

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K214

School Name:

P.S. 214 MICHAEL FRIEDSAM

Principal:

SHARON MAHABIR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 214 – The Michael Friedsam School School Number (DBN): 19K214
Grades Served: PK, 0K, 01, 02, 03, 04, 05, SE
School Address: 2944 Pitkin Avenue, Brooklyn. New York 11208
Phone Number: 718-647-1740 Fax: 718-827-5838
School Contact Person: Sharon Mahabir Email Address: smahabi@schools.nyc.gov
Principal: Sharon Mahabir (Principal, IA)
UFT Chapter Leader: Denise Salowski
Parents' Association President: Robert Rodriguez
SLT Chairperson: Heidi Banwer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sohel Mazumder
Student Representative(s): N/A
N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, New York, 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2700 Fax: 718-240-2751

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, New York 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

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)
Sharon Mahabir	*Principal or Designee	
Denise Salowski	*UFT Chapter Leader or Designee	
Robert Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Sohel Mazumder	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Suhasini Singh	Member/ Staff	
Heidi Banwer	Member/ Staff	
Bonney Bonjen	Member/ Staff	
Michael D’Amato	Member/ Staff	
Oriya Allaham	Member/ Parent	
Maria Espada	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mario L. Cruz	Member/ Parent	
Kecia Taveras	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Public School 214K's mission is to educate every child to his/her fullest potential. We provide a comprehensive, standards-driven instructional program designed to address the varied learning styles and ability levels of our students. We strive to build a strong collaborative relationship with parents and guardians as they have an integral part in our students achieving standards of excellence. Public School 214K is located in City Line, a sub-section of East New York, Brooklyn, bordering Queens. As City Line is one of the most ethnically diverse neighborhoods in Brooklyn, we celebrate the diversity of our student population, which is largely Bengali and Hispanic. We have full classes on every grade, which includes full-day Pre-Kindergarten to Grade 5. The school population comprises 13% Black, 35% Hispanic, 2% White, and 50% Asian students. The student body includes 14% English language learners and 8% special education students. Boys account for 51% of the students enrolled and girls account for 49%.

As a school with approximately 13% of our student population with special needs, our goal is to provide targeted support for all of our special needs students. The school-wide data for 2014-2015 reflect test scores in grades 3, 4, & 5 at a low in both ELA and Math. To help our teachers in support our students we are providing ongoing professional development for differentiation, autism, behavior management, Response to Intervention, and building the capacity of our self-contained teachers on Wilson interventions, Great Leaps and Really Great Reading. The use of the academic intervention resources will help target literacy needs within small groups. To meet the diverse needs of our special needs students, we are implementing innovative approaches to providing individualized learning opportunities. We are working towards flexible programming for students in grades 3, 4, and 5. Our newly formed School Implementation Team (SIT) along with our Pupil Personal Team (PPT) reviews IEPs and supports teachers on improving the quality of the IEPs during weekly and monthly meetings. In addition, the continuous reviews of the IEPs allow for the addition of parent voice. Through the use of ongoing case management, we are tracking student progress to determine individual student's needs and plan accordingly.

Due to our large immigrant populations and based on targeted needs evident for our English Language Learners and Students with Disabilities, we are striving to increase English Language proficiency across all grades. To meet these goals we are increasing our support staff for English as a Second Language and Academic Intervention Services. In addition, increased professional development by our English as a Second Language providers, increased leveled trade books in classroom libraries, use of the school library as a literacy center will help to support the increase in reading and writing proficiencies. For the past two years, we have maintained proficiency in Math. We will continue to provide ongoing support for Advance , the New York City Department of Education Teacher Evaluation System, as well as, a constructive lens of Common Core Learning Standards for all staff. Several areas of focus for 2015-2016 include the need to increase student engagement through practices of discussion and critical thinking, the need to increase students' reading stamina across grades Kindergarten to 5, the need to increase students' writing stamina across grades Kindergarten to 5, the need to share best practices for differentiation and multiple entry points for all students, and implementation of a comprehensive progress monitoring system for all students, which will include Response to Intervention, to track ongoing progress across core subjects.

For the 2014-2015 school year, we celebrate our record as a school 'In Good Standing' as per the New York State Report Card. For the 2015-2016 school year, we continue to offer Professional Learning Opportunities designed by our active professional learning communities, which provide teacher support on sharing best teaching practices for differentiation,

classroom environment, reflective planning, intervisitations, normed understandings of Danielson's Framework, and revisions of grade-wide curriculum maps and unit plans. In addition, we will partner with educational consultants such as Generation Ready, Teachers College Writing, National Training Network, and Center for Integrated Education for job-embedded professional development. The success of our ongoing learning opportunities is evident in our students' progress in the core subjects. Through reflective planning and teacher training, teachers are building their practices to include interdisciplinary, hands-on experiences for students to engage them in more meaningful and challenging learning. Several goals for our students include the re-opening of a fully functional school library which will give students and families opportunities to explore literacy and research, as well as, building a STEM: Science, Technology, Math and Engineering program in PS 214K. Our acclaim is that our students graduate on to many top middle schools in District's 19 and 27.

We are excited to announce that PS 214K is expanding on a new school wide initiative this year, PBIS. PBIS (Positive Behavioral Intervention and Supports) is a school wide program where students and staff work together to create a positive, safe, and nurturing academic environment. Parent letters were sent home with descriptions about PBIS and what it looks like in our school. Guided by the PBIS team, staff collaborated to create school wide behavior norms which are posted throughout the building. At PS214K we decided on using the acronym CARES to show the behaviors that we expect from students and staff. We use the CARES model throughout the school building, modeling what it means to be Caring, Appropriate, Responsible, show Effort, and be Safe. When students show they are following CARES , they are able to earn rewards such as certificates, lunch with a staff member, celebrations, prizes, and more. Another integral part of bringing PBIS to our school is to foster school spirit. PBIS is ongoing and we look forward to continue to build the model as this school year ends and a new one begins.

19K214 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	988	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.1%	% Attendance Rate		91.3%
% Free Lunch	78.3%	% Reduced Lunch		0.6%
% Limited English Proficient	13.9%	% Students with Disabilities		15.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		14.5%
% Hispanic or Latino	35.4%	% Asian or Native Hawaiian/Pacific Islander		48.2%
% White	0.9%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.16	# of Assistant Principals (2014-15)		3
# 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)		1.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.3%	Mathematics Performance at levels 3 & 4		33.1%
Science Performance at levels 3 & 4 (4th Grade)	90.7%	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	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

The needs assessment included review of student exam data, and review of student work, which included writing and problem solving tasks. The school continues to use, revise and adapt the content curricula and ensure alignment to Common Core and the shift to rigorous instruction across all grades.

- Review of 2013-14 and 2014-15 New York State assessment data: priority needs include identification of clusters of standards which students in grades 3, 4, & 5 did not meet; identifying the lowest third per class in grades 4 & 5
- Review of school-wide, grade and individual class progress monitoring in grades Kindergarten to 5
- Review of year-long Measures of Student Learning and classroom assessment data in grades Kindergarten to 5
- Review and realignment of grade-wide curriculum maps in grades Kindergarten to 5

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, all students, including Students with Disabilities and English Language Learners, will engage in rigorous instruction aligned to the Common Core Learning Standards and will demonstrate progress towards achieving a 3% increase on scoring at levels 3 & 4 on the New York State English Language Arts and Math assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Ongoing progress monitoring school-wide: identified students are placed within the RtI 3 Tiers and provided targeted instruction in small group settings • Support of one Reading Recovery teacher and teachers who provide tutoring during professional periods • Professional Learning Opportunities: Inquiry review of data which informs continuous revisions of curriculum and unit planning, specifically in ELA and Math 	All staff and all students in grades 3-5	Start – 9/2015 End – 6/2016	Whole school community
Students with Disabilities receive Academic Intervention Services, planned differentiation strategies in teaching and instruction; English Language Learners receive support through push-in/pull-out models, one full English as a Second Language class on each grade, English as a Second Language classes on Saturdays through the ELLA program and SIFE after-school, we currently have one Spanish Dual Language class on grades Kindergarten and 1	All staff and all students	Start – 9/2015 End – 6/2016	Whole school community
Parent workshops on strategies to support kids in English Language Arts and Math, New York State exams are held during PTA meetings and grade-level parent tours for grades 3 to 5	All staff, all students and parents	Start – 9/2015 End – 6/2016	Whole school community and families
School-wide professional learning opportunities support the collaborative effort of student success.	All staff and all students	Start – 9/2015 End – 6/2016	Whole school community

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Re-opening of a fully functional school library which includes a school-wide database, MyLibraryNYC, and PebbleGo

- As required, use of online programs: ReadingAtoZ for teachers, Raz-Kids for students on grades 1, 3, and 4, MyOn for grade 4, Mathletics for grades K to 5, etc.
- As needed, the use of Academic Intervention programs such as: Wilson and Words Their Way
- For English as a Second Language students, in addition to the online programs listed above: NYSESLAT practice books for grades K to 5, for the Spanish Dual Language classes Words Their Way in English, content-leveled libraries for all ENL stand alone classes, job-embedded ENL coach through CITE
- Human Resources: administration, teaching staff, one Reading Recovery teachers, increased number of ENL providers and Special Education teachers
- Schedule: Some of the teachers are scheduled to provide one to one tutoring during professional periods.

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	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	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.

- At least once a month, the vertical inquiry and grade leader teams will engage in Looking at Student Work and data
- Sept 2015 to June 2016: ongoing, starting with a baseline snapshot – Kindergarten to 2 using Measures of Student Learning data (lowest 1/3); grades 3, 4 & 5 using New York State exam data (lowest 1/3)
- By February 2016, there will be a 1.5% increase of students in grades 2 to 5 scoring at a Level 3 & 4 as measured by a Common Core aligned mid-year assessment for both English Language Arts and Math.

