large ELL and SWD populations.</p> <p>Parent Coordinator will send out frequent letters to keep parents consistently informed of all school policies and procedures. In addition, school handbook and monthly calendars are sent to parents. This leads to our school culture, including students and parents who trust and are trusted by their school.</p> | | | |
|     <p>100% attendance by class will be announced and celebrated monthly. Students with 100% attendance will receive a certificate and prize. Students with 85% or less attendance who have shown improvement will be awarded a monthly pizza party if they can demon 90% attendance or better for the month. Students with less than 85% attendance will be targeted by an attendance coordinator and monitored daily. Parent out-reach will be conducted and documented.</p> | Parents, All teachers | September 2015-June 2016 | Principal, Assistant Principal, Classroom teachers Michelle DeVito, aide Principal |
|     <p>Parent engagement time on Tuesdays is used efficiently and logs are kept in order to track communication with parents and conduct workshops and parent out-reach that supports an investment by students to attend class. Monthly newsletter in grades K-5 are sent home and are available on our school website to inform parents of the curriculum and events in our school.</p> | Parents, All teachers | September 2015-June 2016 | Principal, Assistant Principal, Classroom teachers |
| <p>Students will increase performance on math and ela tasks by participation rates increasing and staying focused on completion of the task. Student performance will be assessed using specific rubrics.</p> | Students | Sept. - June 2015 | Teachers in the classroom. |

Part 4 – Budget and Resource Alignment

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|---|----------|---|-------------|--|------------|--|------------------|--|-------------------|----------------------|
| <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>Frequent check-ins with PTA, attendance sheets of all school functions throughout the school year, Family Engagement Binder, Daily Attendance log and monitoring along with a Parent Out-Reach Log will demonstrate an increase in student attendance for children with less than 85% attendance record. A tracking sheet will analyze attendance for this sub-group monthly and demonstrate an increase in attendance (bar graph data).</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

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.

Frequent check ins with PTA, attendance sheets of all school functions throughout the school year and analysis results of task assessments for the targeted group of students with 85% or less attendance rate. from the previous year.

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) | State test scores Classroom performance | Guided reading groups Close reading Reading conferences one on one with teacher | Small groups One to one with teacher/para | During the school day |
| Mathematics | State test scores Classroom performance | Small group instruction Fluency practice One to one conferencing with teacher | Small groups One to one with teacher/para | During the school day |
| Science | Classroom performance State test scores (grade 4 only) | Science Cluster Small group instruction Hands-On experiments scaffolding | Small groups One-to-one with teacher/para | During the school day |
| Social Studies | Classroom performance | Small groups One-to-one with teacher/para scaffolding | Small groups One-to-one with teacher/para scaffolding | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Overall classroom performance and referral to PPT | Guidance services, small group instruction | Small groups One to one with teacher/para | 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

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| 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)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <p>P.S. 212 only hires teachers who are NY State certified. The school administration works with our HR network partner and together, we review all teacher applications. Vacancies are posted on the open market system. Applicants who apply to the vacancy are interviewed. Once hired, the teachers receive rigorous professional development on an ongoing basis. This is conducted at the school level with our Instructional Lead teachers and our data specialist. Additionally, our best practices are shared by the teachers throughout the year through teacher teams. Lead teachers, AIS Teachers and Cluster teachers are sent to network professional development sessions throughout the year to attend study groups in CCLS in literacy and math. New teachers are provided with a mentor teacher who serves as a "professional resource" throughout the year. Intervisitation is also arranged with a master teacher on an as-needed basis. School administrators, having been trained in frameworks for teachers, turnkey this information to the teaching staff. All teachers are then observed formally and informally using the Advance rubrics. Incorporating the Advance rubrics in daily planning of instruction will assist teachers to become highly effective. Citywide professional development is offered to the staff as well. Additionally, highly qualified funds are made available to our teaching staff by providing them with an opportunity to return to school to further their area of expertise.</p> |

2b. High Quality and Ongoing Professional Development

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| 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). |
| <div style="border: 1px solid black; width: 20px; height: 20px; margin-bottom: 5px;"></div> <p>P.S. 212 follows a 4 week cycle Professional Development Plan. The plan was created by the Instructional Lead teachers to meet the needs of all teachers. The plan allows for differentiated PD and the cycle is as follows:</p> <p>* Week A: Facilitated Professional Development by Instructional Lead teachers that are created based off teacher feedback/reflection forms. PD is offered by Instructional Lead teachers, Data Specialist and Service Providers to ensure that teachers are given a variety of strategies that can be implemented in their classrooms.</p> <p>Some PD that has been offered:</p> |

- * Technology in the Content Area
- * Strategies to help our SWDs
- * Infusing Literacy into Content Areas
- * Looking at SWD Trends using the NYS ELA Assessment

*Week B: Inquiry- Looking at Student Work: During this week, teachers work with their teacher teams to analyze student work and discuss next steps for students as well as for instruction. Teachers work collaboratively to discuss strengths and weakness of student work and strategies that can be used to help all students achieve success.

*Week C: Data Analysis- During this week, teachers analyze data by looking at trends and focusing on specific subgroups of students. The data specialist also provides support during this week’s cycle and teachers can access SchoolNet to generate data reports. This time is also used for teachers to organize groups, develop differentiated tasks and scaffolded activities based off student data.

*Week D: Revising and Refining Curriculum: The last week of the cycle allows teachers to work collaboratively with their teacher teams to focus on revising and refining their curriculum maps, lesson plans, units of study, etc. Teachers use their data analysis to help them determine which standards to address and which topics to revisit during their daily instruction.

Paraprofessionals accompany teachers to all professional development sessions to allow for school-wide understanding of the Common Core Learning Standards and school wide-routines/practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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.).

The school provides an annual meeting for the families of incoming Kindergarten students. During this meeting, families receive a comprehensive overview of what to expect in Kindergarten, develop an understanding of the NYS Kindergarten Foundation for the Common Core, how to extend learning at home. During the annual meeting the Kindergarten teachers provide information to support their children as they enter the public school system. Throughout the year, the Early Childhood Teachers, Social Workers and Parent Coordinator provide regularly scheduled meetings for families of pre-school students. During these meetings parents are given information in early childhood development, curriculum support and how to extend learning at home. Additionally, the Early Childhood Teacher and Social Workers interface with the Committee on Pre-School Special Education and supports and assists families involved with the Committee on Pre-School Special Education.

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.

In June 2015, the MOSL (Measure Of Student Learning) Committee will be formed consisting of the Assistant Principal, UFT Chapter Chairperson and Teaching Staff. This Committee will meet, discuss and choose the assessment options to measure student learning.

In June 2015, a Professional Development Committee will be formed and will meet monthly to discuss various topics for future professional development.

Grade and Cluster Team leaders will meet monthly with the administrative team to disseminate school wide information to their grade level teams.

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 | Column B |

| | | | Verify with an (X) | Section Reference(s) |
|------------------------|---------|--------------|--------------------|----------------------|
| Title I Part A (Basic) | Federal | 507,822.00 | | p.13-14/p.19-20 |
| Title II, Part A | Federal | 81,010.00 | | |
| Title III, Part A | Federal | 12,708.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,992,920.00 | | |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

PS 212 Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 212, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.212** 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

[P.S.212] , 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>P.S.212-The Lady Deborah Moody</u> | DBN: <u>21K212</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) | |
| <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| |
|--|
| Part B: Direct Instruction Supplemental Program Information |
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>68</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input 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>2</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>1</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: _____ Rationale: P.S. 212 has an after school program to support ELL students and former ELL students. This program encourages students to strive academically. The program is for ELA and math enrichment. This after school enrichment will help students by aligning to common core by helping ELL's re-visit topics they were struggling with during the course of the school day, re-teach skills needed to reach grade level expectations, enhance language skills for both math, English, as well as content area, build vocabulary, enrich and scaffold knowledge to achieve progression and help prepare students for state exams. The students were chosen based on data from the NYSESLAT, ELA and Math state tests. The data shows that the subgroup selected needs support in ELA and Math as well as reading and writing skills.

- Subgroups/Grade Levels: ELL and former ELLs in grades 3, 4 and 5. There are 37 students currently entitled to ESL services in grades 3-5 and 31 former ELL students that are 2 years or less and are still entitled to testing modifications. Of the students invited to participate only 24 have attended. Students will be taught in grade leveled groups with differentiated instruction within the grade level groups. The content area teacher as well as the ESL teacher are co-teaching. When group work is given teachers rotate among the students.

- Schedule and Duration: The program will run starting October 8, 2014 until June 11, 2015. The schedule for the after school program is 2:55pm-4:55pm on Wednesdays and Thursdays each week (unless there is a holiday).

- Language of Instruction: Students are instructed in English only by a certified ESL teacher and one content area teacher. The teachers utilize a team teaching approach and differentiate their lessons for the varying grade levels to meet their students' needs. Instruction is given with different approaches targeting all learning types.

- # and types of certified teachers: 1 certified ESL teacher and 1 content area/common branch teacher.

- Types of Materials: Materials that were ordered- Common Core Performance Coach (ELA) - Grades 3, 4 and 5 by Triumph Learning and Common Core Performance Coach for Math-Grades 3, 4 and 5 by Triumph Learning.

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: _____ rationale: Teachers receive ongoing staff development through the use of on- site and off-site workshops, NYC Department of Education staff training days, teacher to teacher observations, online professional development, as well as training sessions with our CFN

Part C: Professional Development

Network.

- Teachers to receive training: Bonnie Merone- ESL teacher, Elina Ivenkova-ESL teacher, Renata Mantzioros- ESL teacher. All P.S. 212 staff members will receive staff development on-site and off-site.

- Schedule and Duration: ESL teachers allow classroom teachers to come during preparation periods to observe ESL demonstration lessons. These observations will be used to complete the new teacher requirements of 7 hours of ESL training or 10 hours of ESL training for Special Education Teachers. Classroom teachers are responsible for keeping track of their logs and hours for the Professional Development they receive.

On site staff development workshops are scheduled for September 2, 2014, September 3, 2014, September 8, 2014, September 16, 2014, September 29, 2014 and November 4, 2014; other workshops will be given throughout the school year on an 'as needed' basis and will reflect the needs of the teachers and student population/data. ESL teachers PD's provided by the CFN network are scheduled for October 14, 2014, October 21, 2014, October 24, 2014, October 28, 2014, October 31, 2014, November 4, 2014, November 8, 2014, December 17, 2014, February 1, 2015 and April 25, 2015.

- Topics to be covered: Professional Development will cover computer and technology development, ELA and Math preparation for state tests, ELL student methodologies and strategies to use in the classroom, parent outreach, curriculum mapping, backward planning, incorporating content into reading and writing, vocabulary strengthening for ELL's as well as common core planning/integration for ELL's.

- Name of Providers: The computer specialist:Uzma Harris, The data specialist:Maria Belkadi, Michele Minelli:Lead teacher, Danielle Badolato:Lead/Reading specialist, Bonnie Merone and Elina Ivenkova, ESL Teachers, Sheila Singer:CFN ESL Coordinator, and Kerry Gelling:CFN network Literacy Liason.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ Rationale: Workshops give parents an opportunity to speak directly with other ELL parents, the principal and assistant principal, teachers, the parent coordinator, ESL teachers as well as other P.S 212 staff members. Workshops for ELL parents are given throughout the school year.

- Schedule and Duration: The principal--Josephine Marsella, has breakfast 'chit chats' with parents on a bi-monthly basis. The dates for these chit-chats are: October 28, 2014, December 16, 2014, February 24, 2015, April 28, 2015 and May 26, 2015.

