

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

20K229

School Name:

P.S. 229 DYKER

Principal:

ROBERT ZAPPULLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 229K School Number (DBN): 20K229
Grades Served: PK, K, 1, 2, 3, 4, 5, 6, 7, 8
School Address: 1400 Benson Avenue, Brooklyn, New York 11228
Phone Number: 718.236.5447 Fax: 718.331.8173
School Contact Person: Andrea Abrams Email Address: AAbrams6@schools.nyc.gov
Principal: Robert Zappulla
UFT Chapter Leader: Lorraine Feliciano
Parents' Association President: Francesca Martini and Joanne Susi, Co-Presidents
SLT Chairperson: Michele Caban, Lorraine Feliciano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89 Street, Brooklyn, New York 11209
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: 718.759.4908 Fax: 718.759.4842

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89 Street, Brooklyn, New York 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 617.212.4934 Fax: 718.759.3930

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)
Robert Zappulla	*Principal or Designee	
Lorraine Feliciano	*UFT Chapter Leader or Designee	
Joanne Susi	*PA/PTA President or Designated Co-President	
Lorraine Shields	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Renee Dellegrazie	Member/Parent	
Elvira Gaynullina	Member/Parent	
Nur Siddique	Member/Parent	
Sandra Song	Member/Parent	
Marie Dorval	Member/Teacher	
Michele Ferrara	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

In September 2015, P.S. 229K opens its doors for the 84th time to welcome children and their families to a new school year.

The motto of P.S. 229K is "Home, School, Community." These three supports are the necessary elements to educate all children academically, socially and emotionally.

We are creating a community of caring, technologically sophisticated, self-directed, lifelong learners, through content-rich curriculum, standards-driven instruction and active parent involvement.

We are committed to having all our children meet standards of excellence and become productive citizens of the 21st century (Mission Statement and Vision).

The majority of the students currently served live in **the neighborhood zone** of Dyker Heights, closest to Bath Beach.

Additional families from District 20 select P.S./I.S. 229K for **Gifted and Talented** programs, one for elementary grades (K-5) and the other for middle school (grades 6-8), The District 20 Superintendent's Program: The Honors Academy @229K.

From the *NYC DOE School Quality Guide 2013-14*, we find the following student population characteristics about 229K: 51% Asian, 36% White, 11% Hispanic, 1% Black, 1% Other;

20% Students with IEPs, 9% English Language Learners;

42% Free Lunch Eligible.

During the 2014-15 school year, enrollment in our school reached a record 1,177 students.

Home – School – Community

The family is the primary teacher who hands on the value of school and learning to the young.

During 2014-15, we purchased the Common Core-aligned **Go Math! Academy**, an online resource which corresponds math lesson by math lesson (K-8), providing tutorials/explanations of procedures in mathematical practices for parent and child as well as math games for the child to enjoy at home.

The **Parent-Teacher Association** (PTA) actively seeks to involve families in the lives of their children's school life. In order to keep families and students aware of mastery as well as areas in need of improvement, our PTA has generously funded the online application, **Pupil Path** to improve the home-school connection and correspondence.

Families also have access to our school website www.PS229.org which provides links to resources to support their children academically.

For families of fifth and eighth graders (and any others who wish to attend), **transitioning to middle/high school workshops** are presented by our parent coordinator and guidance counselor.

Family events are hosted throughout the year for children and their families (e.g., Fall Carnival, Parent & Child workshops, concerts, annual art show, classroom celebrations). We plan to increase such offerings in the 2015-16 school year, focusing around literacy and mathematics.

Teachers use **additional supports** of choice (e.g., TenMarks [math], Class DoJo, Remind.com) to keep in contact with the families of their students.

Home – **School** – Community

Throughout the grades, our personnel are provided with resources for a **standards-based curriculum** strong in foundational reading, writing, and mathematical skills instruction, as well as hands-on and higher-order thinking activities for enrichment and/or remediation. In addition to a beautiful, new school library, classrooms are stocked with leveled books for use by the children.

The Arts have been an integral part of our curriculum since the 1980s, starting with the development of a School Band and sequential General Music programs. In the 1990s, the music program expanded to include an Orchestra Program (string ensembles), along with the addition of a sequential Visual Arts program and an after-school Musical Theatre program. In recent years, as the school expanded from being an elementary school to a Pre-Kindergarten to Grade 8 community, our Arts Programs and staff have grown to offer courses to these students as well.

During the 2014-15 school year, a number of **partnerships** were established or continued. With **Learning through an Expanded Arts Programs** (LEAP), a non-profit organization committed to improving the quality of public education through a hands-on, arts-based approach to teaching the academic curriculum, all kindergarten classes, including gifted and special education classes, received two lessons a week **combining literacy and the arts**, taught with a teaching artist. A professional development series was arranged by LEAP for the participating teachers at local universities and museums approximately every six weeks.

Junior Achievement (JA) is the world's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness and financial literacy through experiential, hands-on, multidisciplinary programs—connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills correlated to the Common Core standards. Materials were given to the school for a weekly grade 6 program and a trip to the Brooklyn Finance Park. *Edward R. Murrow High School students* came and addressed our fourth and fifth grade classes. Kindergarteners through second graders also had a day program. A group of eighth graders were invited to visit the *business school campus at New York University*.

Students in grade four are given the opportunity to join the orchestra in the highly participatory **Link Up** program at **Carnegie Hall**, in which they learn to sing and play recorder in the classroom and perform with a professional orchestra from their seats at a culminating concert in Carnegie Hall's Stern Auditorium. Professional Development is provided and materials (from Carnegie Hall's Weill Music Institute) are used with our students prior to the event.

In the **upper elementary grades** (4-6), general education official class teachers have developed a departmental program for English, mathematics, science, and social studies, in consultation with administration.

Beginning in sixth grade, students select and participate in enrichment clubs during the school day. In eighth grade, these young people have the opportunity to take the Spanish Language Proficiency Examination in order to obtain high school credit. Honors Academy students also have high school level classes culminating in the Core Algebra 1 and Living Environment Regents Examinations at the end of grade 8.