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.
- We gained a 1.82% in overall attendance for the 2014-2015 school year as compared to citywide overall rate.
 - In June 2015, we reviewed monthly data reports for absences and lateness’s to identify trends and realized there are gaps in student’s attendance due to long term absences.
 - Attendance teacher, guidance counselor, parent coordinator, supervising school aide and office staff conducted parent-home outreach.
 - Reports included Automate the Schools reports: Report of Individual Student Attendance, Report of Individual Student Past Attendance, Comprehensive Attendance Report; Department of Education attendance reports online (daily, weekly and monthly)
 - For the 2014-2015 school year, there was an increase of the suspensions and the need to deescalate classroom behaviors.

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, Rellevant, and Time-bound.

By June 2016, to ensure all students have an environment where they feel safe and supported, successful school-wide implementation of PBIS System, Positive Behaviors Interventions and Supports, will demonstrate an increase in attendance by 5% as measured by the yearly overall attendance rate.

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>
<ul style="list-style-type: none"> • Full implementation of Positive Behavioral Interventions and Supports school-wide, in collaboration with all staff with increased teacher involvement • Revised school Attendance Plan and collaborative work with a new attendance teacher • Tuesday Parent Engagement time • School Spirit Days • Special assemblies • School-wide celebrations 	<p>Whole school community</p>	<p>Start – 9/2015 End – 6/2016</p>	<p>Whole school community</p>
<ul style="list-style-type: none"> • For all students, including Students with Disabilities and English Language Learners, a school-wide plan will be implemented school-wide as part of Positive Behavioral Interventions and Supports and evidenced in the Positive Behavioral Interventions and Supports matrix • Matrix will include “I am on time to class” under ‘Responsibility’ 	<p>All staff and students</p>	<p>Start – 9/2015 End – 6/2016</p>	<p>All staff and students</p>
<ul style="list-style-type: none"> • Tuesday Parent Engagement time • Monthly Parent Teacher Association meetings • Teacher-led parent tours per grade • Discussions with parents and families during lateness pick ups • System to contact homes of students who are late and/or absent • Consistent use of School Messenger 	<p>All families</p>	<p>Start – 9/2015 End – 6/2016</p>	<p>All staff and families</p>

• Student of the Month, 100% Attendance and CARES Hall of Fame for students and staff			
School-wide implementation of Positive Behavioral Interventions and Supports with a kickoff in September 2015 and full rollout to all students; ongoing information sessions with parents.	Whole school community	Start – 9/2015 End – 6/2016	Whole school community

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Attendance teacher, Pupil Personnel Secretary, guidance counselor, supervising school aide, PBIS Teams, school aides, administration & teachers • Positive Behavioral Interventions and Supports resources, tailored Positive Behavioral Interventions and Supports systems for PS 214K • For English Language Learners and Students with Disabilities: vocabulary and visual resources to support understanding of Positive Behavioral Interventions and CARES Matrix, participation in the menus items of incentives, participation in school-wide and classroom kick-offs, discussions with administrators and teachers on the importance of maintaining good attendance. 											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.											
<ul style="list-style-type: none"> • Mid-point benchmark: February 2016 attendance rate • February 1 – 5th, 2016 (Baseline snapshot: December 14th to 18th, 2015) <p>By February 2016, there will be a 1% increase in attendance as measured by the daily attendance rates.</p>											
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.

Teachers continue to participate in weekly professional development, which include collaborative work around understanding Danielson’s Framework for Teaching, curriculum unit plans, Quality Review practices, grade team meetings and data driven inquiry meetings. The professional learning opportunities were chosen based on teacher needs as per beginning of the year and mid-year surveys, continued review of Advance data, school wide initiatives and Department of Education mandates, such as the Framework for Great Schools.

- Analysis of Advance data: End of Year 2014-2015 data, identifying trends and current trends of teaching practices for 2015-2016
- Revisions to curriculum plans to include teaching practices for critical thinking, discussion, student engagement and assessment

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, all collaborative teacher teams will participate in professional learning opportunities and will be provided job-embedded support by supervisors to improve student engagement as measured by a 25% increase of effective and highly effective teachers in component 3C for the Danielson’s Framework for Teaching, ‘Engaging Students in Learning’.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) 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>
<ul style="list-style-type: none"> • Professional Learning committee and administration plan monthly cycles of professional learning opportunities • Job-embedded development from supervisors and educational consultants • Teachers turnkey Professional Development resources, which include, but not limited to, differentiation and content-specific practices • Inquiry and grade leader teams review of data, and Looking at Student Work during Data Driven Instruction (DDI) sessions • Ongoing revisions to curriculum unit plans on Mondays and Tuesdays, when needed • ‘Lunch and Learns’ on the components of Danielson’s Framework for Teaching and Data Driven Instruction • Onsite and offsite intervisitations to classrooms and partner schools • Offsite Professional Learning opportunities • Weekly administrative cabinet meetings • Citywide and District Professional Development 	<p>Teachers</p>	<p>Start – 9/2015</p> <p>End – 6/2016</p>	<p>Administrators and teachers</p>
<p>Professional development for all teachers, including those who teach Students with Disabilities and English Language Learners, on differentiation, components 3B, 3C and 3D in Danielson’s Framework for Teaching, data analysis of Advance data match to lowest 1/3 students, vocabulary and literacy strategies for English Language Learners</p>	<p>Teachers</p>	<p>Start – 9/2015</p> <p>End – 6/2016</p>	<p>Administrators and teachers</p>
<ul style="list-style-type: none"> • Tuesday parent engagement times • Pre-Kindergarten parent workshops 	<p>All families</p>	<p>Start – 9/2015</p>	<p>Administrators and teachers</p>

<ul style="list-style-type: none"> • Classroom celebrations • Grade-wide assemblies • Parent-Teacher conferences • Family Fun presentations 		End – 6/2016	
Through a collaborative effort, we will build capacity of good teaching practices around student engagement which will in turn support student success. Within cycles of observation and feedback, teachers will be provided actionable, bite-sized next steps for practice to implement immediately. Feedback will include, but not limited to, modeling practice, use of videos and educational articles.	Teachers and Administrators	Start – 9/2015 End – 6/2016	Administrators and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administration, Professional Learning committee, grade teams, inquiry and grade leader teams, Data Specialist • Teachers and administrators are on the Professional Learning committee • All teachers, including those of our English Language Learners and Students with Disabilities, that attend Professional Learning opportunities turnkey information to the staff • Grade leaders focus on student achievement through the collaboration on teacher practices, i.e., curriculum planning, differentiation, best practices for questioning and student engagement 											
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	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	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.
<ul style="list-style-type: none"> • Mid-point benchmark: February 2016 Advance data trends • Week of February 1, 2016 (Baseline snapshot: November to December 2015 Advance data) • By February 2016, there will be a 12.5% increase of effective and highly effective teachers in Danielson’s Framework for Teaching component 3C in Advance , ‘Engaging Students in Learning’.
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.

Our school community is supported by strong collaborative relationships with parents and families. Through the efforts of our Parent Coordinator and Parent Teacher Association, we continue to increase our parental involvement for meetings, workshops, Tuesday Parent Engagement time and grade/school celebrations

- Need to increase parent attendance for grade-wide and school-wide events

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, in order to increase parental and community awareness of school and citywide instructional expectations which will result in increased student achievement, we will have a 5% increase in parental involvement activities as evidenced by attendance sheets and agendas for Workshops and Parent Association Meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Pre-Kindergarten parent meetings • Quarterly Family Newsletter (class and grade-wide) • Grade-wide and school-wide celebrations • Grade-wide assemblies • Workshop cycles for parents during the morning and PTA meetings • ‘Muffins with Mom’, and ‘Donuts with Dad’ for PK families • Ongoing School Messenger announcements • Consistent Parent Coordinator communication to families 	<p>Parents and teachers</p>	<p>Start – 9/2014 End – 6/2015</p>	<p>Teachers and administrators</p>
<ul style="list-style-type: none"> • Tuesday Parent Engagement time • Adult English as a Second Language programs (evening) • Content specific workshops during PTA meetings and parent tours • Parent-Teacher conferences – four times a year • ‘Homework Help’ strategies • Dial A Teacher • Anti-Bullying Hotline • School-wide PBIS events 	<p>Parents and teachers</p>	<p>Start – 9/2014 End – 6/2015</p>	<p>Teachers and administrators</p>

<ul style="list-style-type: none"> • Monthly Parent Teacher Association meetings • Writing celebrations (grade-wide) • Ongoing parent volunteers • Family Fun days (content/theme) 	Parents and teachers	Start – 9/2014 End – 6/2015	Teachers and administrators
Building a collaborative community among school staff and families to ensure student progress and success.	Parents and teachers	Start – 9/2014 End – 6/2015	Teachers and administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers, administrators, Parent Teacher Association, Parent Coordinator, Community Based Organization partners and collaborations, Pre-Kindergarten Social Worker • Teachers meet with families on Tuesday afternoons • Teachers invite families into their classrooms • Monthly Parent Teacher Association and bi-monthly School Leadership Team meetings are held • Parent Coordinator schedules workshops for parents on various topics • Parent Coordinator maintains continued communication to families via School Messenger, newsletters, and coordinates parent volunteers as needed; translated versions are provided in Bengali and Spanish • Pre-Kindergarten social worker meets with families, helps with referrals, and meets with families bi-monthly 											
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	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.											
<ul style="list-style-type: none"> • Mid-point benchmark: February 2016 • Week of February 1, 2016 (Baseline snapshot: September and October 2015 workshop attendance) • By February 2016, we will have a 2.5% increase in parental involvement activities as evidenced by attendance sheets and agendas for Workshops and Parent Association Meetings. 											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