The parent coordinator, Ilia Liff; also has meetings for parents. During these meetings informational packets are handed out in numerous native languages. Translators on our staff or bi-lingual parents are present to help with communication. Dates for these workshops are October 1, 2014, December 1,

Part D: Parental Engagement Activities

2014, November 12, 2014, February 1, 2015, April 1, 2015 and June 1, 2015. Newsletters are presented to parents to keep them aware of monthly school-wide functions. The parent coordinator also has meetings along with the school food nutrition members. These meetings help parents understand the nutritional needs of their children. These meetings are scheduled for December 18, 2014, January 8, 2015, February 4, 2015, April 21, 2015 and June 18, 2015.

The ESL teachers provide outreach for parental engagement throughout the school year. The dates of these workshops are September 16, 2014 (Welcome back for parents/meet some ESL Teachers), October 1, 2014, October 21 (New Parents welcome breakfast to P.S. 212 as well as meet the teachers morning session), October 30, 2014 (Special services meeting), November 12, 2014 (Teaching parents about common core/ELA and math standards/help for parents to do at home), December 3, 2014 (The special education staff and services available to parents).

Topics to be Covered: During these meetings and chit chats, parents have the opportunity to speak directly and informally with staff members. These sessions are geared towards keeping an open, informal line of communication between the school and parents. Happily, many ELL parents enjoy these sessions and make a stronger connection to the school family and they can express directly to the Principal and other staff members their wants and needs. Additionally, ELL parents are offered ESL/computer classes created specially for them. These classes are provided on Thursdays from 8:15am to 9:15am. The classes began on October 30, 2014 and will continue until May 28, 2015. The Computer Specialist- Uzma Harris is the teacher of these classes. These classes offer parents an opportunity to learn English in a non-stressed, risk free environment. These classes once again foster a close bond to the school and our community. By assisting parents with language acquisition we are hopeful they can better assist their children with their educational opportunities. The school presents a reading and math evening for children and their parents. During these 'special' evenings, parents and children along with teachers enjoy literature, math and hands-on learning.

How parents will be notified: At the beginning of the school year parents are given a letter asking them to select what language they would prefer to have school communication in. Once these letters are received back correspondence then is sent home in the parents preferred language. All letters from then on are sent home to parents in the communication/language they requested. Translators are also available to assist our ELL parents for open school day and evening sessions. Translators on staff are utilized as necessary to assist parents with communication. P.S. 212 also makes use of the Department of Education translation services for contacting and reaching out to parents. All teachers have the phone numbers available to them so that contacting and speaking with an ELL parent is an easier experience for both parties. The school also includes ELL parents in many school-wide activities such as: The Pumpkin Patch, The Halloween Parade, monthly shows for Book of the Month, graduation ceremonies, kindergarten orientation, Field Day, Dance Festival and the 5th grade end of the year show. Keeping our ELL parents involved and bonded to our school and community is a priority here at P.S. 212 and we strive to keep these connections strong.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| 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. 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 21 | Borough Brooklyn | School Number 212 |
| School Name The Lady Deborah Moody | | |

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 Rina Horne | Assistant Principal Helen Stern |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher Bonnie Merone, Elina Ivenkova, | School Counselor Jessica Nunno |
| Teacher/Subject Area Kelly Isaacson, ESL | Parent Randi Garay |
| Teacher/Subject Area Danielle Badolato, AIS literacy | Parent Coordinator Ilia Liff |
| Related-Service Provider | Borough Field Support Center Staff Member |
| Superintendent Isabel DiMola | Other (Name and Title) Lynette Vasquez, Bilingual SAT |

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 | 3 | 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 | 1 |
| 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] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 690 | Total number of ELLs | 129 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | K <input checked="" type="checkbox"/> | 1 <input checked="" type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input checked="" type="checkbox"/> | 4 <input checked="" type="checkbox"/> | 5 <input checked="" type="checkbox"/> |
| | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

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 | 129 | Newcomers (ELLs receiving service 0-3 years) | 100 | ELL Students with Disabilities | 23 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 24 | Long-Term (ELLs receiving service 7 or more years) | 5 |

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 | 100 | 0 | 11 | 24 | 0 | 7 | 5 | 0 | 3 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 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 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 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 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 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 | 8 | 8 | 1 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 16 | 17 | 10 | 7 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 2 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Urdu | 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 3 | 1 | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 2 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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) | 8 | 7 | 5 | 2 | 2 | 4 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 8 | 14 | 3 | 1 | 8 | 2 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 10 | 2 | 4 | 0 | 2 | 2 | | | | | | | | 0 |
| Expanding (Advanced) | 9 | 7 | 11 | 5 | 4 | 9 | | | | | | | | 0 |
| Commanding (Proficient) | 0 | 2 | 5 | 15 | 14 | 5 | | | | | | | | 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 | | | | | 3 | | | | | | | | | 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 | | 2 | 5 | 15 | 14 | 5 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 12 | 4 | 2 | 0 | 0 |
| 4 | 4 | 6 | 1 | 0 | 0 |
| 5 | 2 | 0 | 3 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| NYSAA | 0 | 0 | 0 | 0 | 0 |

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

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 0 | 0 | 3 | 0 | 5 | 0 | 6 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 |
| Integrated Algebra/CC Algebra | 0 | 0 | 0 | 0 |
| Geometry/CC Algebra | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math _____ | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |

| 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 | 0 | 0 | 0 | 0 |
| Geography | 0 | 0 | 0 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| LOTE | 0 | 0 | 0 | 0 |
| Government | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

1. 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.

P.S. 212 uses Fountas and Pinnell to assess students in early literacy skills. The data helps to assess the levels for the ENL students as well as their ability to speak and understand reading prompts. This data is then used to assist the ENL student for future reading placement and leveled reading material for independent reading. The Fountas and Pinnell program helps to assess the early literacy skills of our ENL's. Fountas and Pinnell assesses students in the areas of phonemic awareness, phonics, oral expression, fluency in reading and writing as well as skills in listening and speaking. Analysis of data has shown that many ENL students are more proficient in phonemic awareness but have difficulty with comprehension and writing skills. As ENL students progress, they show a larger achievement gap in reading as compared with their native language counterparts. As they continue to the next grade and the curriculum becomes more rigorous, students show greater difficulty as compared the native language learners. Based on this data, we utilize a strong literature based curriculum in ENL and in the classroom. We feel this will help immerse ENL students into early literacy and improve their reading comprehension, vocabulary, phonics, fluency, and writing.

Teachers use individual goal-setting and update these goals on a continuous basis. ENL teachers articulate constantly with classroom teachers as well as utilize grade level curriculum maps to align instruction and help achieve the goals and standards for each student. There are ongoing ENL classroom assessments through formal test-taking, observations, as well as ENL class projects. ENL teachers use the results of the NYSESLAT to determine scheduling, as well as lesson and curriculum planning.

The Fountas and Pinnell reading levels help teachers to place students in the proper reading groups. Writing samples are done on an ongoing basis to help assess students progress as well as provide future instruction. Data from NYSESLAT/NYSITELL as well as other tests help teachers plan lessons while emphasizing where deeper instruction is needed in the areas of weakness for their students, particularly within the four sub categories (Listening, Speaking, Writing and Reading). Teachers assess raw scores to determine specific areas of weakness. Constant articulation between classroom teachers, AIS teachers and ENL teachers help to give a 'wider-range picture' of each student and where their strengths and weaknesses lie. Through these varying methods of evaluation, instruction will be determined accordingly.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL levels for new admits to the New York City School System reveal that most new students enter the country (NYC system) with limited proficiency in all sub-categories equally. The results show us that these students have not yet learned English in their native country and they are in need of English Language Services. For NYSESLAT results, the data has revealed 35 students achieved a proficient level on the NYSESLAT this past year in four modalities. (18) Students have moved up in the NYSESLAT modality levels. Some students (26) remained at the same level, while only 6 students went down a level. The 6 students that went down a level 4 currently have an IEP and are now (or were previously) placed in the appropriate setting.
 In first grade, 7 students remained at the same level, 5 students went up one level, while 2 students (SWD) went down a level.
 In second grade, 11 students stayed on the same level while 2 students went up and 2 students went down.
 In third grade, 5 students stayed at the same level, 9 students went up a level while 2 students went down a level (one student is SWD while the other student is in the process of an evaluation).
 In fourth grade, 5 students remained at the same level while 5 students went up a level and two went down a level.
 In fifth grade 4 students stayed the same level (one student is exempt for next year due to a level 3 on the ELA exam as well as an advanced level in NYSESLAT). Two fifth grade students went up a level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 At P.S. 212, ENL teachers use the AMAO tool to project needs for the upcoming school year. We use the AMAO tool to compare and analyze students academic achievement in content areas as well as student benchmarks within the school (ELL's and non-ELL's, ELL's to ELL's), to the district, the city and the state. ENL teachers also use this tool to focus on the academic achievement of specific subgroups, to plan effective instruction and interventions. The factors of these subgroups allow the ENL teacher to analyze the amount of years of ELL service, NYSESLAT proficiency, progress, age, grade level and ELA and Math performances and progress throughout the years. Teachers also use this tool to plan their future professional development in the areas that the students need most improvement. New teachers that need to prepare a tenure binder use the AMAO tool to show specific growth within their classrooms. Teachers can compare the progress of growth within subgroups of students as well as the years. This can help teachers not only plan future instruction but determine what instruction is more helpful for each subgroup of students.
 ENL teachers use AMAO to print out individual reports that classroom teachers use to plan further instruction and view the patterns of how students fare in instruction.

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. Kindergarten students showed success. Two students became proficient.

First grade ELL students also showed growth. Fourteen students became proficient, 5 students achieved a higher level, 7 students remained at the same level, two students showed a decline (these two students are SWD's).

Second grade ELL students showed the most progress in proficiency. Nine students scored proficient, 2 students achieved a higher level, 11 remained at the same level but showed growth in their overall performance, and 2 students showed a decline.

Third grade ELL students showed progress throughout each subcategory. Four students advanced to a higher proficiency level, while 5 remained the same, one student who has an alternate assessment, remained at the same beginning level. Two student's showed a decline.

Fourth grade ELL students showed a high level of proficiency in the areas of listening, speaking, reading and writing. In grade 4, six students became proficient, 5 students achieved a higher proficiency level, 5 student stayed the same and 2 students showed a decline.

Fifth grade had 6 ELL student become proficient. Two students advanced to a higher proficiency level, four students remained at the same proficiency level and zero students declined.

P.S. 212 offers students the opportunity to take a test in their native language when available. Teachers assess the students' abilities and determine if the student will benefit from having translated statewide tests. Students have input in whether they feel comfortable in

utilizing a translated test. For many of our ENL students, they have had little or no formal instruction in their native language. Many of the long term ELLs in our school are born in the United States and do not have the ability to read or write in their native language. Four students took the New York State Math Test in their native language on Grade 3.

Our school has showed a pattern over the last few years in meeting Annual Yearly Progress. In ELA our Annual Measurement Achievement Objective was 143 . The school received a score of 143 on our performance index. In math, our Annual Measurement Achievement Objective was 157. The school received a score of 160. In science, our students showed the most progress, the Annual Measurement Achievement Objective was 169. The school received a score of 192.

B and C. P.S.212 does not administer ELL periodic assesments due to the already full testing schedule.

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*.]
- P.S. 212 utilizes data for programming of services to help ENL students succeed. Our school utilizes blocked periods for reading, writing, and math. There are two AIS teachers work with students who were held over, are at risk from meeting promotional standards, and beginner ENL students, for more intensive instruction in a small group setting. After school programs are also offered to ENL students in grades 3-5. Students who received a level 1 or 2 on last year's New York State ELA or Math test are pulled out for instruction by Academic Intervention teachers. Students at an advanced level have a more rigorous instructional plan. More language and text based instruction will ensure continued success for the higher level ENL student.