During the 2014-15 school year, the **Neighborhood Improvement Association (NIA) SONYC** (free after-school program) for middle schoolers was first offered at 229K. This program has enhanced student life via **trips** to New York City cultural institutions and athletic complexes; **Specialized High School Admissions Test (SHSAT) preparation** sessions; our **CHAMPS basketball** team (*The 229 Tigers*) to play other schools with an NIA program at home and away, in addition to the regularly scheduled Saturday games; collaboration with the **New York Pops** on a **Broadway Jr.** performance at the school.

Home – School – **Community**

Community Connections, sponsored by the PTA, staff members, or student groups, unite our students with the needs of the world around them. In 2014-15, students participated in events which include a food drive, a collection of pajamas with Scholastic Books a Halloween Art Store Window Painting Contest (by a local civic organization), and fundraiser for the people of Nepal.

A partnership with **Learning Leaders** (New York City's largest organization dedicated to engaging families and communities to support student success since 1956) prepares volunteers to assist in classrooms annually. The PTA Executive Board coordinates the training for the school and interested teachers request to have a learning leader in their classroom.

Student Safety Squad members assist our early childhood children during morning breakfast and line-up routines.

We cooperate with **institutions of higher learning** to assist alumni and staff on their pathway toward fulfilling state certification requirements for staffing schools (e.g., observation hours, student teaching).

In addition to the names of citizenship awardees and the **academic honor roll** posted in the hallway en route to the general office, we are proud to be an affiliate-school hosting the P.S./I.S. 229 Chapter of the **National Junior Honor Society** since 2010, which promotes four pillars of excellence: Character, Scholarship, Leadership, and Service. Young women and men who maintain membership for three years in the Society are recognized at Graduation.

During the 2015-16 year, our eighth graders are moving toward 229's 5th Annual Commencement Exercises. Past graduates have been accepted into Brooklyn Latin, Brooklyn Technical, LaGuardia, Staten Island Technical, as well Stuyvesant High Schools. Other alumni have been accepted into honors or other special programs in high schools throughout the city.

May P.S. 229K continue to be a lively center for sound learning, new discovery, and the pursuit of wisdom. Whether our students work individually or as a team, academically or in service for the sake of others, may they strengthen the skills, values, and perspectives that will best prepare them for family leadership, high school, college, and career success, as well as active citizenship.

20K229 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1177	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	13	# SETSS	3	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	15	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.8%	% Attendance Rate		96.2%
% Free Lunch	45.1%	% Reduced Lunch		9.7%
% Limited English Proficient	9.0%	% Students with Disabilities		13.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		0.6%
% Hispanic or Latino	11.5%	% Asian or Native Hawaiian/Pacific Islander		51.0%
% White	35.8%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.21	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	55.9%	Mathematics Performance at levels 3 & 4		73.2%
Science Performance at levels 3 & 4 (4th Grade)	97.4%	Science Performance at levels 3 & 4 (8th Grade)		76.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

During the 2014-15 school year, we made a number of changes to align our curriculum resources to the New York State Common Core Learning Standards through teacher team-created unit pacing, performance tasks, and rubrics to assess student achievement and areas for improvement. The children have begun to reflect on their own work, particularly in the area of writing in all content areas.

The Quality Review (Spring 2015) reveals "curricula and academic tasks consistently emphasize rigorous tasks and higher-order thinking skills across grades and subject areas, and are planned and refined using student work and data. A diversity of learners, including English language learners (ELLs) and students with disabilities (SWDs), have access to the curricula and tasks and are cognitively engaged."

Each year, the Common Core-aligned state examinations are being designed calling students to increasing attention to detail and thoroughness in their responses. The Spring 2015 assessments resulted in 59% of all students (6% of ELLs; 15% of SWDs) demonstrating proficiency in English Language Arts (ELA) and 70% of all students (22% of ELLs; 31% of SWDs) demonstrating proficiency in Mathematics. Our school has met the annual yearly progress (AYP) goals determined by New York State.

As we move forward in the 2015-16 school year, we will revise and amend last year’s work as deemed necessary in the light of a focus on Domain 3 of the Framework for Teaching (Discussion, Engagement, & Assessment). Staff involved in scoring the NYS mathematics exams expressed a “disconnect” between the style of the written responses called for at the school level and those having appeared on last year's state examinations.

Classroom portfolios gather student writing related to all academic areas in order to focus attention of the children, their families, and staff on progress throughout the year. Following fruitful classroom discussion and student engagement, we will continue focusing upon the writing portion of lessons, particularly as related to ELA and Math activities for all students, including ELLs and SWDs.

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, the staff will evaluate all school resources—including English Language Arts and Mathematics curricula—for effective alignment with the New York State Common Core Learning Standards, through on-going revision of our unit pacing, performance tasks, and rubrics resulting in an increase to the number of students meeting and/or exceeding the state proficiency levels on the ELA and mathematics state examinations, 64% and 75%, respectively.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development opportunities will be offered for the research-based Open Court Reading program (PK-3), Wilson Reading program, Success for Writers program (Grades 3-4), Pearson Literature (grades 6-8), and the Go Math! middle school series. Sessions will cover overviews of the grade/subject content, CCLS ELA Foundations (section 2), close reading, writing process, Framework for Teaching (domain 3), creating mathematical performance tasks.)</p>	<p>Teachers of ELLs, SWDs, ELA and mathematics</p>	<p>Fall/Spring Terms</p>	<p>Administration</p>
<p>Professional development opportunities will be offered with strategies for academic intervention, students with disabilities, and English languages learners in all classrooms. Sessions topics will include scaffolding instruction, differentiated instruction, modalities of learning/universal design for learning. Also, teacher Inquiry Teams will look at student work, assessing student progress impacted by specific strategies, and sharing best practices with the entire staff. Strategies will be put in place to address the needs of all students, including ELLs and SWDs.</p>	<p>All teachers of all students, including ELLs and SWDs.</p>	<p>Fall/Spring Terms</p>	<p>Teachers, Coaches, Administration</p>
<p>Family workshops will focus on mathematical thinking as well as the Common Core shifts, including the use of the online resource available to all families K-8, Go Math! Academy.</p>	<p>K-8 families</p>	<p>Fall/Spring Terms</p>	<p>Mentor, Teachers, Administration</p>
<p>Family workshops will focus on Common Core foundations as well as modeling using evidence within the writing process.</p>	<p>K-8 families</p>	<p>Fall/Spring Terms</p>	<p>Mentor, Teachers, Administration</p>