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

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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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)	<ul style="list-style-type: none"> • New York State exam data • NYSESLAT data • Response to Intervention 	<ul style="list-style-type: none"> • Phonics • Reading comprehension • Writing stamina in the content • Online educational programs 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring • Academic intervention push in/pull out 	<ul style="list-style-type: none"> • During the day • Saturday program • After-school
Mathematics	<ul style="list-style-type: none"> • New York State exam data • NYSESLAT data • Response to Intervention 	<ul style="list-style-type: none"> • Math fluency • Online educational programs 	<ul style="list-style-type: none"> • Small group • Tutoring • Academic intervention push in/pull out • 	<ul style="list-style-type: none"> • During the day • Saturday program • After-school
Science	<ul style="list-style-type: none"> • New York State exam data • Measures of Student Learning data 	<ul style="list-style-type: none"> • Hands-on • Reading in content • Writing stamina in the content 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day • After-school
Social Studies	<ul style="list-style-type: none"> • Measures of Student Learning data 	<ul style="list-style-type: none"> • Reading in content • Writing stamina in the content 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • As indicated by student behaviors, emotional needs • Teacher behavior anecdotes • Trends in SAVE removals and/or suspensions 	<ul style="list-style-type: none"> • Special Education Teacher Support Services (SETSS) • Reading Recovery • Writing cluster • Group and individual counseling 	<ul style="list-style-type: none"> • Small group • One-to-one • Tutoring • Academic intervention push in/pull out 	<ul style="list-style-type: none"> • During the day • Saturday program (academic) • After-school program (academic)

	<ul style="list-style-type: none">• Response to Intervention	<ul style="list-style-type: none">• Social and emotional development• Collaboration with Mental Health community based organizations		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Mentors for newly hired Special Education, General Education and English as a Second Language teachers • Inter-visitations to classrooms modeling best practices in both English Language Arts and Mathematics • Job-embedded professional development opportunities provided by school staff, educational consultants, district leads and Borough Field Support Center on teaching practices aligned to the instruction shifts within the Common Core Learning Standards • English as a Second Language teachers are and will continue to receive regular professional development through our District office • Common Core and Teacher Inquiry collaboration periods set aside for English as a Second Language and General Education teachers to collaborate and revise curricula based on student data to meet the Common Core Learning Standards • General Education teachers who have not received their minimum 10 hours of English as a Second Language training will have this provided by the English as a Second Language coordinator • Teachers will create goals to improve teacher effectiveness and regularly meet with supervisors to ensure these goals are met • Frequent informal observations of teachers where teachers are provided on-going feedback to improve teaching Practices

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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- Mentors for newly hired Special Education, General Education and English as a Second Language teachers
- Professional Development team created learning opportunities for teachers to turn-key topics including, but not limited to: Danielson’s Framework for Teaching, Ready Gen curriculum, Go Math curriculum, curriculum revisions within maps and unit plans to ensure resources for differentiation and enrichment, Academic Intervention programs
- Professional Development on Mondays from 2:20 to 3:40pm and Tuesdays from 3:00-3:35pm
- Inter-visitations to classrooms modeling best practices in English Language Arts, Mathematics and interdisciplinary work in Science, Social Studies, and the Arts
- Professional development opportunities provided by school staff, District and Borough Field Service Center
- English as a Second Language teachers are and will continue to receive regular professional development through the Office of English Language Learners
- Through the lens of observation feedback, teachers will create goals to improve teacher effectiveness and regularly meet with supervisors to ensure these goals are met using Danielson’s Framework for Teaching, specifically in component 3C, ‘Engaging Students in Learning’

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Pre-Kindergarten social worker provides the following supports for the staff, as well as the community:

- In class support two days a week
- Conducting observations and providing guidance for parents on the referral process

- Workshops for families on topics such as transitioning into Pre-Kindergarten, transitioning into Kindergarten, helping your child enjoy reading
- Kindergarten open house in June for Pre-Kindergarten families
- Curriculum aligned to the Foundation for the Common Core for Pre-Kindergarten
- Professional learning opportunities on Mondays and Tuesdays with Pre-Kindergarten Social Worker
- Support from Department of Education assigned Pre-Kindergarten Coordinator and Coach

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.

- We followed the Department of Education’s directive to create a Measures of Student Learning Committee (4 members selected by the UFT, 4 members selected by the principal), this committee met numerous times to determine the measures to be used for the teachers within the building
- Several monthly Monday and Tuesday Professional Learning Opportunities are used to analyze student work and assessments to improve student progress
- Bi-monthly reports and student work assessments for English Language Arts and Mathematics are submitted to supervisors for review and feedback on improving instruction
- Use of Understanding by Design framework to revise curriculum maps and include differentiation, enrichment, consistent performance tasks in English Language Arts and Mathematics, and end of unit assessments

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	748,049.00	X	5A, 5B, 5C, 5D
Title II, Part A	Federal	267,194.00	X	5A, 5B, 5C, 5D
Title III, Part A	Federal	16,304.00	X	5A, 5B, 5C, 5D

Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	4,334,796.00	X	5A, 5B, 5C, 5D

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

PS 214K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 214K** 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;

1. NYC Schools Account Training

2. How to Help Your Child Succeed in School

Workshops on Understanding the New York State Common Core Learning Standards

3. Workshops to introduce parents to curricula programs used within the school

4. Parent and teacher extended conferences to discuss low performers and classroom strategies

5. English as a Second Language Workshops for families

6. Adult English as a Second Language Courses (evening)

7. Looking at Your Child's Work

8. Parent-Teacher Communication

- 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;

1. Understanding grade appropriate Common Core Learning Standards

2. Understanding the New York State Assessments

3. Looking at Your Child's Work

4. Expanded conferencing schedule for low performance on state assessment

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

1. Ongoing written correspondence between school and home

2. Parent Coordinator to serve as link between school and family

3. NEW PS 214K School Website for the school community

4. School Messenger in English, Spanish & Bengali

5. Report card conferences and interim progress reports provided

- 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;

1. Parent Involvement

2. Strategies for Involving Parents in the Classroom

3. Effective Communication with Parents

4. Use of the school website for current notices, events, etc.

To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

School-Parent Compact (SPC) Template

PS 214K, 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:

- Pearson ReadyGen Literacy Program, Teachers College Writing and Comprehensive Balanced Literacy for grades Kindergarten to 5
- Go Math and Engage NY Math Programs in grades Kindergarten to 5
- Professional Development for teachers focusing on the Common Core Learning Standards, content and domain specific practices, curriculum analysis and maps, differentiated instruction, guided reading, conferencing, data analysis, and content practices
- Teacher Inquiry Teams focusing on the student assessment and using data to differentiate instruction.
- Test preparation in grades 3, 4, 5 to prepare students for state exams in English Language Arts, Mathematics, and Science using Title I School-wide programs as budget allows
- Academic Intervention services for students identified as lowest third, at risk and promotion in doubt during school in English Language Arts and Mathematics
- Use of SmartBoards and technology in all General Education, English as a Second Language, and Special Education classrooms to provide an interactive teaching approach for content area instruction

- Grade-level Data Inquiry Team to provide an analysis of school wide data and report on the performance trends of the school
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- 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 an Open House in September 2015, parent-teacher conferences in the Fall (November 2015), and Spring (March & May 2016)
- Continuation of School Messenger system to inform parents of upcoming events in English, Spanish & Bengali
- Providing notices related to school policies in English, Spanish and Bengali
- 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
- Prepare 5th grade students and parents for the transition to middle school
- Prepare Pre-Kindergarten students for Kindergarten enrollment
- 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;

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
- Through written correspondence in English, Spanish and Bengali

- Parent- teacher conferences
- Telephone conference
- Email correspondence
- Parent Association Meetings
- Communication through Parent Coordinator and the Main Office
- Scheduled appointments during Tuesday Parent Engagement times
- 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:

- Parents opportunities to volunteer and participate in their child’s class through activities such as: class trips, classroom observations with the teacher’s permission, classroom celebrations, school-wide celebrations
- 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
- 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
- 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 per day);
- 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>Michael Friedsam School</u>	DBN: <u>19k214</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</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: Our after school program is designed for newcomer ELLs and SIFE ELLs (students with interrupted formal education), as well as ELLs who are struggling readers in grades 2 - 3. The differentiated, small group instruction and activities will provide these students with phonics, basic reading, writing and math skills that they may be lacking. Our intention is to create a proactive support for students to narrow their knowledge gap with their peers so that these students gain confidence and perform better on the statewide ELA, Math and NYSESLAT exams. English will be the language of instruction. The two programs will be held after schools on Wednesdays and Thursday for one hour and a half and on Saturdays for three hours. These programs will approximately begin mid November 2014 and will last approximately 10 - 15 weeks. The total number of students that to be serviced are approximately 12-15 students in each group. In the After School Program, the three teachers will be servicing approximately 12-15 students in each of the two groups. During the Saturday program, the students will be divided up based on their subgroups and their reading levels between two certified ESL teachers: one for students in grades 2 and 3, the other for students in grades 4 and 5. Students will be receiving instructions from three teachers, and they will be rotating rooms in order to receive phonics, reading and math instruction for one hour from each teacher. In the Saturday program, the ESL Certified teachers will teach phonics and reading respectively. The third teacher, who holds a Special Education license and has been familiar with the needs of ELL students and is an expert in Math strategies and curriculum, will teach Math for one hour to each of the groups. She is an expert in the curriculum and has provided rigorous instruction in the past and has taught this program before. Also, she demonstrates various learning strategies for acquiring and retaining memory, vocabulary learning as well as hands on materials and temporary scaffolds. The Special Education certified teacher will teach each of the groups for one hour. Because the teachers rotate the groups after 1 hour, the two certified teachers will also spend 1 hour respectively with all three groups. This way, students will receive 2 hours, 120 min of phonics and reading instruction from two ESL Certified teachers and 1 hour of Math instruction. However, our programming is flexible and the teachers may instead choose to the split up the students based on performance levels and skills needed. During the afterschool program on Wednesdays and Thursdays, students will receive instruction from three teachers. Two teachers hold Common Branch licenses and one teacher is an ESL Certified teacher. The two CB teachers have taught ELLs in a push in setting working along with an ESL Certified teacher and have taught this program in the past years. They are familiar with the needs of ELLs and have demonstrated various learning strategies for reading and writing that are aligned to the Common Core Standards. Students will be subgrouped according to their reading levels and grades. The ESL Certified Teacher will rotate between these two Classroom teachers and provide instruction for 45 minutes in each of the rooms allowing equal amount time for all students. During the time allocated, students will receive phonics instruction and will work on content based science. The focus of the instruction will be science so students will be able to read non-fiction texts, understand scientific concepts and their corresponding tier 2 and 3 vocabulary. The goal of instruction is not only to teach content specific topics that are aligned to the Common Core but to move students at least two grade levels in their reading skills as well.

Online educational programs will be used to support this program: Imagine Learning, MyOn, Raz Kids and Education City for ELA skills (phonics, vocabulary and reading comprehension), and IXL for math. Laptops will be provided for students to access to these technology programs that support differentiated instruction, and 2 desktops computers will be used to support the Imagine Learning program. In addition, we will use fiction and non-fiction materials for small group guided reading and writing. These materials support the Common Core Standards and content area instruction in the

Part B: Direct Instruction Supplemental Program Information

classroom.

-

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: _____ To raise the achievement levels of our ELL population, particularly our SIFE students, it is critical that all teachers of ELLs differentiate and scaffold instruction. P.S. 214K staff and teachers receive 80 minutes of professional development each week during Professional Development day. Beginning in September 2014, the ESL Coordinator will conduct a series of ELL workshops during this period. Teachers of ELLs, including classroom teachers who co-teach with push-in ESL teachers, will attend these workshops. Topics to cover include the ELL identification process, the various stages of second language acquisition, language challenges vs. language disabilities, practices that are most effective in teaching ELLs, and analyzing data from ELL assessments and the ELA exam to shape instruction. Teachers will examine the latest research on instructing ELLs and will use the Common Core Standards to guide them in creating differentiated lessons and activities to meet the diverse learning needs of ELLs. A focus will be on incorporating into lessons the grade-specific skills outlined in the language proficiency, speaking and listening sections of the Common Core Standards. These professional learning opportunities have clear agendas, handout supports for educators, along with the names of the teachers attending the workshops that are kept in the main office. Teachers will also examine the four sections of the NYSESLAT for each grade band and will highlight the tasks and skills that overlap with the ELA exam. Heightening teachers' awareness of the commonalities between the ELA and the NYSESLAT exams makes for more efficient and productive test preparation as critical ELA skills are reinforced. In addition, an expert will provide Professional Development for teachers on ELL reading strategies, vocabulary instruction and best practices.

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: _____ Parental involvement is critical in ensuring the academic success of ELLs. At P.S. 214K, we create a welcoming environment so that parents, particularly those of ELLs, feel comfortable and well-informed. Many staff members - from administrators to teachers and aides - speak Spanish and Bengali and offer translation services on a daily basis to parents in both formal and informal settings. During the 2014 - 2015 school year, the guidance counselor, who receives Bengali-language support from the parent coordinator and Spanish-language support from school aides, teachers and an assistant principal, conducts workshops on the middle school application process. Other workshops that occur after school include information sessions on the Common Core Standards, the Dual Language program,

Part D: Parental Engagement Activities

Nutrition, Literacy, Additional Online Support, and ARIS, among other topics. The abovementioned staff members are present to offer translation services. In addition, parents and students participate in a number of extracurricular activities. These include Native Language Literacy Night, Math and ELA game nights, and movie nights. Also, parents are invited to attend ESL Adult Education classes that are offered Monday, Tuesday and Wednesday nights from 5:40 - 9:00 pm. P.S. 214K collaborates with the NYC Adult Education program to provide this service to parents. Parents are notified of these events through translated written invitations and oral translations through both staff members - the parent coordinator, school aides, teachers and the Spanish-speaking assistant principal, and through SchoolMessenger, a phone services in English, Bengali and Spanish. P.S. 214K teachers inform parents about current topics and news in their classroom in weekly newsletters that lists events and topics they learn.

Part E: Budget

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

Allocation Amount: \$17,696

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	-	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>N/A</u>	<u>N/A</u>
TOTAL	<u>\$17,696.00</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 214
School Name The Michael Friedsam School		

B. Language Allocation Policy Team Composition

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

Principal Sharon Mahabir	Assistant Principal Raymond Pinder
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Gabriella Johnson	School Counselor Tabitha Lewis
Teacher/Subject Area Bhagli Suren	Parent Robert Rodriguez
Teacher/Subject Area	Parent Coordinator Zakir Uddin
Related-Service Provider Adele Tuomi	Borough Field Support Center Staff Member N/A
Superintendent Joyce Stallings-Harte	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	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)	854	Total number of ELLs	134	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1	1												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	134	Newcomers (ELLs receiving service 0-3 years)	113	ELL Students with Disabilities	12
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	8									0
ENL	102	6	7	3	0	5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	7	8	10	10								0
Chinese														0
Russian														0
Bengali	13	15	13	12	5	10								0
Urdu	1													0
Arabic	4		1		2	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	12	0	2	5	3	7								0
Emerging (Low Intermediate)	7	5	3	1	2	4								0
Transitioning (High Intermediate)	6	3	2	0	1	1								0
Expanding (Advanced)	4	14	15	12	12	9								0
Commanding (Proficient)	43	2	7	21	11	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	4			0
4	11	1			0
5	13	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	14		7		1				0
4	15		1						0
5	16		3		1				0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
In assessing early literacy skills, P.S. 214 will continue to use the benchmarks in the ReadyGEN ELA curriculum and NYC ELA and math Performance Assessments results in grades 3-5. Schoolwide teachers use Fountas and Pinnell in kindergarten through grade 5. In addition, informally teachers use running records on RazKids for assessing the literacy progress of at-risk students and ELLs. Rally Education and Imagine Learning data are other tools we use to assess the comprehension skills of students in grades 3-5. Teachers in all grades assess literacy skills on a quarterly basis. Using data from these assessments, classroom teachers collaborate with ESL teachers to address the specific learning needs of our ELL students. We use the data to shape instruction and to form groups.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSITELL and NYSESLAT exams show that the greatest needs of our ELLs are in reading and writing. As a result, and to help students prepare for the NYSESLAT exam, ESL teachers, in collaboration with classroom teachers, are focusing on improving both the reading and writing skills of our ELLs. ELLs receive additional support in reading and writing, as budget allows, through after school and Saturday Academy programs, which offer test prep and enrichment for our SIFE and newcomer ELLs. We also have increased resources on our classroom libraries, trade books, use of vocabulary visuals, will re-open our school library and implement Teachers College Writing on all grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Exam results show that students in grades K – 2 are less proficient in listening and speaking than students in grades 3 - 5. For students in grades 3-5, a big focus will continue to be on improving their reading and writing skills, vocabulary front loading, visuals, word-picture recognition, and Common Core aligned written responses to lessons/topics, which contain a language/grammar component, which will take place on a daily basis in all freestanding ESL classes (push-in and pull-out) by ESL instructors and the collaborating classroom teachers. This reinforces the initiatives of all classroom teachers at P.S. 214K as writing has been identified as an area in need of improvement on the ELA exam. P.S. 214 uses Annual Measurable Achievement Objectives to determine how much progress ELLs have made on the NYSESLAT from year to year. We anticipated our AMAO I target for the 2014-2015 school

year, which required that 65.3% of ELLs make progress in one of the three ways. In addition, we decreased our AMAO II target for the 2014-2015 school year.

4. For each program, answer the following:

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

All of our ELLs in grades K-5 are serviced via freestanding ESL. With respect to the New York State tests in Math and Science, ELLs are performing no better in their native language as compared to ELLs taking the tests in the English language. The majority of ELLs choose to take the exams in English. On the 2014 Common Core Math exam, most ELLs received level 1 scores. In grade 3, 1 student received a score 1, 7 students received a score of 2, and 14 students received a score of 1. In grade 4, 1 student received the score of 2 and the other ENL students received the score 1. In 5th grades, 1 student received a score of 1, three students received the score of 3, and 16 students received the score of 16. The periodic assessments in math will provide the data that both teachers and school leadership need in order to target instruction to ELLs performing below grade level. With the exception of ELL-SWDs, ELLs in these grades receive ESL through the push-in model during the literacy block.

In order to pass the ELA, ELLs in grades 3 - 5 need to receive as much intervention and support as possible from classroom teachers, ESL instructors and AIS teachers. Teachers need to work together to identify and address the areas of weakness with regards to ELA. The data from periodic ELA assessments will help teachers focus on specific ELA skills. As per funding availability, additional instructional support for ELLs in math and ELA will be achieved through the After-School programs, and ESL Saturday programs. Also, we have identified that our lowest performing students are the male hispanic demographic.