ENL teachers always make sure to add cultural and linguistic opportunities for our diverse ENL population to share with peers. Studies have shown this adds an intervention and prevention effectiveness for ENL students and helps this population of learners to achieve academic success. The collaboration of the ENL teachers and students working together for academic success within a rigorous but secure environment helps our ENL population to be motivated and immersed in English instruction. Lessons include stories which focus upon foreign countries and how people live, stories presented incorporate a diverse population of people in the reading units, as well as a connection to native language. ENL teachers model reading by read alouds and choral reading to help ENL students learn the rhythm, sounds and vocabulary of the English language. ENL teachers also have a strong emphasis on vocabulary. We understand that some English words are challenging for ENL students and it is important for students to promote oral language development. The ENL teachers understand the importance of drawing upon prior knowledge for ENL students to feel successful. The ENL teachers also understand the importance of making our pull-out classroom a 'safe, non-judgemental setting' whereas it creates a conducive setting for the ENL student to develop the important skills of speaking, listening, writing and reading.

P.S. 212 utilizes the response to intervention framework as mandated by New York State. In the first component we complete the universal screening by administering a baseline of student performance and identify students who are not making progress at expected rates. As required by the state, our first step in the universal screening process, students complete the home language survey which helps teachers uncover factors which could help influence students in the English language learning process. This knowledge provides teachers with the insight needed to guide linguistically responsive instructional choices. If an ENL student is flagged for being at risk or below benchmark on any test or competency, the student receives targeted instructional support in a small group setting. P.S. 212 offers, voyager, pull-out small group reading, and pull-out small group math instruction. P.S. 212 utilizes a strong core curriculum which includes GO Math and some phonics/Foundations Program. Teacher's align lessons to the common core standards. Teachers and students collaborate to positively engage around rigorous academic content. Language development and literacy are taught across the curriculum and fostered through conversation between students and teachers in conferences and among students during turn and talks. We offer a quality core instruction which links students background knowledge to content being taught. P.S. 212 provides targeted intervention to ENL's not showing progress in reading, math, writing, science, and social studies. Teachers provide small group instruction on their Professional Development (Circular 6-extra prep) periods. P.S. 212 regularly monitors the progress of at risk students to determine whether instructional decisions are providing the most success. Teachers and school leaders use the data to determine when it is necessary to adjust instruction for all ENL's.

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 all instructional decisions by including linguistic objectives and rigorous vocabulary exposure in our daily lesson plans. We include technology by using computers, smart boards, promethean

boards and projectors, to enhance the comprehensive input of our students and to enhance the connection and comprehension of print/sound with a picture. We begin lessons by activating their prior knowledge and making connections. Whenever possible, we utilize children's experiences in their native countries as part of our resources within the classroom. We utilize the activities that include realia, hands-on learning, peer interaction, phonics, fiction and non fiction stories that incorporate numerous countries and diverse characters to make the experience of learning a second language easy and fun. We implement instruction that is developmentally appropriate for the students depending on which stage and grade they are in for their language acquisition.

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?

P.S. 212 does not have a dual language program.

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

We evaluate the success of our Freestanding ENL program at the end of the year by the use of the NYSESLAT test scores. By analyzing the NYSESLAT data we determine if our ENL students have made any progress. We also look at each of the modalities individually for each student to see which area is in need of extra instruction and attention for the upcoming school year. We analyze individual instructional goals to determine changes in curriculum and planning for the next school year. We look at data from each student's previous NYSESLAT test scores in addition to Fountas and Pinnell reading levels and the progression throughout the school year to determine the growth made from previous years to analyze the program and its effectiveness. P.S. 212 has implemented schoolwide vertical and horizontal inquiry teams that analyze students' work and progress throughout the year. During professional development hours throughout the school year teachers look at writing samples and create scaffolded tasks to develop future curriculum mapping, next steps, thinking points, as well as driving future instruction. During these times, teachers look at MOSL performance tasks to determine next steps in their classrooms and determine expectations for future assessments. Individualized goal setting is also utilized to show progress.

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.
 1. At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS) with a pedagogue. During the registration process parents will meet with one of the pedagogues which may include, Bonnie Merone, an ESL teacher, Elina Ivenkova, an ESL teacher. They conduct an interview with the parent(s) and child. When necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. At this time eligibility results are entered on the students HLIS along with the OTELE codes and the HLIS is signed off by the pedagogue. Based on this initial screening process, the ESL teacher determines whether a child is eligible for formal assessment through the NYSITELL, and, if so, tests the child within two to three days. If applicable, the ENL teacher administers the Spanish LAB to the child as well within the same time frame. If the child is determined to be eligible services begin immediately.

Since NYSITELL is ongoing, students that enter the NYC school system meet directly with the ESL personnel at registration. Parents will have a one-to-one meeting with the ESL teacher to learn about the options available for placement. At this time parents also view the video so they will be well informed of their decision. At the registration process an OTELE code and eligibility for NYSITELL testing are entered on the HLIS and signed off by the pedagogue.

Once the OTELE code is input, parents will receive letters home in their native language. A letter will also be sent home informing them of their child's performance on the NYSITELL state exam and, if the child is eligible for ENL services. The school outreach plan allows parents an opportunity to set up a meeting with the ENL teachers during a convenient time for both teacher and parents.

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).
 AT P.S. 212, ENL teachers are trained to read through HLIS and focus on the second portion of the survey to ascertain whether students were educated in their native country. ENL Teachers also formally ask parents during the interview process about prior schooling. ENL teachers will administer the oral interview questionnaire and/or the Literacy Evaluation for Newcomer (SIFE) for Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Initial SIFE status will be indicated on the DOE's data collection systems within 30 days from initial enrollment (BNDC screen). As per CR part 154, we will determine within one school year a final "sife" decision and will modify instruction. SIFE status will be removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT. SIFE students are students who have less than twelve months in a U.S. school and who upon initial enrollment in school and are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. These SIFE students are newly identified ELL's in grade 3 to 9 and are at a beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL results.
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).
 Students with IEP's are identified during the initial meeting by checking on ATS. ENL teachers ask parents about any prior evaluations done for their child. Once students are identified as SWD's, ENL teachers become acquainted with the student's IEP to make sure goals and objectives are aligned with instruction. The LPT team members: which are The Principal and/or Assistant Principal: Rina Horne and Helen Stern, guidance counselor: Jessica Nunno, Bilingual Assessment Coordinator: Lynette Vasquez, Director of Special Education for PS 212 Gail Hyman, ESL teachers, Kelly Isacson, Bonnie Merone, Elina Ivenkova, the classroom teacher, as well as the student's parent(s). The LPT team will have a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands will be present at each meeting of the LPT. These procedures must be used for initial entry into the DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT will consider evidence of the student's English Language development. The LPT team will determine if the student is SIFE/LENS and will follow the procedures in the above---by using the interview questionnaire for the appropriate native country. The final decision will be made by the superintendent or the superintendent's designee. This will be done within 20 school days either to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL determination form will be completed and placed in the student's cumulative folder.
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.
 4. At parent meetings for program choice, parents are asked to select the option (educational setting/selection) most appropriate for their lifestyle. If a parent is unable to attend the meeting letters are sent home as a follow-up. The entitlement letters sent home are hand-delivered by the ENL teachers to the student's classroom teacher for distribution. A list is kept of all the ENL students who do not have a parent selection on file and as letters of selection are returned the student is checked off and the selection is written next to their name. If a child does not return a parent survey a staff member will wait with that child at dismissal to try to meet with the parent/guardian to discuss the importance of choosing a parent selection form. If after all the previously stated avenues for obtaining a parent selection form are exhausted, the child will be placed/listed as the default of transitional bilingual. As newly admitted students register, the assigned personnel will discuss parent options and selections with the parent during a one to one meeting. The parents will view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the student's native language (when available). If requested, a meeting between the family and ENL teacher is set up for further assistance and clarity. If after the two requests for the selection forms are not answered and forms are not returned, the parent coordinator or an ENL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time. In the main office there are 3 drawers which contain various ESL paperwork. One drawer is specifically for newly admitted students into the NYC school system. This drawer contains HLIS forms, parent selection forms, interview forms in all available languages. Parent brochures are available for parents to take home and peruse. The second drawer contains copies of all completed HLIS, completed Parent Selection forms, entitlement letter, continued entitlement letters, placement letters, and letters sent home for students who have passed NYSESLAT. The third drawer contains paperwork from previous school years which include rosters, HLIS, register reports, hand scores from previous school years, and other ESL related paperwork. Once parent selection forms are finalized they are put into ATS by one of the ENL teachers.
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 enrollment in the NYCDOE parents will be asked to fill out an HLIS form with an ENL teacher present in their preferred language. When applicable an on-site bilingual staff member will assist the parent(s) with the ENL teacher. On this form there is an area (Page 2/section part 3) to indicate parent information. This section will be put into the computer by the secretary but under the guidance of the ENL teacher, under parent communication for oral and written communication with the school. This information will be used for all school members to contact and communicate with the family. Upon completion of the enrollment process, the

original paperwork will be placed in the child's cumulative folder as well as a copy of the paperwork placed in the main office for all teachers and staff members to peruse. After entitlement and non-entitlement letters have been sent to the parents (by the ESL teachers) within the first 5 days of school and then within 45 days of enrollment if parents feel that their child has been misidentified as an ELL or non-ELL, they are able to write a written request stating they they would like their child to be re-identified. The parent placement letters are sent home in the parent(s) native language notifying them of the right to appeal any decision within 45 days of school. At this time the school will implement a review done by the Language Proficiency Team, which includes, Assistant Principal and/or Principal, ENL teachers, bilingual SAT, school counselor and classroom teacher, parent(s) and related service provider, to determine if the child has been misidentified. At this time the LPT team will review the students previous classwork, parent/child interview forms and HLIS to determine the language ability of the the child, as well as the student's history of language use in the school. The student will also be administered assessments in their home language to determine identification. Scores from the NYSITELL would show the students proficiency level. The principal and superintendent will have the final say on the identification of the student.

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.

6. Letters are sent home to parents in their native language asking them to attend a meeting for the selection process of ENL placement as part of our parent outreach plan. This meeting is scheduled to take place within the first week of school. During this meeting, a workshop is conducted for parents using an online video (from the DOE), letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children – Transitional Bilingual, Dual Language, and Freestanding ESL. The ESL teachers will then check off all the parents that were able to attend the workshop so we can keep track of which parents who still need to view the parent link/video regarding their child's placement. The school makes every effort to have as many translations as possible available at the workshop. Parents are then given the forms for parent selection. Once parents choose the selection of placement for their student, this choice is kept on file in numerous ways. First, the choice is input into the ELPC screen, second, a copy is kept in the students cumulative record card, and third, the choice is written on the student roster that is generated and updated monthly(for newly admitted students) and given to all personnel involved with the ELL student. This gives all teachers access to the parent selection so that if at any time there is an opening for a dual, transtitional or bilingual program the parent choice is easily accessible. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in English as well as their native language for them to peruse and select. This information contains a link to the Department of Education video for them to preuse and make an appropriate determination for their child's placement. Follow-up letters are sent home to parents who do not return surveys. The two ESL teachers hand-deliver all letters to the students' classroom teachers for distribution. The ESL teachers document each returned form of all eligible students; the original forms are attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office. The parent coordinator also makes follow-up telephone calls to parents to ensure 100% responses.

Since NYSITELL is ongoing, students that enter the NYC school system, after the initial first five days of school window, parents meet directly with the ESL personnel at registration. Parents will have a one-to-one meeting with the ESL teacher to learn about the options available for placement. At this time parents also view the video so they will be well informed of their decision. At the registration process an OTELE code and eligibility are entered on the HLIS and signed off by the pedagogue. The secretary calls down one of the two ESL teachers for help with the registration process of newly admitted students. An ESL teacher is always part of the registration process.