Part 4 – Budget and Resource Alignment

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

Staff members will regularly meet for Professional Development on Monday afternoons, with presentations by staff members and consultants. Key instructional resources for the students continue to be Imagine It!/Open Court, Strategies for Writers, Foundations/Wilson, and Go Math. We will implement use of Pearson's Core Literature for the first time during the 2015-16 school year.. Student programs will be adjusted in order that ELLs receive mandated instruction in both stand-alone and push-in formats. Schedules for SWDs will be coordinated across the grades in order to foster differentiated instruction and services. After-school per session programs include our annual Title III program for ELLs and "Test Prep" (supervisor and teachers). Family programs may be offered during the day or in the evenings by staff members.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.

At the end of the Fall Term, we will review mid-year benchmark scores in ELA and mathematics across the grades, each with their own grade-level targets. We will also examine scores of the various subgroups (i.e., ELLs, SWDs). We will ask staff to share best practices that impacted student learning in their classes thus far in the school year.

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.

Part 2 – Annual Goal

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

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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.

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.

Teacher Teams have been established at each grade level. A grade leader (a role given first to those who volunteer) serves as the liaison between the team and administration. Grade-level teams have developed unit pacing and rubrics for use across classrooms in all subject areas.

Identified as an area of focus during the February 2015 Quality Review, we will focus on the cycle of inquiry as staff collaborate to improve student outcomes via research-based strategies for student success.

In collaboration with the schools in District 20 this year, we will focus particular attention on students with disabilities (SWDs) during each cycle of inquiry.

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 teachers will collaborate using student work samples in the cycle of inquiry (approximately five cycle throughout the year), devising action plans including exploring data, identifying target students, hypothesizing reasons for the student need, designing and implementing an instructional change strategy (revising as necessary), analyzing success, and sharing successful strategies with the rest of the staff. Teams will submit minutes of meetings throughout the year, including the sources of successful strategies to be shared with school-wide community.

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 teacher-parent collaborations to improve student achievement. 	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?
Staff will meet on Tuesdays for the professional work of inquiry, using an established protocol across the grades and subject areas.	All staff	Quarterly, September thru June	All staff, administrators
A target population will be identified when selecting student work for the cycle of inquiry.	All students, including ELLs, SWDs	Quarterly, September thru June	All staff, administrators
Professional development will be provided for staff in order to use the inquiry protocol to best improve teaching and student learning .	All staff	Fall Term	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.											
<p>Staff may use the Professional Development time on Mondays, time "for other professional work" on Tuesdays, and common planning times for Inquiry. Specific instructional strategies will be offered to targeted students during the school day</p>											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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.
By the end of the Fall Term, teacher teams will have gone through two cycles of inquiry and participate in a school-wide sharing of their findings with fellow staff at the end of each cycle.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

- 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.

During the 2014-15 school year, we hosted parent/guardian workshops for transitions to middle and to high schools, family evenings (parent & child), Winter and Spring Concerts for elementary and middle school ensembles, the annual Art Exhibit, and collaborating with the PTA for “Citizen of the Month” recognition. We also partnered with Learning through Expanded Arts Programs (LEAP) for some of our family workshops and our kindergarten “literacy and the arts” program.

In effort to assist families with Common Core Standards for Mathematical Practice, all have access to the Go Math! Academy, an online support with tutorials and math games for every lesson in the K-8 series. We would like to increase use of this site with all our families, as well as provide other family workshops in ELA and mathematics.

In an effort to build partnership between home and school, we have begun using PupilPath . Additional training is needed for staff members. We also wish to increase the number of families who have signed up in order to receive updates and emails about school 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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school community will have strategically aligned professional development, family outreach, and student learning experiences and supports, resulting in the adoption of effective academic and personal behaviors by all students, resulting in an increase in positive responses to the “School Culture” portion of the Learning Environment Survey comparable to or exceeding the elementary/middle schools “city-wide average score.” (P.S. 229K scored 91% in 2013-14).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Host Family Workshops on Common Core Standards for Mathematical Practice, as well as using the online program, Go Math! Academy</p>	<p>Families of all students, including ELLs and SWDs.</p>	<p>Fall/Spring Terms</p>	<p>Parent Coordinator, Teachers, Administration</p>
<p>Host Family Workshops on Common Core Foundations for Literacy, with connections to Open Court Reading and .</p>	<p>Families of all students, including ELLs and SWDs.</p>	<p>Fall/Spring Terms</p>	<p>Parent Coordinator, Teachers, Administration</p>
<p>Provide professional development for staff in using PupilPath .</p>	<p>All teachers and administrators</p>	<p>Fall Term</p>	<p>Coach, Administration</p>
<p>Encourage families to sign-onto the online home-school communications sites, PupilPath as well as the NYC</p>	<p>Families of all students, including ELLs and SWDs.</p>	<p>Fall/Spring Term</p>	<p>Parent Coordinator, Teachers, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional Development will be offered on Monday afternoons. Family workshops are customarily conducted in the early evening.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the end of the Fall term, introductory family workshops for mathematics and ELA, encouragement for families to sign-up for our on-line supports, as well as professional development for staff will have been offered.</p>