The results of the 2013 4th grade science exam contrast strikingly with the results of the 2013 ELA and math exams. 65% of our 4th grade ELLs passed the science exam (10 received a score of 3 and 1 received a score of 4). This shows that ELLs perform better on exams that test the content knowledge learned in class.

The ELL Periodic Assessments are administered to ELLs in grades 3 to 5. The school administration is responsible for ordering the assessments. Through these assessments students gain practice in taking the NYSESLAT test, particularly the listening section. As the scores are available online, ESL instructors and administrators use the data to identify trends and to determine which area(s) - listening, speaking, reading and writing - students are struggling. This data helps to target instruction and helps both ESL teachers and collaborating classroom teachers group students based on trends. The reading and writing scores are particularly useful to ESL and collaborating classroom teachers who are preparing ELLs for the Common Core ELA exam. These two sections reinforce the skills that students need in order to be successful on the ELA. Administrators and ESL instructors use the current trends within the NYSESLAT data, baseline ELA performance tasks and periodic assessments to help shape instruction in grades K - 2 to ensure that ELLs acquire the skills needed in reading and writing to be successful on the NYSESLAT.

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](#).]

ELL students take part in RtI screening to assess whether their literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. The main screener in 2015-16 for RtI will be Fountas and Pinnell running records, periodic benchmark assessments for math and ELA. Formative and summative assessments (NYSESLAT and ELA, Math state tests) are being used to measure students' progress. This year, both the ReadyGEN ELA curriculum and the GO Math! program contain assessment and benchmarks as part of the curriculum. RtI data collected this year will be incorporated into the schoolwide progress monitoring system. With regards to implementing RtI, all students receive rigorous, evidence-based Tier 1 instruction focused on promoting language and literacy development: oral and written language, word reading and spelling skills, fluency and reading comprehension. Periodic performance assessments are included in the curricula and provide teachers with data to guide instruction. In measuring student growth, the NYC Performance Assessments are administered in September, when available, to provide us with a baseline in ELA and math - and again at the end of the school year. Tier II students receive proactive support in the form of small guided reading groups, conferencing with the teacher, peer to peer interventions and online resources. Tier II students also participate in our after school and Saturday academies. In addition, the focus is on scaffolding instruction with the use of graphic organizers, intensive vocabulary teaching of Tier 1, 2 and Tier 3 content specific vocabulary, as well as reading from various resources. If the student continues to struggle and is not making adequate progress, we consider Tier III interventions, which include intensive 1-on-1 instruction and collaboration with intervention teachers and other service providers.

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

We use home language and ESL ATS reports to identify the second languages represented at P.S. 214K. Individual teachers also poll their own students at the beginning of the year to identify students' home languages. P.S. 214 hopes to maintain a dual language (Spanish/English) program in grades K and 1. Our RTI instruction makes direct and appropriate connections to ELLs' community values, identities, and languages. For example, teachers create lessons on current events in Bangladesh and various Latin American countries. Teachers also use students' native language in lessons wherever possible. Spanish cognates are highlighted and vocabulary specific to students' backgrounds are discussed. Teachers utilize math and trade books that are available in Spanish at all levels, and Spanish and Bengali-speaking teachers translate when/if necessary.

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?

For 2012-2014 our Dual Language program was offered in K, 1 and 2 only. The classroom teachers use the EL SOL program to assess students, both EPs and ELLs, in the target language (Spanish). Senderos, the Spanish-equivalent of the Journeys core reading program, also contains diagnostic and comprehensive screening assessments and benchmark and unit tests in Spanish. The classroom teachers use other formal and informal assessments to gauge grade-specific student mastery of Spanish-language skills in the areas of speaking, listening, reading and writing. Because the Dual Language program was offered only in K, 1 and 2, at this time we are unable to provide an explanation of how EPs are performing on state assessments such as the yearly ELA and math tests. Regarding city assessments, our school uses the NYC Performance Assessments to measure student growth in ELA and math. We are presently assessing the proficiency level of EPs in English Language Arts through Fountas and Pinnell running records, teacher observations, student conferencing, Imagine Learning monthly data, and through assessments provided by the ReadyGEN Core Curriculum program. The primary language acquisition goals of the Dual Language program are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and in the target language (Spanish) for all students.

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

ESL staff and administrators analyze NYSESLAT scores to evaluate the success of our ESL programs. We examine the scores of each individual ELL from year to year to ensure that all ELLs are going up at least one performance level (i.e. from beginner to intermediate, intermediate to advanced), and that advanced students are achieving proficiency on the NYSESLAT. The APAO targets guide our analysis. For performance that is stagnant, we identify the area - listening, speaking, reading or writing - that is most difficult for the student. This data helps shape instruction to ensure student progress. We also use the data to identify long-term ELLs and to determine how we can improve instruction to help these ELLs achieve proficiency. As writing is the focus area for the 2015-2015 school year, we pay particular attention to students' written responses to evaluate the success of our instruction. We look to see that students are mastering both the grade-specific skills outlined in the Common Core Standards and the skills needed to achieve proficiency on the NYSESLAT. Push-in ESL instructors collaborate with classroom teachers to develop and analyze assessments and create rubrics that are aligned to the Common Core Standards and the skills assessed on both the NYSESLAT and the ELA exams. Data from the ELL periodic assessments, Teachers College writing tasks, ReadyGEN Core Curriculum reading assessments also helps ESL instructors and classroom teachers target instruction in grades K - 5. For students in grades 3 - 5, both ESL instructors and classroom teachers use data from the ELA exams and ELL periodic interim assessments to determine how instruction can be targeted for ELLs. ESL instructors and classroom teachers also use monthly data from Imagine Learning to assess student success.

Part IV: ELL Identification Process

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

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

Upon registration of a new student, the mandated ELL Identification process conducted at PS 214k. The process includes administration of the Home Language survey and the mandated interview with the parent and the student by a licensed pedagogue. The parent is interviewed at the preferred language and if needed translation services are available through our parent coordinator and the support staff. After the interview and the administration of the Home Language Survey the Home Language is being determined for the student. If the Home language is determined a language other than English, then the NYSITELL is administered to the student by the ENL Coordinator and/or ESL certified teachers. If the student is entering to 3-5th grades an additional SIFE interview needs to be administered to determine if the student is SIFE. Spanish LAB is administered to students whose home language is Spanish and their NYSITELL scores are Entering level.

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).
The SIFE questionnaire is administered to the student along with various assessments, work samples, interview notes to monitor and identify the skills of the student. These documents are kept in the student's cumulative folder. This serves as a good indicator of a student's academic foundation and experience. If a student's reading and math skills are falling below two grade levels the student is identified as SIFE and it is updated in ATS on the BNDC screen. Once identifying the SIFE status, programming on individual basis, additional support services are made in collaboration with the parents, classroom teachers and the ENL service providers.
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).
For newly enrolled students with IEPs the Language Proficiency Team determines that the student with an IEP may have a second language acquisition need. The LPT will recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEPs. If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL Identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ENL department maintains precise records regarding the distribution of entitlement letters and non-entitlement letters. After the NYSITELL test documents are scanned, the RLCB report is printed from ATS and a list of entitled and nonentitled students is made. ENL specialists print and distribute letters to these students and two copies of each letter are made and kept in a compliance binder and in the students cumulative record.
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 receiving a written request from a parent/guardian within 45 school days of a student's initial ELL designation, a district has 10 school days to initiate a Review of ELL Identification Determination. The review must be concluded within 10 school days (if Committee on Special Education (CSE) consulted, 20 school days). Before final determination, parents are to be informed and consent to the results of the Review of ELL Identification Determination. Within six months to one school year of a review, the school principal is required to review all decisions to remove ELL status. Any reversal must be made in consultation with the Superintendent and with consent of the parent.
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.
After identifying students who are English Language Learners through the NYSITELL, the ESL Department conducts the mandated orientation for parents explaining all three program choices within 5 days of identification. During these parent orientations or on-one-one meeting the "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native languages is shown. ESL specialists explain the three program choices to parents with assistance of interpreters. Parents have the opportunity to ask questions about the three instructional models for ELLs. They prioritize their choices on the Parent Selection Form. After all parents have had the opportunity to make informed decisions as to which instructional model best suits their children's needs, ESL specialists tally the responses to determine whether there are 20 ELLs in one grade who speak the same language opting for a bilingual program. If this is the case, a bilingual class will be created to address this need. If not, parents are offered bilingual classes in other schools that provide these services.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL Department reaches out to the parent by phone and by letter to offer alternate dates for the orientation meeting. If the Parent Surveys are not returned within 5 school calendar days the student is placed in a bilingual program if it exist in the school, if not it is placed in an ENL program. The ESL Coordinator continues to reach out to the parent to make sure that the selection is completed and explained and its results are updated in ATS on the ELPC screen. If the Parent Survey and Program Selection from is not returned the default letter is sent out to the students as per state mandates. Agendas, times, additional documents are kept on file to show the attempts to reach the parents and their program choices.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL Coordinator continues to offer alternate dates for orientation, make phone calls and tracks the outcomes of individual students. A log is kept to document the outreach we have initiated to get parents to attend the orientation and return the form. All

documents are kept on file in the ENL Department. The ENL Coordinator then enters the results of the Parent Survey and Program Selection forms into the ELPC screen.