In the future parents will receive letters home in their native language as per the OTELE code input into the ATS system. A letter will also be sent home informing them of their child's performance on the NYSITELL assessment and, if the child is eligible for ENL services. The school outreach plan allows parents an opportunity to set up a meeting with the ENL teachers.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. At parent meetings for program choice, parents are asked to select the option (educational setting/selection) most appropriate for their lifestyle. If a parent is unable to attend the meeting letters are sent home as a follow-up. The entitlement letters sent home are hand-delivered by the ENL teachers to the students classroom teacher for distribution. A list is kept of all the ENL students who do not have a parent selection on file and as letters of selection are returned the student is checked off and the selection is written next to their name. If a child does not return a parent survey an ENL teacher will wait with that child at dismissal to try to meet with the paernt/guardain to discuss the importance of choosing a parent selection form. If after all the previously stated avenues for

obtaining a parent selection form are exhausted, the child will be placed/listed as the default of transitional bilingual. As newly admitted students register, the ENL teachers will discuss parent options and selections with the parent during a one to one meeting. The parents will view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the students native language (when available). If requested, a meeting between the family and ENL teacher is set up for further assistance and clarity. If after the two requests for the selection forms are not answered and forms are not returned, the parent coordinator or an ENL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time. In the main office there are 3 drawers which contain various ESL paperwork. One drawer is specifically for newly admitted students into the NYC school system. This drawer contains HLIS forms, parent selection forms, interview forms in all available languages. Parent brochures are available for parents to take home and peruse. The second drawer contains copies of all completed HLIS, completed Parent Selection forms, entitlement letter, continued entitlement letters, placement letters, and letters sent home for students who have passed NYSESLAT. The third drawer contains paperwork from previous school years which include rosters, HLIS, register reports, hand scores from previous school years, and other ESL related paperwork.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 8. If a parent is unable to attend the meeting letters are sent home as a follow-up. A list is kept of all the ENL students who do not have a parent selection on file and as letters of selection are returned the student is checked off and the selection is written next to their name. If a child does not return a parent survey an ENL teacher will wait with that child at dismissal to try to meet with the parent/guardian to discuss the importance of choosing a parent selection form. If after all the previously stated avenues for obtaining a parent selection form are exhausted, the child will be placed/listed as the default of transitional bilingual. As newly admitted students register, the assigned personnel will discuss parent options and selections with the parent during a one to one meeting. The parents will view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the students native language (when available). If requested, a meeting between the family and ENL teacher is set up for further assistance and clarity. If after the two requests for the selection forms are not answered and forms are not returned, the parent coordinator or an ENL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time. In the main office there are 3 drawers which contain various ESL paperwork. One drawer is specifically for newly admitted students into the NYC school system. This drawer contains HLIS forms, parent selection forms, interview forms in all available languages. Parent brochures are available for parents to take home and peruse. The second drawer contains copies of all completed HLIS, completed Parent Selection forms, entitlement letter, continued entitlement letters, placement letters, and letters sent home for students who have passed NYSESLAT. The third drawer contains paperwork from previous school years which include rosters, HLIS, register reports, hand scores from previous school years, and other ESL related paperwork.
9. Describe how your school ensures that placement parent notification letters are distributed.
 9. At parent meetings for program choice, parents are asked to select the option (educational setting/selection) most appropriate for their lifestyle. If a parent is unable to attend the meeting letters are sent home as a follow-up. The entitlement letters sent home are hand-delivered by the ENL teachers to the students classroom teacher for distribution. A list is kept of all the ENL students who do not have a parent selection on file and as letters of selection are returned the student is checked off and the selection is written next to their name. If a child does not return a parent survey an ENL teacher will wait with that child at dismissal to try to meet with the parent/guardian to discuss the importance of choosing a parent selection form. If after all the previously stated avenues for obtaining a parent selection form are exhausted, the child will be placed/listed as the default of transitional bilingual. As newly admitted students register, the ENL teacher will discuss parent options and selections with the parent during a one to one meeting. The parents will view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the students native language (when available). If requested, a meeting between the family and ENL teacher is set up for further assistance and clarity. If after the two requests for the selection forms are not answered and forms are not returned, an ENL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time. In the main office there are 3 drawers which contain various ESL paperwork. One drawer is specifically for newly admitted students into the NYC school system. This drawer contains HLIS forms, parent selection forms, interview forms in all available languages. Parent brochures are available for parents to take home and peruse. The second drawer contains copies of all completed HLIS, completed Parent Selection forms, entitlement letter, continued entitlement letters, placement letters, and letters sent home for students who have passed NYSESLAT. The third drawer contains paperwork from previous school years which include rosters, HLIS, register reports, hand scores from previous school years, and other ESL related paperwork.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 10. Our school retains all ELL documentation for each child by keeping all original paperwork (HLIS, Parent Selection and Interview forms) in the child's cumulative folder. Copies are kept of all this paperwork in the main office. Copies of entitlement letters and non-entitlement letters are kept in the office while originals are sent home to parents.
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.

11. In order to administer all the sections of the New York State English as a Second Language Achievement Test, the assistant principal/ test coordinator, D. Delluomo, meets with staff members who will be involved with the state tests. Mrs. Delluomo has a meeting with staff members to discuss testing procedures, rules and regulations. She also discusses with staff members the steps and requirements of the tests as well as the various levels and the requirements of each level (i.e. CD player, writing in the books or answer grid, etc). All staff members are given a written copy of procedures, rules and regulations. All staff members sign to acknowledge they attended the meeting and that they received all the proper training and necessary information. Teachers are assigned a group of students based on grade levels and testing modifications. Students are categorized by IEP requirements first and foremost, by grade and levels. All ENL eligible students take the NYSESLAT state test. Students who may be absent during the assigned testing day(s) are given a make up test within the testing window. ESL personnel administer the speaking portion of the NYSESLAT to all ENL students. Teachers never test their own students and 2 teachers are always in the testing room, as per state mandated guidelines. The other three modalities of the test (listening, reading, and writing) are administered on the same day schoolwide to all eligible ENL students, based on ATS reports. This is done by utilizing all out of the classroom teachers and a schedule is set up by the Assistant Principal, Deborah Delluomo. Students attendance is taken at the time of testing to determine which students will require a make-up test. These students' names are placed on the original testing envelope and upon their return to school, students are tested in the portion they missed by an out of the classroom teacher.

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

12. At the beginning of each school year ENL students that are continued to be entitled to ENL services are sent home a letter to their parents stating that they will continue to receive services. A copy of this letter is kept on file in the main office for this upcoming school year, students who are proficient but will receive two periods of ENL instructional support will have their parents notified and letters will be kept in the office.

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).

13. The trend in parent selection forms continues to be incorporating English-rich reading content with Freestanding ENL services within the school day. In the 2008-2009 school year, 72 out of 82 parent survey and program selection forms returned by parents of ELLs indicated Freestanding ESL as the first choice for their children. In the 2009-2010 school year 62 out of 88 parent survey selection forms returned by parents of ELL's indicated Freestanding ESL as their first choice for their child. These parent options are kept in the main office and are attached to the home language survey in the students cumulative record card. For the 2014-2015 school year, all parents selected Freestanding ESL as their first selection.

The ENL program at P.S. 212 is aligned with the parent selection form responses. Most parents have opted to have their children learn English during the school day while re-enforcing their native language at home or during outside after school programs. Since parent selection forms are only filled out once at the initial registration into the NYC school system, these forms are kept in the main office, in one of the three ENL drawers for reference. The parent choice is also recorded on our main ENL student roster as well as put in ATS so all teachers are aware of the parent choice selection. A copy of the parent selection is also kept in the students cumulative record card--attached to the HLIS so that if a child transfers to another school system they are aware of the parent selection choice. Subsequent letters are sent home at the start of each school year letting parents know entitlement, placement, and NYSESLAT scores in their native language.

The ESL (pull-out/push-in) program offered at P.S.212 is aligned with parent selection choices. If the free-standing ESL program at P.S.212 is not an option in which parents are interested, they are given the opportunity to transfer their child(ren) to the setting they feel best meets their needs. ASPIRA law requires parents to have the option to transfer their student to a TBE/DL program. At this time, parents at P.S. 212, have shown a trend in not selecting the dual language or bilingual transitional program.

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.
 1. a. P.S.212 implements a push-in/pull-out ENL program. Students are grouped together by grade in heterogeneous groups. Students on entering (360 minutes), emerging (360 minutes), transitioning (180 minutes), expanding (180 minutes) as well as commanding (90 minutes) levels receive instruction. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ENL program is structured to meet each students needs. In addition, during regular pull-out ENL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas' of reading and literacy: this change was due to the EnL students' performance on the ELA state test and the NYSESLAT in the 2014-2015 school year, which indicated that reading is a particular area of weakness for our ENLs. Our goal for all ENLs is increased proficiency in all the academic areas of the curriculum, as well as in spoken language. The ENL teachers are supportive to all the EnL students and help nurture them into their 'new' homeland. When appropriate a bilingual paraprofessional is assigned to assist student(s) and help ensure (students native language) comprehension.
 - b. TBE program. *If applicable.*
 - b. P.S.212 does not have a TBE program at this time.
 - c. DL program. *If applicable.*
 - c. P.S. 212 does not have a DL program at this time.

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)?
 - 2a. To ensure the mandated number of instructional minutes is provided according to students levels: Entering and emerging students receive ESL instruction for 360 minutes per week while transitioning and expanding level students receive ESL instruction 180 minutes per week. Commanding students will receive 90 minutes of instructional support. The instruction of ENL is through pull-out and push-in model programs.

The school programming aligns with the inclusion of all support and ENL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction.

P.S.212 has a free-standing ENL program. Instruction is in English only. We do not have any Bilingual/Dual Language or Transitional Bilingual programs at this time. Content area instruction is taught by the ENL students' classroom teacher(s) in English. ENL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ENL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

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.
 3. P.S.212 has a free-standing EnL program. Instruction is in English only. We do not have any Bilingual/dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the EnL students' classroom teacher(s) in English. ENL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

All ENL students also receive daily ELA instruction in their classrooms through reading and writing workshops. In adapting their lessons for the ENL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language. In addition, teachers adapt literature activities through the use of small group and individualized instruction, previewing text, mapping concepts using webs, and interactions with the promethean board which is in every classroom in the school, as well as modifying daily and weekly writing pieces.

Our school has implemented the ELL "Cornerstone" curriculum by Pearson & Longman for our ENL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The series has built in reading strategies, sight and story words, word analysis, phonics, spelling, graphic organizers, grammar, writing modes and assignments, writing models, linguistics, differentiated instruction, as well as first/native language culture clues and background assistance for many languages. This series is designed for the English Language Learner to help develop English language skills and succeed in all academic studies and content areas. This series aligns with the common core learning standard.

ENL teachers communicate with the ENL students' classroom teachers through articulation and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the two ENL teachers utilize some sheltered instruction methods to support content area instruction, including the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge and experience.

Furthermore, ENL instruction is implemented through another ELL series titled, Rigby's "On Our Way To English" in which there are leveled readers. This series is used to supplement our "Cornerstone" series. It contains phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ENL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction. All ENL classrooms have computers connected to a promethean with access to the Internet to reinforce lessons, connect students with visual cues, vocabulary, and technology.