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher monitoring progress of class discussions, group work, independent work, tests	Strategies: Use of graphic organizers, scaffolded activities leading toward on-level tasks, using context clues to identify unknown words/phrases, reconstructing/sequencing content into paragraphs/essays using cut-outs of individual sentences/paragraphs	Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary	During the school day, Title III programs, and after-school test prep programs
Mathematics	Teacher monitoring progress of class discussions, group work, independent work, tests	Review prior knowledge (fluency, mastery expectations) when scaffolding to introduce new concepts/skills, guided analysis or breaking down of steps that are required to solve a task, students restate the problem in their own words, review and use of academic vocabulary frequently	Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary	During the school day, Title III programs, and after-school test prep programs
Science	Teacher monitoring progress of class discussions, group work, independent work, tests	Use of graphic organizers, scaffolded activities leading toward on-level tasks, review and use of academic vocabulary frequently using context clues to identify unknown words/phrases, sequencing steps or guided analysis or breaking down of steps that are required to complete a task/lab	Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary	During the school day, Title III LEP program, and ELA/informational text after-school test prep programs
Social Studies	Teacher monitoring progress of class discussions, group	Use of graphic organizers, scaffolded activities leading toward on-level	Whole group modeling, Small-group	During the school day, Title III LEP program, and

	work, independent work, tests	tasks, review and use of academic vocabulary frequently using context clues to identify unknown words/phrases, sequencing and summarizing content using traditional formats such as time lines or outlines	intervention, lunchtime tutoring, one-on-one as deemed necessary	ELA/informational text after-school test prep programs
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher/Administrator recommendation to Pupil Personnel Team and/or meeting with the child and family	Guidance counselor, Social Worker, or Psychologist meet with students/families according to the immediate need or long-term goals to be accomplished	Small-group/family/ one-on-one intervention, as deemed necessary	During the school day, family engagement on Tuesdays after dismissal

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 229K</u>	DBN: <u>20K229</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</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: _

The after-school program for ELLs serves students who are at the intermediate and advanced levels of NYSESLAT and NYSITELL. Serving the testing grades, emphasis is placed on English language arts and "reading mathematics" in preparation for the NYS Common Core assessments.

Students will be divided into two groups, based on grade levels and/or proficiency needs (e.g., grades 3-5; grades 6-8). Two teachers will service students in grades 3-5, one teacher will service students in grades 6-8. The program will run on Wednesdays from November through April for a maximum of 19 sessions (2:30-4:30 PM) and will be conducted in English by three NYS certified teachers of English as a second language.

Thematic units using leveled books (e.g., Rigby Program) for guided reading as well as posters, charts, and worktexts to integrate the content areas of science, social studies, and mathematics, helping to reinforce content and skills needed by the children for successful achievement of the Common Core Learning Standards. The sessions are structured with interactive, multi-sensory elements where plenty of visual aids and auditory components are provided. Students will also be supported in their ESL instruction through the use of Imagine Learning software. This program allows children to work independently on language skills at their level and at their own pace. As a child's skills level increases, the program moves the child to the next higher level. A "Newcomer Kit" will help develop language skills through the use of manipulative charts, language practice games, and vocabulary building activities. Together, these components provide the resources needed for differentiated instruction according to students' needs.

-
ELLs will also be supported in the language acquisition through use of Imagine Learning software program. Through the use of multimedia, students receive individualized instruction while actionable data is delivered to instructors who may then plan session lessons accordingly.

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: _

The focus of professional development (PD) is to assist teachers in enhancing their strategies and methods in helping students achieve English language proficiency. Teachers are encouraged to select programs of interest offered through the Network, the NYC Department of Education, as well as outside agencies.

This year's school-based PD (conducted by administration) is centered around the continued implementation of the Common Core Learning Standards in accordance with the Danielson Framework for all students, including ELLs:

- An Overview of the 8 targeted Competencies in the Framework for Teaching (Chancellor's Conference

Part C: Professional Development

Day, September 2014)

- An Overview of Quality Instructional and Pedagogical Practices: Using Domains 1 and 4 in the Framework for Teaching (Chancellor's Conference Day, November 2014)

- Accountable Talk for Common Core Standards & Testing Meeting (December Staff Conference, December 2014)

- Resources for Response to Intervention - RtI (January Staff Conference, January 2015)

A State-certified TESOL and supervisor will coach teachers using an informative, collaborative, and facilitating mentoring model, tentatively scheduled for five one-hour sessions on Fridays during the school day in April and May. This training will be provided by the Center for Integrated Teacher Education (CITE):

- Danielson's Framework for Effective Teaching: ESL & the Framework's Domain 3

- Universal Design for Learning (UDL): Supporting the ELL with an IEP

- Common Core Learning Standards and the ELL: Content-Area Support

- Webb's Depth of Knowledge for ELLs: Scaffolding toward Higher Order Thinking

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: _

At the start of the implementation, teachers send a letter home to the parents introducing them to Imagine Learning English and encouraging them to continue their student's learning at home. All parent letters, including progress reports, will be printed in the student's first language when available, ensuring student comprehension. As their children work through the program, parents receive progress reports. These home reports provide parents with actionable steps to support their child outside of the classroom. Along with the home reports, worksheets are also sent home so that learning may continue there. These materials are part of the Imagine Learning English software provided by Imagine Learning. The reports and worksheets are sent home with the student. _

Aligned with the our school's Comprehensive Educational Plan's goals, we will host two workshops (6:45-8:00 PM) for families of ELLs and immigrants presented by a facilitator from Learning Through an Expanding Arts Program (LEAP), Inc., New York City: Board Games to Puzzle: Math (tentatively March 26) – Families will create board games and puzzles employing mathematics concepts, problem-solving strategies, and critical thinking skills; and Word and Literature Games (tentatively April 23) – Families will create and play original games. Notices will be posted (and available with translation) on the school webpage, emailed via the PTA list, and backpacked home by children to families.