9. Describe how your school ensures that placement parent notification letters are distributed.
The placement notification letters are distributed. One copy is kept on file in the student's cumulative folder and one copy in the ENL department compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation is kept with copies of the HLIS form, entitlement letters, non-entitlement and continued entitlement letters each year. Copies of HLIS, entitlement, non-entitlement, continued entitlement, default letters are kept in the ENL compliance binder as well and a copy is placed in the child's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school's test administrator ensures that all testing documents are kept in a secure location and staff administering the NYSESLAT tests are following the test taking protocols outlined by the NYSESLAT and the school administrator. A Master list is generated using the RLAT screen for eligible students. NYSESLAT is being administered to entitled students including SWD. Testing modifications are given to SWD as per their IEPs. NYSESLAT is administered during the window frame it is given and make up days are given during this time frame. The ESL Teachers administer the four sections ensuring that all protocols are followed and all students are tested during the given timeframe.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The continued entitlement and transitional letters are created using the RLAT screen and distributed to the parents and copies are kept on file in the cumulative folders and in the compliance binder of the ENL department.
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).

Based on the pre-screening of the incoming Kindergarten students in June 2015, the majority of the parents whose home language is Spanish opted for the Dual language program. Therefore, PS214 offered and opened up the Dual language program for the Kindergarten and 1st grade students. In upper grades, however, since the majority students' home language is Bengali parents opted for the English as a Second Language program. Due to the population of mostly Bengali, Arabic students in the community there aren't sufficient number of Spanish language students in the upper grades to open up a Dual language program at the moment. In the 5th grade there are 7 students whose Home Language is Spanish, 4 of them are long term ENLs, only 3 are new ENLs. In the 4th grade there are 6 students whose Home Language is Spanish, 4 are new ENLs and 2 are long term ENLs. In the 3rd grade there are 7 students whose Home Language is Spanish, only 1 is new ENL. The trend shows that Hispanic, males become long term ENLs and Bengali students test proficient before reaching the long term status. If future Program Selection forms indicate a trend toward bilingual education combined with the default option for TBE total 20 or more students speaking the same language in one grade, a Transitional Bilingual class will need to be formed.

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.

As per CR Part 154.2 mandates four licensed ENL teacher provide the integrated and the standalone ENL services for the levels as outlined as of 2015-16. The four ESL Certified teachers push in to K, 1, 2, 3, 4, 5 grades of heterogeneous levels to fulfill the integrated ENL mandates. Flexibility is given to the Emerging and the Transitioning leveled students. As per mandates, students whose levels are the proficient/ commanding levels also provided the 90 minutes of integrated ENL/ELA or in a content area. In addition, services are provided to students who have reached their proficient levels in the previous 2 years. Students are provided services by an ESL licensed teacher or by a dually certified teacher. For Standalone ENL, students are grouped by their levels in order to ensure that their mandates are met. For integrated ENL, the licenced ESL teacher provides the services with a common branch licensed teacher and co-teaches students who are grouped by their levels in order to differentiate instruction. Since the proficiency levels are various in the classroom, the certified ESL teacher ensures that all students have met their mandates in an integrated and in a standalone setting.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*

The Dual Language program is currently available in Kindergarten and in 1st grade. Dually certified teachers ensure that the instruction is done in 50% Spanish and in 50% English. Literacy is taught in the target language, English. Math, Social Studies and Science (content) is alternately taught in both Spanish and English. Vocabulary development in both languages is emphasized. In addition, a Certified ENL teacher provides standalone services to the Kindergarten ENL students to build a strong foundation of language acquisition and phonemic awareness.
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)?

As per CR Part 154 requirements Entering levels receive the total of 360 minutes of instruction, which mandates the 180 minutes of standalone and 180 minutes integrated ENL/ELA services. The Emerging levels receive the total of 360 minutes of instruction, which mandates the 180 minutes of integrated ENL/ELA services and the mandated 90 minutes of standalone services, but given the flexibility of 90 minutes to either provide standalone services or integrated services. The Transitioning levels receive the total of 180 minutes of ENL services, which mandates the 90 minutes of integrated services of ENL/ELA. The Expanding levels receive the total of 180 minutes of integrated ENL services which can be integrated during the English language arts or other content area, such as math, science or social studies. The Commanding levels including the students who tested out 2 years prior receive a total of 90 minutes services during ENL/ELA or during other content area subjects.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are taught in English through both an Integrated model and stand alone model based on students proficiency levels. The Integrated model is essential in order to provide the student what is expected at grade level. Common branch teacher along with the ESL Certified teacher work cooperatively teaching the same lesson at the same time. The mainstream teacher may present the minilesson, and the ENL teacher will interject with examples, explanations and extensions of the key ideas. The ENL teacher provides ESL strategies through scaffolds, graphic organizers, visual support for challenging vocabulary, sentence starters and provide explanations to help ELL students comprehend the material being taught. If needed the native language is used for clarification. Parallel teaching will also be used, with each teacher working with one of two heterogeneous groups. Students work in smaller group with having the opportunity to listen to and interact with their using support from the ENL teacher and receive feedback from their teachers. As a continuation of the content being taught in the classroom of the Integrated services, the ENL teacher will provide stand alone ENL to students who require it based on their proficiency level. The ENL teacher will continue to use different strategies such as Total Physical Response, pre-teaching vocabulary, scaffolds, graphic organizers, differentiated texts on the same content being taught in the classroom, visual vocabulary support, and sentence frames to foster interactive language development during discussions. All tasks and objectives are aligned to the Common Core Standards using differentiated instruction for the various levels of students. During these services students will continue to work to improve their reading and writing with the support given by the ENL teachers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

After administering the NYSITELL, students' whose home language is Spanish the Spanish LAB is administered to evaluate the proficiency of their home language. For the state assessments with the exception of the ELA test, students are offered to take the test in their native languages using translated versions of the assessments in their native languages if available or oral translations through licenced pedagogues.

In addition, PS 214 offers Imagine Learning, a research based support for ENL learners language acquisition. MyOn, an online reading library with assessments are also offered to students in Spanish to evaluate their home language throughout the year and support students with their reading comprehension. Our Go Math curriculum is also offered in Spanish so students can access the booklets, glossaries and tutorials online.

Finally, our staff has many teachers and paraprofessionals who assist with the students and closely monitor and give feedback to the classroom teachers and to the ENL teachers regarding their progress in their academic area.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English, ENL teachers conduct student conferences throughout the school year for ELL students to evaluate their listening and speaking skills. ELL Periodic assessments are administered three times a year to evaluate what areas they are making progress and what areas need additional support. In addition, students are administered the Fountas and Pinnell reading assessment at least 3 times a year to assess students reading levels and their comprehension skills by answering questions regarding what they have read. Students are also administered MOSL reading and writing tasks to assess their skills and see which areas they still need support in and show their progress. The Imagine Learning program also monitors ELL students in these modalities and both classroom teachers and ENL teachers have access to reports that provide data in these areas. Also, individual monitoring sheets are collected by the classroom teachers and ENL teachers to monitor progress.

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

For SIFE students ENL providers ensure that they are receiving services at their designated levels. Since they are at the early stages of language acquisition, they receive instruction through Total Physical Response, chants, songs, rhymes. As needed, Foundation skills such as phonemic awareness, sight words, letter-word recognition, letter writing as linguistic foundations are taught at this level focusing on reading and writing. As additional support, AIS services are implemented and student mentoring by pedagogues to ensure these students make the adequate yearly progress. Also, students use Ipads to access easy to read books, trace letters, identify rhymes. Access to Imagine Learning and Raz-kids online reading tool is also provided and used as a support. In addition, after-school and Saturday Academy is offered to SIFE students to ensure their success.

For Newcomers, ENL providers ensure that the early stages of language acquisition is met through small group instruction in an integrated setting with their peers as well as in a standalone setting. For early stages the ENL teacher provides the following strategies that are also incorporated in the Ready Gen curriculum, such as Total Physical Response, vocabulary teaching using visuals, building on prior knowledge, providing sentence starters, using chants, teaching blends, sight words. The content areas are taught through differentiated leveled texts. This allows students to learn the same content through different texts that are at their reading levels to ensure comprehension. As an additional support, students will have an opportunity to use Imagine Learning software that has various language supports.

For Developing students, the ENL providers and classroom teachers collaborate and closely monitor the progress of the student. The focus of the instruction remains on reading for information, building on stamina and content vocabulary building along with peer interaction.

For Long Term students the focus is writing and reading for information. Trends show that the writing is their weakness and that is the reason for the long term status. The few numbers prove that we do not have a large number of long term ENL students. The majority of our long term ENL students are SWD.

For Former ELLs the focus is vocabulary enrichment and various reading strategies to ensure that they continue to receive support from a certified ENL teacher. Their progress is closely monitored by the classroom teacher and the ENL teacher.

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.

A tracking system is set up for students who have gone through the reidentification process to ensure that their academic progress has not been adversely affected by the decision in this process. Different assessments, such as their reading, writing and math assessments and the input of the classroom teacher will be tracked for 6-12 months by the ENL teachers. If it is determined that the initial decision made adversely affected the students' progress after examining the data, then the ENL teacher will meet with the classroom teacher, Principal and parents to discuss reversing the decision to change the ELL status. Parents will be notified and invited in to discuss their child's progress and the reason the ELL status was changed.

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?

ELL-SWDs differentiated, explicit, systematic and supportive instruction is provided by ENL specialists and Special Education teachers. In a safe learning environment students with multiple intelligences and learning preferences learn through TPR activities, hands on materials, tasks that are fit to their needs. ENL teachers provide the visual learners with pictures, kinesthetic learners are given movements or gestures, logical learners are given definitions. The Ready-Gen curriculum is differentiated and scaffolded supports are provided for SWDs along with supporting and enrichment materials (ex: leveled texts). This year the TC writing program will be implemented in order to facilitate independent writing. This will include visual and hands on learning activities, modeling, scaffolds, graphic organizers, and more. Tasks are also aligned to the Common Core Standards and differentiated to their needs and their reading levels.