ENL teachers foster native language support for the content area in the ENL program by utilizing technology, including computers, Promethean boards, SMART Boards, projectors, listening centers, bilingual books and dictionaries. Lessons are aligned to meet New York State common core learning standards for grade level and content areas.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. For ENL's who are stronger in their native language, state tests and assessments are ordered and given when available to them in their native language along with an English language test. These students are given the native language test by the recommendation of the classroom teacher, ENL teacher and when able, student choice and with parental input/guidance. These tests are evaluated and graded by district level bilingual interpreters. Throughout the school year these students are given the option of choosing reading books in their native language (when available) as well as bilingual dictionaries and glossaries to assist in comprehension. Students also have the use of technology to assist in language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. To ensure ENL students are appropriately evaluated in all four modalities of English acquisition throughout the year, the ENL teachers use the "Cornerstone" by Pearson/Longman recommended assessments and projects. As part of the "Cornerstone" series, after each unit taught, there is a formal unit wrap up that includes an assessment in written, oral, visual, word analysis, and a listening component. Each unit is usually paced to be 2-3 weeks in length. These assessments vary by level, grade, modality and teacher choice of strategy. Some of these assessments are done through informal means which include teacher observation, oral presentations, observing partner activities, and writing throughout the school year. Teachers use a differentiated instruction model of teaching to move students and help them strive for the same end goal of learning English and moving on to the next level. The series is specifically designed for ENL students and encompasses the four modalities of listening, speaking, reading and writing in English. ENL teachers as well as classroom teachers of ENL students use NYC approved websites and articulation to broaden the evaluation process and expose students to a more varied and rigorous pace. ENL students are continuously presented with practice test prep, they are presented with samples of previous years NYSESLAT test questions and formats to make them feel confident and prepared for upcoming state wide assessments and examinations.
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

6a. SIFES: Presently, we do not have any ENL Students with Interrupted Formal Education (SIFE). In the event of the admittance of a SIFE who is an ENL, the student would be placed in an ENL program according to placement procedures; in addition, extra support would be given using ENL newcomer strategies to address deterioration of English language skills. Our goal is for these students to obtain basic communication and social skills in addition to academic content. Because SIFEs often lack grade level proficiency in content areas, we would work closely with the child's classroom teacher to give strong language support specifically in content areas in order to close the gaps in their academic achievement. The Home Language Information Survey should also indicate his/her SIFE status.

6b. NEWCOMERS: Newcomers to our program are given extra help in vocabulary and speaking. The two series we use for ENL instruction are "Cornerstone" and Rigby "On Our Way To English". These curriculums include beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In addition, Read Alouds are provided to familiarize students with the sounds and rhythm of the English language as well as to expose all students to higher-level reading that they may not be able to access independently.

For additional support, if the student feels he or she is more competent in the home language, we provide assessments in that language as available for all content areas except ELA. In addition, we strive to familiarize the newcomers with ELA type learning strategies until the child reaches proficiency for his/her grade level. Students are also given numerous practice tests and assessments to familiarize them with the timing and procedures of state tests. Students are prepared well in advance for expectations and procedures of state wide testing so that there are no 'surprises' for them on testing day. This ensures students will not feel as nervous since they are already familiar with the testing procedures and content style of state testing.

The newcomers in our program have the opportunity to use technology in order to aid their language acquisition through promethean board activities and instruction, listening/audio centers, as well as websites for word games, independent reading activities, native language literacy, and home activities. The differentiated instruction given throughout the day for all students within our school helps to determine the next steps needed for students to achieve success. Students in ENL classes are leveled according to Beginning, Intermediate and Advanced levels. These levels are not just determined through testing measures. These are ongoing teacher assessments through observation, scaffolding, and challenging curriculum. Students move within levels in the classroom as needed and deemed appropriate.

6c. ELLS AT THE DEVELOPING LEVEL: This instruction is provided through the reading and writing components of the "Cornerstone" Longman series as well as the Rigby "On Our Way To English" curriculums. The use of the P.S. 212 literacy room, and the help of the Academic Intervention reading teachers help to challenge these students and guide them towards the next level of success. Students are moved within groups on an ongoing basis. These students are helped through visual literacy guidance to help with understanding and clarity. Students prior knowledge and personal experiences are welcomed to help assist students with understanding and comprehension. Students are encouraged to present material orally to encourage communication in a social and academic setting. We are hopeful that using these communicative participation models, students will be able to become more confident and fluent in English, both in a written and spoken modalities. We are confident that these strategies will extend their competence levels as well as assist them to their next steps academically.

The ENLs receive additional reading support through the use of technology (i.e. Promethean boards and computers), including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research.

6d. LONG-TERM ELLS: For Long-Term ENLs who have been in NYC schools for six years or more, we use formal and informal assessments ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. We use many manipulatives to help address hands-on learning.

In addition, long-term ENL students use the computer in the classroom in order to create published works – a method that in the past students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

ANY ELL's with SPECIAL NEEDS: The ENL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to

familiarize herself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ENL teachers maintain consistent communication with the teachers of ENLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ENL teacher is also a licensed Special Education teacher. This additional training helps to supplement the needs of Special Education ENL students.

ENL teachers use "Cornerstone" by Pearson/ Longman as well as the Rigby, "On Our Way To English" which are grade level curriculums. These series' have grade level appropriate stories, activities, leveled reading books, as well as CD's to help facilitate English language development. The books and stories in the series' contain a wide range and variety of content level information. Some of the areas the books touch upon are Social Studies and Science. The series also contains numerous thematic units which contain whole group reading and instruction, word study, small group instruction, writing components, newcomer level stories, audio CD's, themed projects, pair and group work, writing assignments for independent and group activities, as well as the use of computer work and assignments. The school participates in having a new reading skill each week. These skills are taught and reviewed throughout the school year both in the classroom by the classroom teachers, the ESL teachers and the AIS teachers. ELL students are also given a Science cluster period to work on many hands-on activities in that content area. This Science cluster teacher has a room that encompasses a fully working science lab. The lab affords students the opportunity to work in a hands-on environment. The school also has a full-time math cluster. This period helps to reinforce the math curriculum as well as help children progress to the next level. The math programs used at P.S.212 are aligned to the NY common core standards.

6e. Students who have just scored proficient on the NYSESLAT within the last two years are given numerous levels of support. Students are given ENL (time and a half) extra for state and classroom testing. These modifications are entitled to former ENL students and are continually implemented for the two years after students have been determined proficient on NYSESLAT. Former ENL students are entitled to two periods per week of ENL instruction with an ENL licensed teacher in an ENL classroom. All ENL students also receive daily ELA instruction in their classrooms through reading and writing workshops which include ELL components. In adapting their lessons for the ENL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces. Teachers use ENL activities in their daily lesson plans to ensure ENL students are included and ENL strategies are incorporated into their lessons.

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.

If a parent or school staff member writes a written request within the student's first 45 days of enrollment stating that they feel their student has been mis-identified as an ELL or non-ELL, a review of the identification process will begin immediately. If it has been determined that the student has been mis-identified as an ELL or non-ELL, the ENL teachers will begin the process of reaching out to the parents to discuss the options available. When the re-identification process is complete, parents will select the program they think is best for their child. If they decide to place their child into freestanding ENL, then the students will stay at this school. During this time ENL teachers will pull out or push-in to the student's classroom depending on what is more beneficial to the student for ENL instruction. ENL teachers will be in contact with the student's parents and teachers to make sure the student's academic progress is transitioning smoothly. ENL teachers and classroom teachers will meet during their preparation periods or during the 75 minutes after school on Mondays to discuss strategies that can help the student in their transition, mostly focusing instruction around vocabulary development, scaffolding and development of language acquisition. Throughout the school year parents will be contacted by phone or seen at conferences during the 70 minute block after school on Tuesdays to discuss any concerns that they have. Parents will be advised of strategies that can be done at home to benefit the student. All paperwork will be kept in the main office and weekly assessments will take place to see what other guidance the student can benefit from. Parents, classroom teachers and ENL teachers will continuously assess and informally look at student work to analyze student progress.

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?

The two ENL programs being used are "Cornerstone" by Longman and Rigby, "On Our Way to English". Both these programs encompass all aspects of ENL levels of development. Books and lessons are leveled for grade and age appropriateness and aligned with common core standards. The series contains front loading instruction, vocabulary, thematic organization, systematic skills development, phonics, word analysis, picture walks, writing pieces, built-in differentiated instruction, picture dictionaries, reading strategies, sight word vocabulary, spelling tips, graphic organizers, grammar, writing models and

assignments, and using culturally and linguistically responsive teaching to enhance learning for all students including ELL's with disabilities. There is even a linguistic contrastive analysis. For newcomers the program provides emphasis on vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ESL 4-6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help re-enforce skills. Content area instruction is done in class by the classroom teacher. The instruction is supported with the use of Promethean boards, bilingual dictionaries and glossaries, as well as native language reading books. Teachers are asked to refer to ESL strategies given to them at the beginning of the year to help assist their ELL students. Materials for reading and math may also be found in the students native language to aid in understanding and comprehension. When possible ESL teachers push-in to classrooms to co-teach with classroom teachers while implementing ESL methodologies and instruction. Some additional instructional components are: during ESL instruction, there is a heavy concentration on literacy skills using the above programs, as well as providing the students with a print rich environment. These programs place an emphasis on all four modalities. The Rigby program also includes content area based libraries of leveled books. ESL teachers implement the use of computers and internet in their classrooms.

ELLs/ SWD are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs with disabilities are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, computer research and assignments, as well as the use of interactive promethean boards in all classrooms and appropriate library reading leveled books geared towards the ELL student. Our ESL teachers also integrate technology for each subgroup of ELLs as outlined above.

ESL teachers utilize students' IEPs to develop lessons and address their long term and short term goals. For students with disabilities whose IEP's mandate bilingual instruction, these students are assigned a bilingual paraprofessional who can translate all instruction to their native language. These students also receive the mandated amount of ESL instructional periods. For ESL students with disabilities whose IEP mandates ESL instruction, students are serviced with other students in the same grade for the mandated number of minutes. Alternate placement paraprofessionals are utilized to translate instruction when students are stronger in their native language. Paraprofessionals working one to one with students, provides them with individualized instruction they need to meet long term and short term goals. P.S. 212 employees a full time IEP teacher, Gail Hyman who works with the School Assessment Team to ensure all IEP goals and mandated are being met for SWD. All service providers including ESL teachers, speech, OT, PT, guidance counselors, and adaptive physical education providers meet in the office of school assessment to coordinate schedules to ensure all students receive mandated services without overlapping as required by law. All teachers are given a copy of their students IEP to make sure goals and instructional planning is being properly met.

Within the mainstream classrooms and in content area instruction, ELLs are supported through the use of ESL strategies implemented by the classroom teacher in English, which includes pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. In addition, teachers are provided with ELL components of the reading program being used, which includes, ELL lesson plans and vocabulary cards and activities. Teachers and students are also able to support newcomers with native language support through the use of computers and Promethean boards which are located in all classrooms throughout P.S. 212.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. P.S. 212 believes achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York State Common Core State Standards. Whether in the main classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

ELLs are given support services throughout the school day. Lower grades are given a literacy based Voyager program; a phonics based reading program. This reading program has specific ELL components to facilitate language and reading acquisition. The basis of the lower grade reading program is to enhance phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a push-in/pull-out small group reading program. This program is taught by New York State licensed reading provider. Students are also provided with a math teacher for academic intervention services. The program is taught by a NY state licensed math provider. Upper grade ELL students with disabilities

are also given the Foundations/Wilson reading program. Students in upper grades work on phonics, listening, comprehension, as well as various areas of genre including fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ENL student. Books and levels are chosen according to test data and in-class observation.

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?

ANY ELL's with SPECIAL NEEDS: The ENL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize herself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ENL teachers maintain consistent communication with the teachers of ENLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ENL teacher is also a licensed Special Education Teacher. This additional training helps to supplement the needs of Special Education ENL students. ENL students with disabilities attain English proficiency within the least restrictive environment by placing these students into ENL grade level appropriate inclusion classes. ENL students with disabilities are pulled for ENL services with other ENL grade level students from regular education classes. Students IEP's are kept on file so that teachers have access to building upon the goals of the students individualized education plan. ENL teachers want to attain English proficiency within the least restrictive environment for all our ENL population especially the ENL students with disabilities. Throughout the school day scheduling is done to incorporate self contained classes with regular mainstreamed classes. Preparation periods are mainstreamed for all students. Mainstream teachers, special education teachers and all students are involved in all aspects of educational and instructional planning. All regular and special education teachers meet to plan vertically and horizontally. All regular and special education teachers meet each week for grade level inquiry periods to review student work and plan for future instructional goals.