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$6,717.58</u>	<u>\$5872.14. Three teachers, per session rate @ 51.51 per hour (2 hours per day x 19 sessions per teacher) to provide an after-school intensive program for ELLs.</u> <u>\$845.44. One supervisor, per session rate @ 52.84 per hour (2 hours per day x 8 sessions) to oversee an after-school intensive program for ELLs when no other after-school programs are in session.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1361.50</u>	<u>\$1361.50. 5.5 hrs of PD provided by the Center for Integrated Teacher Education.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1208.51</u>	<u>\$1208.51. Purchase of instructional materials which focus on the development of English conversation, vocabulary development, reading, and writing skills for ELLs. Worktexts and supplies for classroom projects.</u>
Educational Software (Object Code 199)	<u>\$1912.41</u>	<u>\$1912.41. Imagine Learning online language support program (partial cost)</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200</u>	<u>September 29, 2014</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 20	Borough Brooklyn	School Number 229
School Name P.S. 229K		

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 Robert Zappulla	Assistant Principal Jared Shapiro
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Yvonne Kam	School Counselor Jessica Kmec
Teacher/Subject Area Kayley Taylor/ ENL teacher	Parent Joanne Susi
Teacher/Subject Area Jonathan Goldman/ ENL teacher	Parent Coordinator Andrea Abrams
Related-Service Provider type here	Borough Field Support Center Staff Member Christine Etienne/Bklyn South
Superintendent Karina Costantino	Other (Name and Title) Linda Palmer/Data & Mentor

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1195	Total number of ELLs	176	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	176	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	104		12	8		6	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	4	4	3			1	2					0
Chinese	14	12	22	16	10	13	13	4	7					0
Russian	1	1		1	1		1							0
Bengali		1												0
Urdu							1							0
Arabic	1	2	8	4	6	3	4	3						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											0
Albanian														0
Other			1		2									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	8	2	7	2	7	1	5	3	2					0
Emerging (Low Intermediate)	2	1	4	1	1	1	0	0	1					0
Transitioning (High Intermediate)	6	4	2	0	3	1	1	0	0					0
Expanding (Advanced)	5	8	10	7	3	5	7	2	1					0
Commanding (Proficient)	0	6	13	15	8	8	6	2	5					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <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				1										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		6	13	15	8	8	6	2	5					0

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

All of the ELLs have their literacy skills and particularly their early literacy development assessed and monitored throughout the year. It is important to have an accurate measure of their current skill sets and to consistently measure their progress. Grades K-2 uses Imagine It, grades 3-5 uses Ready Gen and grades 6-8 uses Pearson Common Core Lit. Each has benchmarks and each teacher uses the programs to establish their literacy benchmarks and determine progress throughout the year. In addition, alternate and individualized assessments are used that fit the needs of the ELLs, especially newcomer ELLs who have skills that are well below their grade levels. The ENL teachers work in conjunction with the classroom and ELA teachers to ensure the individualized assessments and measures are accurate, useful and fit with the needs of the child. Some of these assessments are classroom exams for the ELLs, conferencing with the teacher, writing assignments, reports, reading comprehension exams, research papers, questioning, group assignments and peer editing. All taken together, gives an up to date and accurate view of their skills and their needs.

The school uses this current data to inform instruction, expectations, differentiate and group effectively. Recent ELA, NYSESLAT and NYSITELL data are also analyzed thoroughly, and past ELA and NYSESLAT data are examined for trends. This data is very useful and important initially, but are lagging indicators of current performance levels. PS 229 uses all data available to create appropriate instruction based on the needs of the ELLs.

Upon analysis of the data, many of the ELLs are making the expected gains and level of progress that are expected. Saying this, ELLs face additional challenges and struggles and the data has shown the importance of close coordination and communication between the classroom teachers and the ENL teachers to ensure classroom activities and instructional activities provide the essential scaffolds and levels of differentiation that fit the individual needs of the ELLs. In addition, data has shown that developing strong academic language and common core reading and writing continues to need to be a focus for all ELLs including the former ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns reveal that students are able to do well in the listening modality of the NYSITELL because students are equipped with vocabulary which enable them to respond to the questions properly. The data shows that students do not perform as well on the

speaking modality of the test. This may be due to lack of vocabulary or inhibition with speaking a new language. Students may not have sufficient practice in the L2 at home. The data also reveals that students perform higher on the listening and reading modalities than the speaking and writing portions of the NYSESLAT.

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

Our school uses the Annual Measureable Achievement Objectives (AMAO) to identify trends in English language learner (ELL) achievement. We offer Title III, ELA, and Math after-school programs as well as classroom differentiated instruction (Response to Intervention [RtI] 1) according to student needs.

The data reveals that our school is meeting AMAO 2 status, consistently achieving proficiency. 91% of ELLs scored above the 25th growth percentile on ELA. 99% of ELLs scored above the 25th growth percentile in Mathematics. Long-term ELLs, including students with disabilities, are in need of additional strategies to meet Common Core Learning Standards in ELA and Mathematics as NYSESLAT levels are improving.

4. For each program, answer the following:

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

a. Students are generally stronger in listening/speaking and weaker in the reading/writing modalities across all grades. Newly enrolled ELLs in the upper grades often fare better when tests are taken in their native languages.

b. In place of ELL Periodic Assessments, we rely on information from our school-wide periodic assessments. Students in grades K-2 use McGraw-Hill Imagine It reading program. Students in grades 3-5 use Pearson ReadyGEN literacy for the common core and the Scantron series. The websites that accompany Scantron and Acuity, allow us to create student groups based on their ELL status. Students in grades 6-8 use the Pearson Common Core Literature.

c. Data insights gained from periodic assessments show that our students are having trouble with inferencing, making predictions, and vocabulary. We will re-evaluate these targeted learning goals once the next set of periodic assessments are administered during the winter trimester.

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](#).]

Utilizing the RTI framework, ELLs receive Tier 2 remediation during Title III services offered every Thursday for two hours after regular school hours, throughout the course of the school year. Students are programmed after analyzing NYSESLAT data. Targeted intervention services are updated and adjusted according to student achievement levels – as per standardized and teacher-made assessments.