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?

In order to meet the needs of our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency, ELL-SWDs being serviced in an integrated setting. If needed ELL-SWDs are being serviced in a standalone setting one on one or with a small number of students of the same proficiency level and grade. The ESL teacher tries to provide the mandated services in the classroom in order to maintain the safe learning environment for the student. If necessary standalone services are required the teacher either works in a nearby room or remains in the classroom in the back of the room and provides the mandated services. The classroom teacher and ESL teacher collaborate in order to make the necessary modifications for ELL-SWDs in order for them to enable them to meet their IEP goals and attain English proficiency. A bilingual paraprofessional will accompany ELL-SWDs as indicated on their IEP to provide Native Language support as necessary. The School Implementation Team will conduct monthly IEP analysis in order to provide quality IEPs and to assess students needs, especially regarding flexible scheduling.

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

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



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

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

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

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

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

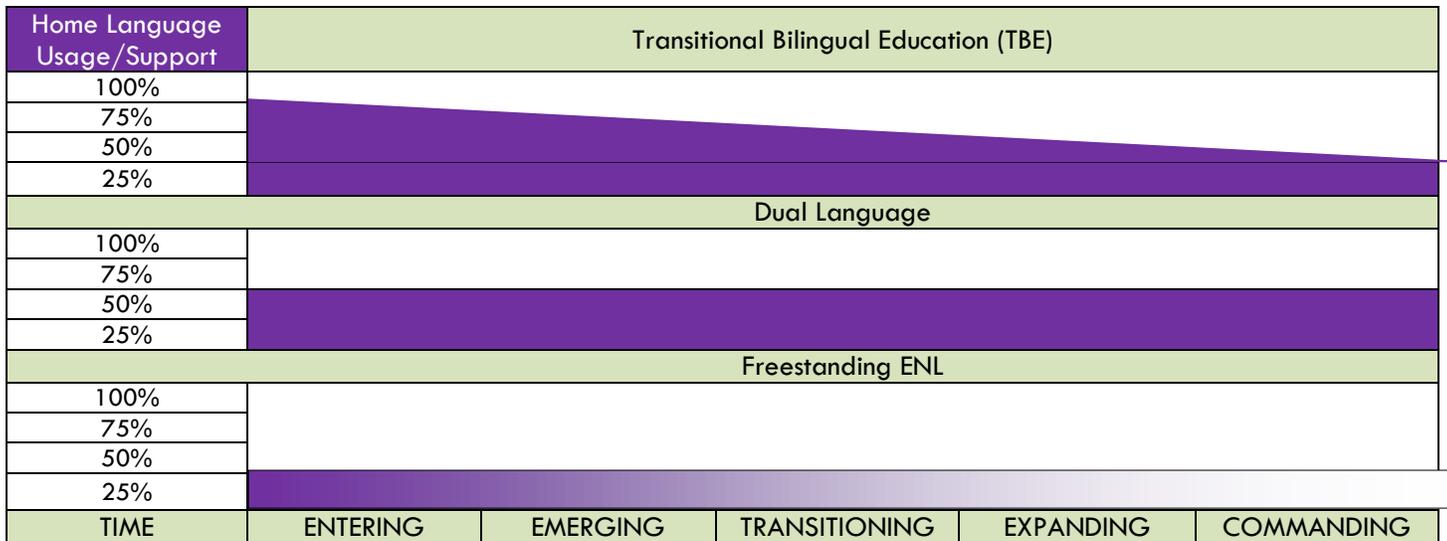


*Note: “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ELLs in ELA and math are focuses on Entering, Emerging, and Transitioning students to help further support their language acquisition skills and give them additional support in content area subjects. Tier III RTI services are available through our AIS reading recovery teacher for ELL students who are not making progress even with classroom interventions. Tier III RTI services use a variety of different programs based on students needs such as Wilson, guided reading and math. These students are reviewed after a 6 week period to see if any progress is made. Imagine Learning, a research based computer program for ELLs is used for the Entering and Emerging ELLs with Native language support. Students progress is tracked in different areas such as phonics, vocabulary, and decoding, and reports are generated to track ELLs progress. Raz-Kids, a computer based reading program is used to support ELL students in reading so they have the opportunity to read and listen to leveled texts and answer comprehension questions. These reports can also be generated to track ELL students reading time and how they are progressing.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The Integrated model enables the collaboration of the classroom teacher and the ENL teacher to provide best practices to focus on content for students who scored at Transitional/Expanding/Commanding levels. With the support of the visuals, preteaching tiered vocabulary, focus of skills, differentiated texts, scaffolds of instructions allows the student to comprehend, interact with the peers and become an independent learner. With the standalone model, students who scored at Entering/Emerging Levels are able to receive additional supports for language acquisition in a small group environment.
12. What new programs or improvements will be considered for the upcoming school year?
PS 214k will implement the Teachers College Writing to help improve the writing of our ENLs. In addition, the library will re-open to encourage students to read daily. We are implementing a school wide PBIS program which will facilitate social emotional learning.
13. What programs/services for ELLs will be discontinued and why?
No services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs in PS 214k. Supplemental services are provided in After-School programs and Saturday ENL Academy if budget allows.
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.
Imagine Learning licenses are purchased for ENL students. Raz-kids reading program is provided for ENL students which can be accessed from home as well. iPads and lap-tops are available for small group instruction at PS 214k. Bilingual dictionaries and glossaries are accessible in the school and online. IXL online math program, rally education reading program and assessments are used in the classroom and at home.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Newcomer ELLs are encouraged to write responses to literature in their native languages. Bilingual trade books are available for ELLs to read, as are bilingual dictionaries, glossaries. Bilingual dictionary software is utilized. Bilingual paraprofessionals deliver native language support to ELLs when mandated by their IEPs and when they are working in a classroom that has students whose native language they speak. In addition, Imagine Learning provides native language support when ELL students are using this program to help enhance their literacy skills. The GO-Math program provides a bilingual edition in Spanish to support native Spanish speakers.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL teachers support ELLs by using appropriate age and grade level materials and resources using different entry points and best practices. ENL teachers provide complex texts using ESL strategies to students of different ages and grade levels that are aligned to the Common Core Learning Standards. Visuals, scaffolds, hands on materials are used to enhance comprehension and ensure that students language acquisition and content area needs are met.
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).
There are no activities that are offered before the beginning of the school year. If the student enters during the school year, the Saturday Academy and the After School Program is being offered.
19. What language electives are offered to ELLs?
No language electives are offered.
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)?

The Dual Language program is currently available in Kindergarten and in 1st grade. Dually certified teachers ensure that the instruction is done in 50% Spanish and in 50% English. Literacy is taught in the target language, English. Math, Social Studies and Science (content) is alternately taught in both Spanish and English. Vocabulary development in both languages is emphasized. In addition, a Certified ENL teacher provides standalone services to the Kindergarten ENL students to build a strong foundation of language acquisition and phonemic awareness.

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.)
As mandated, the school-wide professional development plan outlines the required 50% of total hours for bilingual/ ENL teachers and 15% of total hours for all teachers common branch licensed teachers to receive ELL specific professional developments. The topics of professional learning will include best practices, vocabulary teaching and learning, SIFE, supporting struggling readers, SWDs. School-wide professional development for teachers takes place primarily on Monday and Tuesday afternoons as per the UFT contractual Professional Learning Opportunity time, and runs the full calendar school year.
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?
Professional development is offered to teachers of ELLs are school-wide and district wide Ready Gen and Go-Math curriculum workshops. The Teachers College Writing Workshop is offered to classroom teachers who then turnkey these workshop to all teachers. In addition, ENL teachers attend professional development provided by the Brooklyn North service center, DELLSS offices and citywide collaborations. The professional development workshops focus on strategies to support students on language acquisition, both academic and domain vocabulary development, word studies, to name a few.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor offers workshops on application processes. During these workshops translation services are being offered. Individual meetings are available to parents to ensure that they are all familiar with the application process and chose the best middle school for their child.
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.

To meet the mandates of 15% of total hours for all teachers and 50% of total hours of bilingual/ENL teachers to receive ELL specific professional development, the ENL department will plan ELL Professional learning opportunities for all teachers, such as vocabulary learning, best practices, etc. In addition, ENL teachers attend district wide meetings provided by the district.

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?

The school will provide annual individual meetings with parents of ELLs to discuss program goals, progress, language proficiency assessment results, and language development in content areas by ENL teachers making an appointment with individual parents on Tuesday afternoons during parent engagement time. Translation services will be provided by staff members who speak the parents home language or the Language and Interpretation unit. The ENL teacher will have a list of parents preferred language to plan for interpretation and translation needs of parents.

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.

Records of in person meetings, phone calls, letters are kept on file at the compliance binder of the ENL department. These tracking sheets will be kept for annual individual meetings with ELL parents with notes to document the outreach to ensure parents needs are met. The ENL teacher will have a list of parents preferred language to plan for interpretation and translation needs of parents. All communication will be noted on the tracking sheet and copies of letters sent home will be kept.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 214k encourages and supports the Parental Involvement with the goal of building strong parent involvement in our school. With the encouragement of all parents to become active participants in their child's life and educational process PS 214 invites them to participate in a variety of parent workshops and activities both at the school and district level. In order to foster parental involvement in PS 214k the following policies are being implemented.

TRANSLATION SERVICES AVAILABLE

For written translation of important school documents, PS214k uses the NYCDOE Translation and Interpretation Unit to provide translations and the NYCDOE letters that are available in several languages. For oral translations we request the services of bilingual paraprofessionals and teachers. We make use of these staff members during Parent Teacher conferences and other important school meetings (i.e. IEP meetings) and activities. In addition, bilingual 5th grade students with the permission of the parents, help out our parent teacher conferences to fill out the language surveys.