ENL teachers use "Cornerstone" by Pearson/ Longman as well as the Rigby, "On Our Way To English" which are grade level curriculums. These series' have grade level appropriate stories, activities, leveled reading books, as well as CD's to help facilitate English language development. The books and stories in the series' contain a wide range and variety of content level information. Some of the areas the books touch upon are Social Studies and Science. The series also contains numerous thematic units which contain whole group reading and instruction, word study, small group instruction, writing components, newcomer level stories, audio CD's, themed projects, pair and group work, writing assignments for independent and group activities, as well as the use of computer work and assignments. These skills help to ensure the 'special-needs' ENL student will have the opportunity to discover a mode of learning that is helpful to him/her. By giving the students a wide range of learning and teaching opportunities we are confident that all children will have the advantage of picking the learning style that they respond best to. Students are given groups that are flexible with choices within the group. Students are mainstreamed with grade level peers. Students are taught side by side with other ENL children of the same grade with varying levels. Group work is changed daily and is given according to skill and strategy. Students often rotate group work throughout the week so that every child has the opportunity to work on a skill and project. Children's grouping is flexible and work given is grade appropriate.

Our school has implemented the "Cornerstone" curriculum for our ENL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The ENL teachers communicate with the ENL students' (general and special education) classroom teachers through informal meetings to target individual students' needs and IEP's, to help drive effective instruction.

In addition, the two ENL teachers utilize some sheltered instruction methods to support content area instruction, including a set classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge. Classroom teachers and ENL teachers have use of the literacy room, which enhances reading experiences for the ENL student. All students are always encouraged to fully participate and be engaged in all academic instruction. All ENL classrooms have computers with access to the Internet and projectors to reinforce lessons, vocabulary, and technology. These 'extra' methodologies help to ensure all students (especially ones with special needs) are able to follow lessons and be motivated to learn.

P.S. 212 has blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom for instruction in the content areas of reading and math. These blocked periods were created to ensure all students were receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs for classroom teachers during preparation periods when possible. By implementing this type of pull-out program we are hoping to have students with their classroom teacher as much as possible

without disruption throughout the day. The schedule is flexible in that each day the program changes to accommodate the teachers daily schedule. We are hoping to ensure the least restrictive environment for our ENL and former ENL population.

P.S.212 has used data from this year as well as from previous years to help guide instruction for the ENL student. The data has shown most ENL students struggle in the area of writing while also having some difficulty in the area of reading. Specific writing skills are being taught daily during writing blocks. These writing periods focus upon responses to literature, text dependent questions, expressive, personal and persuasive writing pieces. These modalities of writing are being used to help the ENL student become a stronger and more confident writer. The use of the promethean board enhances learning for the ENL student. Hands-on accessible writing samples as well as instant feedback from technology affords an ENL student the extra steps they need to achieve success. Native language is used to help support ENL students throughout the day. The use of dictionaries, glossaries, bilingual reading materials as well as paraprofessionals (when applicable). For testing accommodations, native language letters and tests (when available) aid in the support of ENL learning.

P.S. 212 utilizes the data and patterns to help determine personal goals for each student. We utilize the data to plan instruction through the backwards planning and design model. We focus on specific skills and strategies that will allow the ENL students to achieve the highest levels of success. We incorporate guided reading and writing groups as well as other assessment tools in our daily lessons. We utilize the data patterns in NYSESLAT to determine the length of each unit in our classrooms.

P.S.212 evaluates the success of our ENL programs by numerous measures. Teacher articulation about ENL students helps to keep academic instruction aligned. Classwork and participation, test results (MOSL), portfolios, conferencing and classroom observations are some of the methods used to evaluate the success of our ENL students as well as the effectiveness of the instructional programs being used.

P.S.212 believes in wide and varied measures of evaluation that helps give a more complete picture of each ENL student and where their strengths and weaknesses lie. With this vast measurement, individualized instruction can be better attained to ensure success for our ENL students. In addition, all teachers are involved in school-wide professional development where they analyze the data, student work, MOSL outcomes and create curriculum maps.

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 | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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 | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

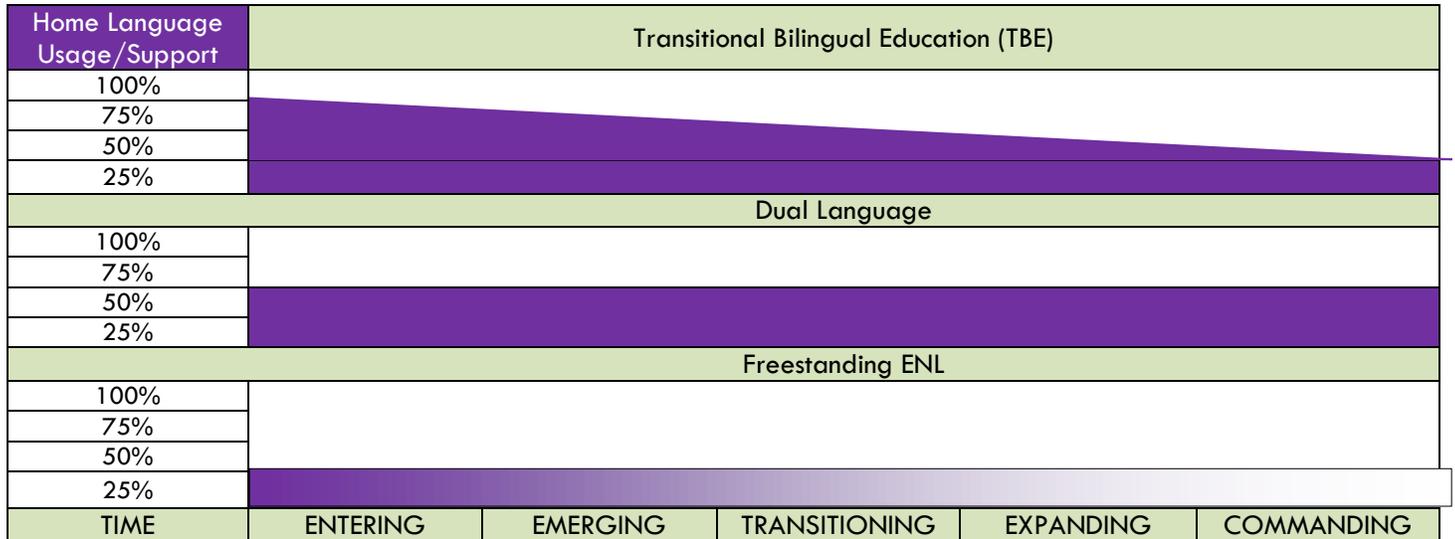


*Note “other approved services” does not apply to New York City at this time.

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.
10. P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an ENL teacher for smaller group instruction in the content areas of reading and writing. These blocked periods were created to ensure all students including ENL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ENL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ENL teachers re-enforce content based skills during differentiated instruction. These ENL students are programed for intervention support either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers math and reading intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Foundations reading programs, Voyager reading program, upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ENL student. P.S. 212 staff members are open to all new ideas and media available to aid in ENL's acheivment and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ENL's become proficient in English. ENL's who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress.

The ENL's receive additional reading support through the use of technology, including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research. For ENL's we use formal and informal assessments ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. The above stated programs for our ENL students are given in English only.

In order to support proficient level students' academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager, Foundations instruction. The school programming aligns with the inclusion of all support and ENL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. The programs we are currently using at P.S.212 are believed to be effective in achieving the goals of our ENL population based on schoolwide data. The ENL series/programs we have been implementing are specifically designed to help ENLs achieve success and movement throughout all the modilities, which we have seen as a trend, based on NYSESLAT data. We have aligned our ENL reading series to make sure we are meeting Common Core Standards for our ENL population. We also use the schools grade level curriculum maps to make sure we are aligned with instruction taking place in the ENL's students classroom. The blocking of reading and math times in scheduling helps to ensure all ENL students are learning content and language skill development with their 'main, classroom' teacher. We are confident that by increasing the amount of time ENL's spend with their peers and classroom teachers they are expanding upon content rich instruction which will benefit them for state testing. By having ENL teachers push-in whenever possible ENL students have less movement and less lost instruction through the course of their day. Core subjects such as math, science and social studies will be with the classroom teacher with a push-in model of ESL whenever possible. At P.S. 212 we also have a science cluster and math cluster teacher which reinforce classroom lessons. If an ESL student misses a science or math lesson with their classroom teacher they are reinforced with the topics missed with their cluster teacher. Ongoing assessments are done by classroom teachers as well as periodic assessments and field tests. The results are evaluated to ensure the needs of the ELL students are being met. Constant and ongoing communication between classroom, cluster and ENL teachers help to keep educational needs aligned for the ESL population. If results indiciate a need for a change, ESL teachers will re-align their programs to accommodate updates needed.

All teachers including clusters are provided with a list with levels of proficiency throughout the school building. With the help of the pupil accounting secretary, teachers are also able to obtain testing information from ATS. Classroom teachers maintain student records and are responsible to ensure all necessary paperwork is on file, which includes but are not limited to HLIS, parent selection, and birth certificates. ENL personnel communicate to every classroom and out of classroom teacher which students are current ENLs and former ENLs so that teachers can utilize testing modifications for these students throughout the school year. This information is also available on ATS. The ENL paperwork is updated monthly by the ENL personnel and distributed to all staff members. Newly admitted ENL students or former ENL students are highlighted to inform teachers of changes regularly.

Our school has showed a pattern over the last few years in meeting Annual Yearly Progress.

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

12. Some new programs P.S.212 has recently implemented is the use of Promethean boards in every classroom as well as the ENL classrooms. The use of these 'promethean boards' help teachers to give more visual and listening support to our ENL population. The ability to interact with the board also enhances the learning and understanding for our ENL students. The boards have been set up to contain all content area instructional resources and lessons. Teachers and students are enjoying the hands-on interaction these boards have allowed them to have. P.S. 212 will continue to monitor the success of current programs and will make accommodations on an as needed basis.

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

13. At this time P.S.212 does not intend on discontinuing any programs or services we currently have. We are using all ENL materials available to our school.

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

14. ELL's are involved in all school programs. Letters are sent home in native languages notifying parents of activities offered during the school day and in after school. Students are given drama, dance, technology, literacy, science and math. Students are immersed in all school activities to feel a connection to their peers and the school community. We also have an after school program for ELL students in grades 3 through 5. The after school program re-inforces reading and math skills. Students are placed in a grade appropriate level setting. The skills being taught will in turn help ELL students on state wide tests in math and english. The program includes small group 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.

15. The two programs, "Cornerstone" by Longman/Pearson and Rigby, "On Our Way to English", encompass all aspects of ELL levels of development. For newcomers the programs provide emphasis on vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ENL 4-6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help re-enforce skills. Content area instruction is done in class by the classroom teacher. The instruction is supported with the use of Promethean boards, bilingual dictionaries and glossaries, as well as native language reading books. Teachers are asked to refer to ENL strategies given to them at the beginning of the year to help assist their ELL students. Some additional instructional components are:

The "Cornerstone " and "Rigby: On Our Way to English" programs continue to prepare students to meet common core standards. During ESL instruction, there is a concentration on literacy skills using the above programs, as well as providing the students with a print rich environment. The programs place an emphasis on all four modalities of the NYSESLAT state test. The Rigby program also includes content area based libraries of leveled books. ESL teachers implement the use of computers in their classrooms. Each computer is hooked up to a promethean board to assist ELL students with visual comprehension.

ELLs are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, computer research and assignments, as well as the use of interactive promethean boards in all classrooms and appropriate library reading leveled books geared towards the ELL student. Our ENL teachers also integrate technology for each subgroup of ELLs as outlined above.