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

All lesson and unit plans, including curriculum maps, are formatted based on the Universal Design for Learning. Using this methodology, teachers are cognizant of the various learners within their classrooms (including ELLs, SWD, and G&T students). Task differentiation and specificity is designed based on the individual needs of every child within the classroom setting. For entering and emerging ELLs, teachers utilize the Imagine Learning English computer program. The school's integrated/stand-alone ENL teachers are in constant communication with the classroom teachers who have ELLs in their rooms. Push-In ENL teachers assist in co-planning and also co-teach to ensure the needs of the ELLs are adequately addressed and also to impart ENL teaching strategies on the classroom teachers so these strategies can be used at all times.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

Our school is meeting AYP regarding the ELL population. We strive to have our students do well on state examinations, but we also measure our success internally, within our school. We consistently monitor the progress and development of our students inside their classrooms and ensure their needs are addressed by both classroom/content area teachers as well as the ENL teachers. Close coordination between classroom/content area teachers and the ENL teachers is a key. We consistently discuss, articulate, plan, and address the current needs of the ELL population. We individualize instruction based on their needs and we modify and adapt strategies that fit the needs of our current population. We strive for high academic achievement and progress, while always attempting to ensure that the ELLs feel comfortable and secure to make the gains they need. Constant feedback and coordination between all teachers serving ELLs helps the ENL teachers and administration evaluate success.

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.

During the school registration process at P.S./I.S. 229K, parents/guardians of new admits or students who have not been in a NYS public school for 2 or more years are asked to complete the Home Language Identification Survey (HLIS). At that time, a trained pedagogue (ENL teacher) conducts an initial screening by talking with the parents/guardians in order to determine the language spoken, thus giving them the appropriate language-copy of the HLIS. A translator is provided in the home language if the parent/guardian is unable to communicate in English and has not brought a translator with him/her. PS 229 has multiple staff members who are available to translate in the school's major languages, if necessary. In addition, two of the school's ENL push-in/stand alone teachers speak Chinese, which is the language spoken by the majority of the ENL students. If a translator cannot be located, then the NYCDOE translation unit is contacted and translation is provided via telephone. If the HLIS indicates a language other than English and this is confirmed after interviewing both the parent/guardian and the student in both English and the home language — the child is classified as eligible for testing and the appropriate OTELE (Other Than English Language Exposure) code in the box indicated on the survey.

If the student is English-dominant during the interview, then he/she is not eligible for NYSITELL and the ENL teacher documents the result on the student’s HLIS. Parents will be informed that they may request a re-identification process within 45 days of enrollment. If the student speaks little or no English, then the NYSITELL is administered individually. Prior to the NYSITELL being administered, it is determined if the child has an existimng IEP or is in the IEP process and if so, the child's case is referred to the Language Proficiency Team to make an accurate decision about the need for the NYSITELL exam. Any child scoring below the “raw score” on the NYSITELL is entitled to participate in an ENL program. In addition, if a Spanish-speaking child does not reach proficiency in NYSITELL, then the Spanish LAB is administered to determine literacy in the native language.

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).

To determine if the student is a SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment, the school administers the oral interview questionnaire provided by the Department of Education. For those students who have a home language of Arabic, Bengali, Chinese, Hatitian Creole, or Spanish, they would be given the test in their native language using the Leteracy Evaluation for Newcomer SIFE (LENS).

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 who are NYSITELL eligible, the Language Proficiency Team (LPT) must determine whether the student should be administered the NYSITELL. The LPT is comprised of a school administrator, a certified teacher or related service provider with a bilingual extension and/or an ENL teacher, the director of special education and the student’s parent or guardian. A qualified interpreter or mode of communication the parent or guardian best understands must be present at the meeting. The LPT should consider evidence of the student’s English language development, including, but not limited to the HLIS, the student’s history of language use in the school and home or community, the result of individual evaluation of the student including the assessment administered in the student’s home language. Also, information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition eneds, the student must take the NYSITELL. If not, then the NYSITELL should not be administered and recommendation is sent to the principal for review. The final decision is made by the superintendent. The superintendent has 10 school days to accept or reject the LPT’s recommendation. If the superintendent determines that the stuent must take the NYSITELL, the school has 5 additional school calendar dayst o administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student’s cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All ENL teachers are responsible for administering and scoring the NYSITELL, then the ENL coordinator scans the answer document. The non - entitlement letter is sent home to parents/guardians notifying them whether their child is not in need of ENL services after the NYSITELL has been administered. The Entitlement letter is sent home within 5 days of NYSITELL exam and parents are notified they have a right to appeal the ELL status within 45 days.