Parent/Teacher Conferences and Meet the Teacher

Parent/Teacher Conferences are held twice yearly in the fall and in the spring at PS214k. Conferences can be scheduled before, during and after the school day to accommodate parents' schedules. Notices of when these conferences are held will be sent home with students. At these conferences, parents will have the opportunity to meet with classroom teachers as well as school-based teacher specialists (e.g. ENL teacher, SETTS teacher). School Counselors, Therapists and Staff are also available to assist Parents. In the fall, "Open School Week" is held, the week after P/T Conferences. Parents have an opportunity to visit their child's classrooms and observe the daily teaching methods and routines.

In addition, our school hosts "Meet the Teacher" evening each September. These meetings are designed so that parents can learn about the curriculum, classroom rules and students' requirements. Translation and interpretation services are available at this time through our parent bilingual buddies and staff members. Although parents will not have the opportunity to meet individually with their child's teacher at this time, these meetings provide a valuable opportunity to hear about what students will be learning during the year, discuss ways parents can help students at home, and familiarize parents with the educational program. Coupled with Parent/Teacher Conferences, "Meet the Teacher" Meetings give parents a broad understanding of what their child's school year will be like.

Pre- K and Kindergarten Orientation

PS 214k hosts a Pre-K/Kindergarten Orientation Meeting for the parents of incoming students and their families. The Orientation is held in late spring, as well as the first day of the new school year, and gives families an exciting preview of their children's 1st years in school.

Curriculum Fairs, Musical Performances, School Plays

PS 214k sponsors many musical and curriculum-based presentations which provide an opportunity for parents to experience the educational activities their children are taking part in. Special presentation are also offered for prevention of bullying and

respecting others. PS 214k has a chorus that performs concerts for the schoolwide audience and the Drama Club presents musicals for the parents.

School Leadership Team (SLT)

Our parents are actively involved as members of the School Leadership Team. As per the Chancellor's mandate, and in accordance with Section 100.111, parents comprise half the members of the team.

Through membership on the SLT, parents have opportunity for planning and evaluating school programs and procedures, including this School's Parent Involvement policy.

English Language Learner (ELL) Parent Orientations

Annual parent orientations are held for parents of ELLs and potential ELLs, as specified in New York City Department of Education requirements. These orientations are provided so that parents can make informed choices about programs for their children.

School Sponsored Parent Workshops and Classes

PS 214k provides many opportunities for parent participation by offering parent workshops on a wide variety of topics including: Parenting Skills, Homework Help, Graduation, Testing and the Common Core Curriculum, Nutrition and Fitness. In addition, our school offers ongoing ESL classes for adults. These workshops and classes are scheduled at convenient times to accommodate parents' schedules. These workshops and classes are facilitated and led by the Parent Coordinator, Counselors and Administrators as well as many teachers in the building.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Office of Adult Education Services offers English as a Second Language classes to ELL parents. In addition, the OACE offers services on topics such as immigration, medical insurance, work opportunities.
5. How do you evaluate the needs of the parents?
To evaluate the needs of the parents, the Parent Association and the parent coordinator, along with the administrators of PS 214k debates and summarizes the topics and areas of interests and needs. These topics in the form of workshops will be addressed to the parents throughout the school year.
6. How do your parental involvement activities address the needs of the parents?
The workshops provided help parents understand how they can best support their child at home. These informational sessions provide information about the curriculum and testing procedures, health and wellness, application process of middle school and online educational support.

D. Additional Information

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

Paste response here:

School Name: _		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)
Sharon Mahabir	Principal		1/1/01
Raymond Pinder	Assistant Principal		1/1/01
Zakar Uddin	Parent Coordinator		1/1/01
Gabriella Johnson	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tabitha Lewis	School Counselor		1/1/01
Joyce Stallings-Harte	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K214** School Name: **PS 214 - The Michael Friedsam**
Superintendent: **Stallings**

Before you begin, please check the following:

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

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

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

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

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

Upon registration, parents/guardians of new students complete the HLIS (Home Language Identification Survey) to indicate the language(s) spoken at home. Translated versions of the HLIS are available for parents/guardians whose home language is not English. The form also informs the school of the language in which parents prefer to receive information (both written and oral). The school's pupil accounting secretary is responsible for reviewing all blue cards to ensure that the parents' preferred written and oral language (s) reflects the student's biographical information in ATS. Also, parents communicate their language needs (both written and oral) to various staff members at our school: the principal, the assistant principals, the school secretaries, the Bengali-speaking parent coordinator, the ESL staff, the Spanish-speaking aides, teachers, among others.

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.

Bengali and Spanish are the two main foreign languages at P.S. 214K. While we generally have no problems with the written translations in Spanish, some of our Bengali families find it difficult to read the written translations produced outside of the school. In general, we find it more productive to translate forms and letters orally into Bengali. This is mostly done by our Bengali-speaking parent coordinator, and several staff members who also speak Bengali. Bengali parents needing clarification either call the parent coordinator or come to the school for assistance. Our ESL department reviews HLIS forms throughout the school year and informs the administration and staff of written translation and oral

interpretation needs. To ensure that parents receive the correct written translation, school staff refer to ATS reports to verify home language. The school secretaries and Bengali-speaking parent coordinator also play a major role in identifying and reporting written translation and oral interpretation needs. As mentioned above, the school's pupil accounting secretary indicates parents' preferred written and oral language (s) in ATS. During parent/teacher conferences, teachers notify school staff members of their oral interpretation needs. Out-of-classroom teachers, school aides, paraprofessionals, the parent coordinator and an assistant principal are all available during this time to translate for teachers. Language needs are also reported to the school during Parents Association and School Leadership Team meetings, as well as through the Learning Environment Surveys.

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.)

For basic written notifications, such as letters about upcoming workshops, parent association meetings, field trips and school celebrations, we use in-house staff (a paraprofessional for Bengali and an assistant principal for Spanish). We utilize the Translation and Interpretation Unit of the Department of Education for more more complex written translations. The Office of English Language Learners provides our ESL department with translated ESL documents in Bengali, Spanish, Arabic, Urdu and Mandarin. These forms are accessed online and include, but are not limited to, ELL parent brochures, parent survey and program selection forms, home language surveys and parent notifications informing parents of the status of their child's ELL program eligibility. Our ESL department follows the guidelines set forth in new CR Part 154 of the NYS Reporting Requirements for the Education of Limited English Proficient (LEP) Students to ensure the timely provision of translated documents to parents.

In addition to written notifications, P.S. 214K posts signs, notices in English, Bengali and Spanish throughout the school, as well as on our parent bulleting board in the main lobby. These notices inform parents of school events, school closings due to holidays, the location of the main office and identification/documentation needed, among other things.

P.S. 214K has purchased a website program called E-Chalk. The website will be a direct tool for school-home communication on the latest schoolwide updates. Also, it will allow teachers to post homework, lessons and class events on the website. The website is available in three languages - English, Spanish and Bengali - and it helps us reach our parents in order to keep them informed of school events.

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

We mostly utilize in-house staff for our oral interpretation needs. The parent coordinator, and a few paraprofessionals and teachers are available to offer oral interpretation services in Bengali. Teachers, including ESL staff, paraprofessionals, aides, custodial staff and an assistant principal provide oral interpretation services in Spanish. Oral interpretation services are needed on a daily basis and occur in a wide variety of settings - both formal and informal. Every day staff members provide oral interpretation services in the main office and on the phone. Oral interpretation services are also available during drop off and dismissal, parent workshops, parent/teacher conferences, assemblies and ceremonies. Spanish and Bengali-speaking staff members are also present at ELL parent orientation meetings that are conducted by the parent coordinator and ESL department. At these meetings, a video describing the various ESL programs is shown in the home languages of the parents.

We have purchased SchoolMessenger, which is a telephone outreach service to parents in their native language. The services calls for attendance, lateness, school events, conferences and workshops. As a result, we have had an increase in attendance at parent/teacher conferences, Parents Association meetings, and additional schoolwide events.

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.

P.S. 214K determines in a timely fashion the primary language (s) spoken by the parent/guardian of each student enrolled in the school and whether or not the parent/guardian requires language assistance. Our pupil accounting secretary maintains in ATS an appropriate and current record of the primary language of each parent/guardian. Other school staff members, such as the administration, the parent coordinator and the ESL staff, use ATS reports to ensure that each parent/guardian receives school notifications and documents in the correct language.

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.

P.S. 214K provides translation and interpretation services to all parents requiring language assistance. We have many bilingual staff members and they are utilized to provide written translations and oral interpretations in the parents'/guardians' primary languages: Bengali and Spanish. We contact the Translation and Interpretation Unit for help if we are unable to provide the language assistance ourselves.

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.)

All staff , including office staff and school implementation team, will be trained at the beginning of the school year on how to use the translation services and other ober-the-phone interpretaion services.

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

P.S. 214K accesses translated versions of important parent documents and notifications through the Department of Education's website. These include, but are not limited to, welcome signs, the Bill of Parent Rights and Responsibilities for ELLs and Special Education, health, safety, discipline, registration, application process and selection forms for middle school articulation. The ESL department utilizes the Office of English Language Learners' website to distribute to parents in their preferred language the ELL parent brochures, Parents' Guide to Language Access, Language ID Guide at the security desk and main office, parent surveys and program selection forms, home language surveys and parent notifications informing parents of the status of their child's ELL program eligibility.

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)

To gather fedback from parents on the quality and availability of servies, we will conduct parent surveys.