Within the mainstream classrooms and in content area instruction, ELLs are supported through the use of ENL strategies implemented by the classroom teacher in English, which may include, pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. With the use of this literature students can read in English, as well as in some of their native languages to ensure support and continued growth in reading and academics. In order to aid the ELL student, the ENL teachers use numerous modalities to support native language for the ELL child. Through the use of computers, bilingual reading materials, bilingual test taking opportunities, as well as peer buddy/partner support. The ELL student has numerous opportunities to have native language support. P.S. 212 believes achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York State Common Core State Standards. Whether in the main classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

ELLs are given support services throughout the school day. Upper grade ELL students are provided with a push-in/pull-out small group reading and math program. These programs are taught by New York State licensed reading and math providers. Students in upper grades work on phonics, listening, comprehension, as well as various areas of genre including fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ELL student. Books and levels are chosen according to test data and in-class observation. In addition, within the literacy component of the curriculum, classroom teachers promote the use of accountable talk.

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

16. P.S. 212 offers an ENL pull-out/push-in program in English only. ELL students are supported through the use of ENL strategies implemented by the classroom teacher in English, which includes pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. Teachers and students are also able to support native language with the use of the computer and Promethean board which is located in all classrooms throughout P.S. 212.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. With the use of this literature students can read in English, as well as in some of their native languages to ensure support and continued growth in reading and academics. In order to aid the ELL student the ESL teachers use numerous modalities to support native language for the ELL child. Through the use of computers, bilingual reading materials, bilingual test taking opportunities, bilingual dictionaries and glossaries as well as peer buddy support. The ELL student has numerous opportunities to have native language support. P.S. 212 believes the achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

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

17. ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York State Common Core State Standards. Whether in the main classroom or an ELL students self contained special education classroom, during ENL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

Support services are given throughout the day to all eligible students. At the beginning of the school year all Speech teachers, OT and PT teachers, SETTS teachers, ENL teachers as well as upper grade math and reading teachers meet and have a large sized schedule of each student in the school which is entitled to services. The schedules are filled in by time slot to ensure all pull-outs and push in services are met without the existance of an overlap. If for any reason a teacher needs to change their schedule or program, the teacher would have to check the child's schedule before a change is made. This will ensure every child entitled to a required service will get the support and resources they need in the least restrictive environment.

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).

18. At this time P.S. 212 does not offer a summer program for newly enrolled ELL students before the beginning of the new school year. At the completion of a grade each student, which includes the ELL student population, is given a summer homework packet to ensure students are educationally challenged. Students must complete this packet for the following school year. This ensures a

continuation of literacy and math skills throughout the summer months. Parents who are unable to attend the orientation workshop are mailed materials over the summer.

19. What language electives are offered to ELLs?

At this time P.S.212 does not offer any language electives to ELL 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)?

Not applicable.

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.)
 1. ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by District and Region staff. These workshops include, but are not limited to, technical support for ENL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment training and scoring. In house professional development is given to all staff members including, principal, assistant principal, common branch teachers, ENL teachers, paraprofessionals (including bilingual paraprofessionals), guidance counselors, special education teachers, parent coordinators, and secretaries. Instructional leads receive ongoing training through the region and network which is then turn keyed to all staff members at P.S. 212. On September 2nd and 3rd, 2014, professional development was administered to all the above mentioned staff in the following areas: Schoolnet, Stars Classroom, Go Math, Danielson's Framework, Curriculum updates, Parent Engagement, Integration of content areas and MOSL. This included 12 hours of professional development. On September 3rd, 2014 professional development was provided in house for the staff members mentioned above on how to use Google Docs for data analysis by Uzma Harris. On September 29th, professional development was provided in house for the above mentioned staff members on how to use schoolnet to access student assessment data by Maria Belkadi. Throughout the month of October (starting on October 20th, 2014, staff was provided professional development in grading and rubric norming for MOSL. On November 4th, 2014, in house professional development was provided to all staff on the reading website MyOn including teacher/student interface. On November 24th, 2014, in house professional development was provided to all on the strategies for working with students with disabilities. On December 1st, 2014, Uzma Harris presented a workshop on NYC conflict of interest laws. All staff members were in attendance. On February 2nd, 2015, all staff members mentioned above received in house professional development on using Schoolnet to obtain student data. On March 13th, 2015, ENL teachers went to a out of house training on Data Analysis & Title III AMAO Estimator Tool. ENL personnel attend yearly training for NYSESLAT scoring and administration. School secretaries received training in STARS and promotional criteria. Other professional development for secretaries include transportation, students in temporary housing, ATS training, and training in reports needed for ELL students. Our school's guidance counselor receives professional development for Respect for All, child abuse training, crisis response, and anti-bullying. Future professional development for the 2015-2016 school year is slated to include aligning instruction in each grade with the Common Core State Standards, including curriculum mapping, Foundations Program, PBS Learning, MyOn websites as well as other educational online reading programs, focusing on specific strategies that improve learning for ENL students as well as SWD's and more professional development on how to use Technology within the classroom as well as how to use student data to plan and implement differentiated instruction. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ENL teachers; in addition, the two ENL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

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?
 - 2 & 4. Professional Development is provided for staff members for implementing ENL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ENL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ENL strategies as well as the easiest transitions for newcomers into American school systems. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ENL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, heterogeneous grouping and technology.

New teachers are given the mandated training in-house by one of the New York State licensed ENL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ENL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ENL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In

house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days or during the 75 minute periods on Mondays and Tuesdays. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ENL students. ENL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. As ELLs transition from one school level to another, ENL students are given a more intensive reading program with a licensed pull-out reading and/or math teacher. This also helps to prepare students as they transition from elementary to middle school. Our data specialist assists parents in completing applications for middle school. Applications are distributed to classroom teachers in students' native language to help facilitate the transition. The school provides a workshop for parents, which includes the use of interpreters, to assist in completing middle school applications.

To assist ELLs as they transition from elementary to middle school, the ENL teachers provide staff members with ENL strategies that they should utilize in the classroom. In addition, the ELLs in our school receive additional support in content area instruction through the ENL push-in model program. These strategies ensure that students do not fall behind in their content area learning while they are still acquiring the English language skills needed and that they are adequately prepared to succeed in middle school. Lessons are provided for ELLs by the guidance counselor to help them transition into middle school and avoid peer pressure. Classroom teachers also utilize the expertise of our guidance counselor by having her do whole class lessons on what to expect during transition from elementary school to middle school. ENL teachers prepare students for middle school by challenging students to question their personal experiences and metacognitively evaluate their own growth and experiences at the school, this helps them activate their prior knowledge on what to expect when entering a new school and better prepare them for the following school year.

Our school's guidance counselor is a 'Respect for All' liason. She provides multiple workshops for parents and staff members, regarding anti-bullying and Respect for All. She is part of P.S. 212's anti-bullying committee which supports a safe and secure environment. The program encourages tolerance and promotes acceptance for all. The guidance counselor turn keys training to staff members during faculty conferences. Topics include how to teach respect in your classroom and how to implement acceptance of all. The guidance counselor is always available to assist teachers in parent meetings. Our school's guidance counselor teaches students how to be independent during weekly meeting sessions.

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.

4. As per the state mandates all new teachers receive 7.5 hours of ELL professional development training while special education teachers receive 10 hours of ELL training. Professional development is done by P.S.212's two ENL teachers. Documentation of this training is kept in-house in the main office. Professional development consists of instruction in the latest methodology of ENL student support. Topics will include the use of ENL strategies within the mainstream classroom to best aid in the achievement and success of the ELL student.

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?

1. In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

Parent Workshops are provided throughout the school year for ENL parents. These workshops are given by ENL teachers, AIS staff, special education department, guidance counselors, school assessment team as well as the data specialist. Every Tuesday from 2:30- 3:35 is Parent Involvement, during this time parents can make an appointment to come see the ENL teachers to discuss progress and areas for improvement. Teachers and parents can also have phone conferences if some parents have prior engagements. During these times there are available staff that can help for translation purposes as well as the the interpretation services by phone that are provided by the city.

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.

At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats, parents are able to voice concerns in an open forum with ELL teachers, the parent coordinator, and classroom teachers as well. Every Tuesday parents are welcome to meet with the teachers from 2:30-3:35 to discuss any concerns.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible. The Learning Environment Survey is examined by the administration to determine the needs and concerns of ELL parents. The administration makes every effort to keep ELL parents involved and connected to our school.

Throughout the year ELL parent meetings and workshops are done to help enlighten and address the needs of ELL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs and requests. Additionally, the parent coordinator utilizes questionnaires to identify parent needs. Our parent coordinator meets with parents on a daily basis to assess their needs and provide assistance to all.

The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets. The parent coordinator aligns her workshops and activities to reflect the requests and concerns of the ELL parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
At P.S.212 we offer the ELL parents Adult ENL classes in our school on Thursday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ENL classes, the PTA is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in

which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ENL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents. Ms. Liff also conducts parent workshops as part of the outreach program in our school.

Throughout the school year, children do monthly performances with their classes and grades, during these times ENL parents are welcome to come and see their children perform and during these times they are able to communicate with the two ENL teachers for any questions they need answered.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Virtual Y has partnered with P.S. 212 to provide afterschool help and activities for ELL students which in turn assist parents through homework assistance, peer interaction, and creating a strong community bond.

P.S. 212 takes pride in community outreach. Students collect pennies during the months of October and November to donate to a charity of their choice. Students research local charities and vote upon how the money should be donated and which charities should receive the contribution. Students work hard at promoting and collecting for the Penny Drive. This is a school-wide outreach to our community. Students also run a community food drive where they collect non-perishable items to bring to the local church which has a food pantry. This food pantry supplies local families with assistance. Counsel for Unity is another school-wide outreach program. It is an organization that empowers the students to create a school environment rich with respect and positive behavior, with a strong message of antibullying. Books and Beyond is a ceremony in which the whole school is able to participate in where students are challenged to read a certain number of books throughout the year and then are awarded prizes.

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

ENL teacher/parent workshops are created to address the needs and requests of the ELL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ELL parent meetings guest speakers are brought in to help parents connect to the community as well as the school. ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other school service providers to discuss available help offered and if they feel their children might need these services. Responses from The Learning Environment survey are shared with all staff members to keep them updated on parents responses and needs. The staff makes every effort to address the needs of students and parents alike.

At P.S.212 we strive to achieve success for our ELL population and make a strong connection to their families. This helps to facilitate achievement for everyone; child, parent and school.

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

At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats, parents are able to voice concerns in an open forum with EN

L teachers, the parent coordinator, and classroom teachers as well.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible. The Learning Environment Survey is examined by the administration to determine the needs and concerns of ELL parents. The administration makes every effort to keep ELL parents involved and connected to our school.

Throughout the year ELL parent meetings and workshops are done to help enlighten and address the needs of ELL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs and requests. Additionally, the parent coordinator utilizes questionnaires to identify parent needs. Our parent coordinator meets with parents on a daily basis to assess their needs and provide assistance to all.

The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets. The parent coordinator aligns her workshops and activities to reflect the requests and concerns of the ELL parents.

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:

Part VI: LAP Assurances

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| 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) |
| Rina Horne | Principal | | 10/5/15 |
| Helen Stern | Assistant Principal | | 10/5/15 |
| Ilia Liff | Parent Coordinator | | 10/5/15 |
| Bonnie Merone | ENL/Bilingual Teacher | | 10/5/15 |
| | Parent | | |
| Kelly Isaccson, ESL | Teacher/Subject Area | | 10/5/15 |
| Elina Ivenkova, ESL | Teacher/Subject Area | | 10/5/15 |
| | Coach | | |
| | Coach | | |
| Jessica Nunno | School Counselor | | 10/5/15 |
| Isabel DiMola | Superintendent | | 10/5/15 |
| | Borough Field Support Center Staff Member _____ | | |
| Lynette Vasquez | Other <u>Bilingual SAT</u> | | 10/5/15 |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **School Name: The Lady Deborah Moody**
Superintendent: **I**

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.learn DOE.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.