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).
If the HLIS is other than English and it is determined that the child will not be tested on the NYSITELL exam, the parent/guardian will be notified that they can request a re-identification within 45 days. Also, the classroom teacher will be notified as he/she can also request a re-identification within 45 days. As described in question 4, if a child does take the NYSITELL and it is determined that he/she is in need of ELL services, the parent is notified within the Entitlement letter and verbally at the parent orientation meeting. The ENL coordinator is responsible for ensuring that parents understand the appeal process. Our school is a K - 8 school, therefore we do not have any students over the age of 18.
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.
The three ENL teachers host the Parent Orientation. Parent orientation invitations are sent to the parents of eligible students for the ENL program. At the orientation, parents will view the Parent Orientation Video which explains the three program options, and the video is available in 13 language options. All questions are answered to ensure parents make informed decisions and parents will complete the parent selection forms. Chinese interpreters are present to assist Chinese-speaking parents and translators in additional languages are present as needed. Brochures in Arabic, Spanish, Chinese, Russian and Urdu are distributed to parents.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
To ensure Parent Surveys and Program Selection forms are returned in a timely manner, after student testing and prior to student placement, the parent coordinator and ENL teachers establish the parent orientation to give parents an opportunity to decide upon students' program of their choice. Letters are sent home and phone calls are made to follow up with any parent/guardian who did not attend the initial parent orientation meeting and fill out a parent selection form. After we collect the surveys, we make sure that parent program choice is completed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If the parents of a newly identified ELL are unable to attend the orientation and failed to return the Program Selection Form in a timely fashion, then a letter is sent home with the student, and if necessary, the family will also receive a phone call and additional invitation to have the parent/guardian come in and watch the video and fill out the form in person. If a form isn't returned after many attempts, then it is counted as a choice for the default program, which is bilingual.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL coordinator with the assistance of the ENL teachers sent Placement letters to the students' homes after the parent orientation.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school secures all copies of ELL documents in a locked file cabinet. Original HLIS and program selection forms remain in the cumulative record folder. The ENL coordinator is responsible for maintaining all these records.
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.
At the beginning of the school year, the testing coordinator and the principal set the three dates for the NYSESLAT according to the window given by the state. At parent teacher conferences and prior to the testing period, letters are sent home to inform parents of the testing dates. Before the testing dates, the ENL coordinator will run the NYSESLAT eligibility report to determine who the students are that need to take the NYSESLAT. For the speaking portion, students are being tested individually. It usually takes up to two weeks to finish the entire speaking portion of the NYSESLAT. All ENL teachers are responsible for administering the written portions of the NYSESLAT in small groups. Every child required to take the NYSESLAT will take the exam. After the speaking portion, the NYSESLAT is administered on three consecutive days within the testing window. The testing coordinator works together with the ENL teachers. Everyone double-checks one another and collects, packs materials, ensures that all tests are accounted for, and all students completed the entire test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL coordinator with the assistance of the other ENL teachers sent the continued entitlement and transitional support parent notification letters home on the first day of school.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
A trend over the past few years indicates that approximately 95% of our parents request a freestanding ENL program through Parent Survey and Program Selection process. Parents/guardians often indicate their request for full immersion in an English-speaking environment and the desire that their children become able to communicate with their English-speaking peers as soon as

possible. Thus, program models being offered at our school are aligned with the requests made by the vast majority of parents/guardians.

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.

All current ELLs and commanding students who passed the NYSESLAT in the last two years within the same grade are placed in a heterogeneous class within a Freestanding ENL program. An ENL teacher, along with a common branch (K-6) or content area certified (7-8) teacher will provide 180 minutes of integrated ENL instruction per week to entering to expanding ELLs ENL teachers meet with the common branch or content area teachers and they plan, discuss, and create lessons together they work collaboratively in the classroom to assist the language needs of the students. The ENL teachers not only assists the students but models appropriate ENL methodologies for the classroom teacher to use when the ENL teacher is not in the room. In addition, the ENL teachers will provide 180 minutes of stand-alone ENL instructions to entering and emerging students per week. The ENL teachers asses the individual language needs of each child using a variety of measure. Some examples are NYSESLAT leverls, NYSITELL levels, reading and writing exams, group work, classroom performance, state exams, current vocabulary tests, writing samples and conferences. The ENL teachers use the results to create lessons tailored to the individual language needs of the their students.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

Entering/Emerging students will receive 180 minutes of standalone ENL plus 180 minutes of integrated ENL. Transitioning students will receive 90 minutes of standalone ENL plus 90 minutes of integrated ENL. Expanding students will receive 180 minutes of integrated ENL. Commanding students will receive 90 integrated ENL.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In standalone ENL, instruction will be given in English. Content is made comprehensible to students by the use of visual aids, scaffolding strategies, vocabulary building, and modeling. In integrated ENL, instruction will also be given in English. ENL teacher will work closely and collaborate with the homeroom teacher on lesson planning and intruotional strategies. Kindergarten to second grade use Imagine It ELA program. Third to fifth grade use the ReadyGen ELA program. Sixth to eighth grade use the Pearson Common Core Literature. In addition, supplemental materials are used to help differentiate lessons with beginning to transitioning students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All newly admitted Spanish speaking students taking the NYSITELL are given the Spanish LAB exam. This offer the most definitive evaluation.

Regarding all other ELLs, while a formal evaluation is not required as the school does not have a Transitional Bilingual program or a Dual Language program, there are a number of reasons why it is educaitional sound to determine how fluent an ELL is in their native language. Reseach has shown that a student who is literate in their first language has an easeir time learning a second language. Also, part of the ENL program is promoting native level support. One needs to have an understanding of a student's language ability in the native language to provide appropriate materials an levels of support. If the student is in grades 3-8, depending on their native language reading ability, they will be eligible for testing accomodations like a word-to-word bilinugal dictionary/glossary or possibly a translated version of the exam in their native language. An additional reason involves student grouping. There are times when students are grouped together, especcally if they are new admits, based on the ability to speak the

same language and there are times when students are separated, especially if they are not progressing, because they aren't taking enough risks with English if they are surrounded by students who speak their language. A final reason has to do with translation purposes.

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

All four modalities of English acquisition are evaluated on an ongoing basis throughout the school year. At the beginning of the year, or upon entry, NYSESLAT and NYSITELL modality scores are thoroughly analyzed. If students have taken the NYSESLAT in the past, their scores are compared for growth. Classroom teachers and ENL teachers analyze and discuss data to determine strengths and weaknesses in all four modalities and influence instruction. Writing assessments are given at the beginning and end of each unit of study, with "On Demand" pieces available to track growth. Reading comprehension is consistently evaluated using unit assessments, Scantron Performance Series, classroom exams, conferences, participation, and writing journals. Data is analyzed and growth is evaluated, and instruction is then targeted based on student performance and needs. Listening and speaking are assessed continually during the school year, measured through conferences, storytelling, debates, and other listening/speaking interactions.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. We have no current SIFE students at this time but all measures are taken to identify potential SIFE students and once identified, additional targeted instruction is given to the child to help overcome academic weaknesses.