At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS) with an ENL teacher. During the registration process parents will meet with one of the pedagogues which may include, Bonnie Merone, an ENL teacher and/or Elina Ivenkova, an ENL teacher. They conduct an interview with the parent(s) and child. When necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are recorded on a form and attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. ENL teachers are mindful of checking the portion (Part III) of the HLIS to help give a clearer indication of language ability/instruction. At this time eligibility results are entered on the students HLIS along with the OTELE codes and the HLIS is signed off by the pedagogue. Based on this initial screening process and the parent choice of English or native language communication this information will be input into ATS. Depending upon parent choice of language, all communication from the school will be in the language choice of the parent. Teachers at the beginning of the school year are given a survey for parents to fill out (in numerous available languages) asking parents to fill out the choice of language they wish to receive communication from the school in. These letters are kept on file in the main office and are input into ATS so that all communication to the parents will be in the parents language choice. The secretary keeps a record of the oral and written communication survey. All newly registered students are given the survey at registration to ensure they are included in the language communication choice and are input into ATS at registration. The blue emergency cards in the office also state the language and communication preference of the parent. All teachers and staff members have access to these cards and can then provide parents with the language assistance they need either through in house staff interpreters or the DOE interpretation services. The home language identification survey also contains the language communication choice of parents. All letters will be given in the parents language of choice on the same day as English language communication letters. There is no delay of communication for any parent whether it is in English or another language. For open school day and evenings there are interpreters retained and available for

communication with teachers. This will help oral interpretation needs will be met for our ENL parents. P.S. 212 also utilizes the department of education interpretation services unit for oral communication with parents. This will ensure all parents are provided with native language assistance to communicate with teachers. Any phone calls teachers need to make to a child's parent are done by use of the blue main office emergency card which contains the parent's language/communication choice. Once the card is pulled the teacher will check the communication choice and either use the assistance of a staff member or the Interpretation Services Unit supplied by the DOE.

The school shares the Foreign Language Survey with all staff members during staff meetings as well as during parent teacher conferences. This data helps to provide language needs for meetings, PTA communication, parent-teacher conferences and workshops. This information is also kept in the photo copy room so that the aide's can make appropriate copies for the parents in the languages requested. All the languages are listed by class and grade and are updated bi-monthly.

The native language of choice for parents is also kept within the student's cumulative folder for reference by the teacher, other staff members as well as if the child were to transfer to another school, the information would be readily available. The child's HLIS is also kept on file in the student's cumulative record card. Attached to the HLIS form is the parent correspondence form, the parent selection form and the interview notes from registration.

When possible and necessary, oral native language support is utilized either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Written translation needs are addressed as part of our school's family outreach in which letters are sent home to parents in English as well as parent's native language (at the same time) to keep them abreast of school-wide activities, meetings, workshops as well as open school day, evening and week. Interpreters (requested by the school from the translation and interpretation unit) are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. Report cards are sent home to parents in their native language to ensure a strong school-parent connection. The information is presented to parents in their native language to ensure they understand and are able to play an active role in their child's education.

The parent coordinator also presents workshops for ENL parents with many hands-on activities keeping the home-school connection strong. She makes every effort to have all information available to parents in their native language. The parent coordinator also helps to provide native language literature available to ENL parents during AIS/ESL parent workshops.

PTA meetings are held throughout the year with the assistance of parent-interpreters. ENL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

We can further determine the needs from parents and families that attend mandatory orientations and open houses.

To further support our ENL parents, a teacher on staff is meeting with parents on Thursdays from 8:15-9:15 am for English language instruction for our ENL adult parents. At P.S. 212 we are trying to make every effort to involve our ENL parents and assist them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ENL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff members speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

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.

The languages preferred for our present students for written and oral communication are: Chinese, Spanish, Urdu, Arabic, Haitian Creole, Polish, Vietnamese and Russian.

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.)

At registration forms are given to parents in native/home languages when requested and available. The chosen form of communication by the parents will then be entered into ATS so that all future DOE letters will be disseminated to parents in that requested language. In house, the parent coordinator has available all parent literature in various languages. ENL teachers use the DOE website to print any forms/communication in languages applicable for the parents. P.S. 212 also includes documents such as, HLIS, parent selection, NYS examination information, after school letters, handbooks, school wide functions, lunch forms, emergency blue cards, calendars, parent-teacher conferences, monthly newsletters, curriculum information, any upcoming PTA information/meetings and telephone relay communication. Staff members reach out to parents via the attendance teacher, guidance counselor, nurse, parent coordinator as well as PTA members.

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.

P.S. 212 meets with parents on an ongoing, continuous basis. On Mondays and Tuesdays throughout the school year, during the DOE after school time 75 minute allotment times, teachers reach out to parents either through phone conversation or in house meetings. Teachers also meet with parents/guardians during the four DOE scheduled parent teacher day and evening conferences which includes a day and evening curriculum orientation/meet the teacher day and night session. P.S.212 also has open school week at which time parents may come into the school and observe their child in their classroom and follow their daily schedule. The schedule may include cluster teachers, speech, OT, PT as well as ESL instruction. P.S. 212 also has a math and reading evening in which students with parents and teachers create a fun learning night environment. The attendance teacher reaches out to parents any time a child is absent after two consecutive days. The guidance counselor reaches out to parent on an ongoing, as

needed basis. P.S. 212 has a drama and dance program which has performances throughout the school year. Parents are invited to join in with the students and staff during these performances. These performances are held at least six times a year during day and evening hours. ENL parents are invited (usually monthly) to workshops created to keep them in touch with school activities, support services available, state testing requirements and information as well as introduced to various staff members. These meetings are coordinated by the ENL teachers and help to draw in ENL parents and connect them to our school community.

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.

Whenever possible and available, oral interpretation services are provided in-house by school staff and/or parent volunteers. If unavailable, staff member(s) will use the over-the-phone translation services provided by the Translation and Interpretation unit of the NYC Department of Education. P.S.212 strives to make sure the lines of communication to all parents are open and parents are kept abreast of any concerns.

Should parents need additional native language assistance, staff will use in-house interpreters including our schools bilingual paraprofessionals when available. If an interpreter is not available in-house the use of NYC Department of Education over the phone translation services are used. Interpreters are pre-requested to be on site for parent teacher conferences. The parent communication and language survey helps to determine what needs our parents will have for school events and activities. By knowing the languages most dominant in our school, we try to anticipate parents' needs and request assistance from the native language translation and interpretation unit provided by the Department of Education.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ENL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ENL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ENL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ENL adult parents. At P.S.212 we are trying to make every effort to involve our ENL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ENL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff member speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

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.

Whenever possible and available, oral interpretation services are provided in-house by school staff and/or parent volunteers. If unavailable, staff member(s) will use the over-the-phone translation services provided by the Translation and Interpretation unit of the NYC Department of Education. P.S.212 strives to make sure the lines of communication to all parents are open and parents are kept abreast of any concerns.

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To further support our ENL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ENL adult parents. At P.S.212 we are trying to make every effort to involve our ENL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ELL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff member speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

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.)

In the main office there are brochures available for all staff members on how to use the DOE translation services. The phone number is visible to all staff members and can easily be utilized. During professional development days, teachers are advised of the translation unit available to them for use.

Posters sent from the DOE translation unit are placed in the main office and by the security desk when parents enter the building.

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

The school will provide the parent with a native language survey within the first few days of enrollment into our school. Parents' native language needs will be input into the computer on ATS to facilitate future translated letters and documents to parents. This native language information will be shared and available to all staff members so that parent communication (either oral or written) will be kept consistent. The blue emergency cards in the main office will have the communication preference listed on them. The students record cards will have an HLIS form along with an interview form, and a parent selection survey stapled together for easy access. Photocopy staff members will have a chart in their room that will list the class, grade level and amount of native languages letters needed (along with the native language needed). Interpreters on staff (in-house) and parent volunteers will be used as the primary oral communicators when applicable and available. The secondary use of oral communicators will be through the use of the Department of Education over-the-phone or in-person interpreters when necessary and applicable. These native language translators will be provided with all oral communication from the school to the parent whenever available. At no time will a child (minor) be used to translate to a parent or adult. The staff is well aware that this is not proper protocol. P.S. 212 will request from the NYC Department of Education translation and interpretation unit necessary translators for parent teacher conferences, as well as other school activities.

All meetings and workshops done by staff members and the PTA will have interpreters available (in-house or parent volunteers) to assist ENL parents with translations. All letters for workshops and meetings are being sent out in available native languages.

To further increase parental involvement and support our ENL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ENL adult parents. At P.S.212 we are trying to make every effort to involve our ENL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ENL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff members speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

ENL's and their parents are involved in all school programs. Letters are sent home in native languages notifying parents of activities offered during the school day and in after school. Students are given drama, dance, technology, literacy, science and math. Students are immersed in all school activities to feel a connection to their peers and the school community.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can

have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ENL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ENL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents. Ms. Liff also conducts parent workshops as part of the outreach program in our school.

At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats, parents are able to voice concerns in an open forum with ENL teachers, the parent coordinator, and classroom teachers as well. Parent volunteers are at these meetings to help with translation.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible. The Learning Environment Survey is examined by the administration to determine the needs and concerns of ENL parents. The administration makes every effort to keep ENL parents involved and connected to our school.

Throughout the year ENL parent meetings and workshops are done to help enlighten and address the needs of ENL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs and requests.

Additionally, the parent coordinator utilizes questionnaires to identify parent needs. Our parent coordinator meets with parents on a daily basis to assess their needs and provide assistance to all.

The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets. The parent coordinator aligns her workshops and activities to reflect the requests and concerns of the ENL parents.

ENL teacher/parent workshops are created to address the needs and requests of the ENL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ENL parent meetings guest speakers are brought in to help parents connect to the community as well as the school. ENL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other school service providers to discuss available help offered and if they feel their children might need these services. Responses from The Learning Environment survey are shared with all staff members to keep them updated on parents responses and needs. The staff makes every effort to address the needs of students and parents alike.

In the main office, the main door entrance and all around our school building there are signs posted to assist parents in reading about the languages available to assist them through the DOE Interpretation Services Unit. Should we need to re-print these signs they are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Located in the main office is a parents bill of rights which is also available in numerous native languages for parents to peruse. Should we run out of these documents, they are available to reprint at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>

The schools safety plan contains a general response protocol which was sent home to parents in their native/preferred language. Parents are also invited to a safety meeting. We make every effort to have translators available whenever possible at these meetings.

At P.S.212 we strive to achieve success for our ENL population and make a strong connection to their families. This helps to facilitate achievement for everyone; child, parent and school.

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)

P.S. 212 sends home parent learning surveys each year. Parents answer questions based on their feelings and experiences. At the bottom of the survey parents list questions and concerns. These surveys are sent home to the parents to fill out and return sealed. Parents can also leave feedback, comments and concerns on the P.S 212 Wiki website, which gets reviewed and updated weekly by staff members, administration and the technology teacher. The parent coordinator meets with parents on a monthly basis to discuss updated procedures that are going on in the school as well as new information regarding upcoming events. The PTA frequently holds meetings throughout the school year to discuss any concerns or questions parents have. Parents also can schedule conferences with their child's classroom teacher, service provider(s) and administration to voice any opinions they have regarding their child and school work. P.S 212 staff members have websites that are created for each class individually, here parents are not only welcome to see what information is posted but also leave any questions/concerns/comments. Parents are always welcome to send letters to the teachers about any concerns or questions they may have. Feedback from the parent surveys are analyzed to see where we need improvement and expand upon areas we are strong in. This feedback is shared with all staff members during professional development days. In addition to analyzing the results, staff members are encouraged to follow up with any classroom/teacher issues on an individual basis.