b. Newcomers receive instruction on phonics, vocabulary building and grammar skills. They are able to utilize the Imagine Learning English interactive computer program in various classrooms during advanced reading and writing lessons. ENL teacher is then able to track their progress on the computer program. Steps are taken to ensure the child feels comfortable and the classroom atmosphere is conducive for the acquisition of English skills. Discussions are held with the general ed teacher to ensure the child's needs are met when the ENL teacher isn't present.

c. Developing ELLs are generally able to perform grade appropriate work with scaffolding during the instruction such as using context clues and defining academic vocabulary.

d. Long term ELLs require motivation and need to be challenged academically in class. Analyzing academic data trends and conversations with the child's prior teachers help isolate the reasons why the child hasn't reached English proficiency. Steps are then taken to ensure the student receives academic support in the areas he/she needs it most. The instructional focus for long term ELLs tend to be intensive reading and writing skills.

e. Former ELLs receive 90 minutes of ENL services in an integrated setting. They have lingering language needs and these needs are identified based on the measures described earlier in the LAP. These students receive targeted instruction based on the needs identified. They are also thoroughly involved in all classroom activities. Since they are former ELLs, and have demonstrated English proficiency, they are given differentiated instruction that is challenging and engaging while also focusing on improving areas of weakness.

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.

Between 6-12 months, the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member, the parent and the student. If the principal believes the student may have been adversely affected by the determination, the school will provide additional support services to the student. Discussions will be held with the classroom teacher and the ENL teacher will remain involved to ensure the correct academic decisions have been made.

If the child is re-identified as an ELL he or she will receive all the Part 154 mandated ENL services and all the instruction an ELL will receive. The child will be monitored closely and his or her academic needs will be addressed.

If the child is re-identified as a non-ELL his or her's academic progress will be consistently monitored to ensure the decision was the correct decision and ensure the child's academic needs are addressed.

In both cases the ENL teacher, the classroom teacher, and the principal will discuss the child's academic progress on an ongoing basis.

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?

Within the Imagine It! Program for grades K-2, ReadyGen for grades 3-5, and Pearson Common Core Literature for grades

Chart 6-8 there are specific RTI strategies and methodologies that the teacher implores for ELLs and SWD. Further differentiation occurs based on recorded data from formative and summative assessments that is used to create flexible groups within the classroom setting. Consistent communication and articulation occurs between the special ed teachers and the ENL teacher to ensure the academic needs are being addressed in the classroom from a language perspective.

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?

Utilizing flexible programming guidelines, ELL students are programmed to maximize ELA instruction with push-in services and pull-out instructional sessions during minor subject assignments and/or enrichment activities. This methodology provides ELLs with the optimum amount of time to receive instruction from their primary teachers as well as additional support from ELL service providers that work in smaller groups to meet the individual needs of each student (as per their IEP).

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	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(u) 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.

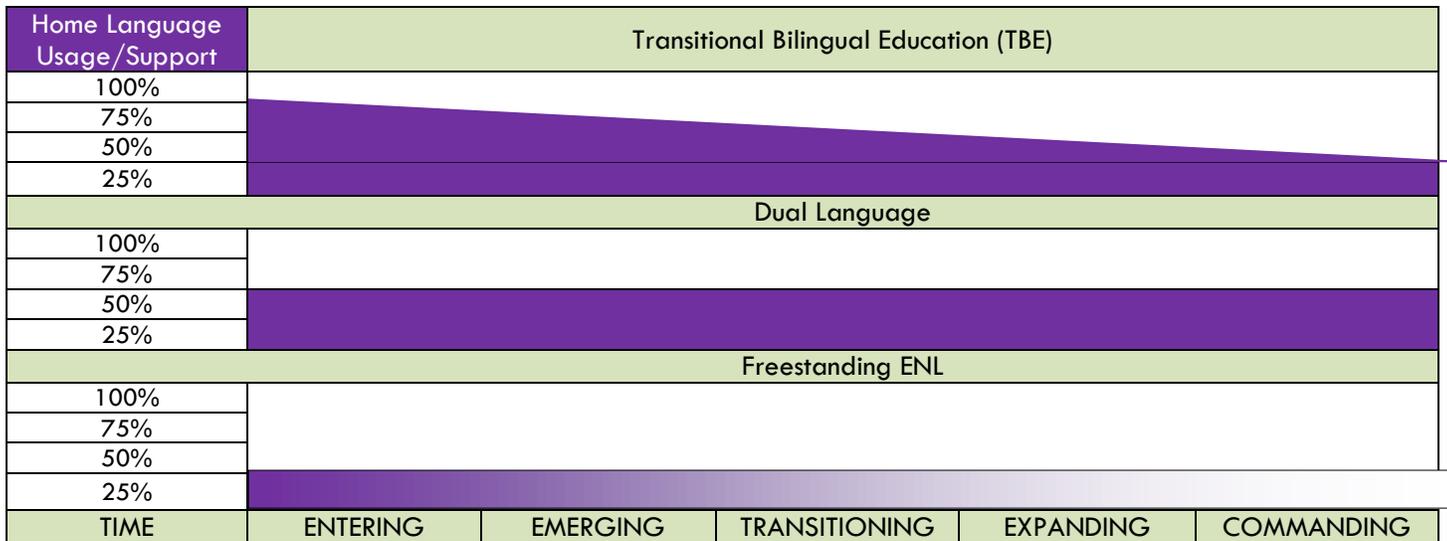


*Note: “other approved services” does not apply to New York City at this time.

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. PS/IS 229 makes use of all forms of data available to make informed decisions about students and to highlight their educational needs. These tools include Scantron Performance Series results 3-8, Student Performance tasks K-2, ATS reports, The AMAO tool, teacher observations, portfolio and student work samples, teacher articulation, classroom exams, and student interviews. Data retrieved is closely scrutinized for trends, comparisons, current levels, and ongoing progress.

Once teachers have an accurate understanding of student needs, a number of intervention programs are offered to ELLs. One available option this year will be the Title III ENL After School program. This program's intent is to target student's particular academic needs and address academic weaknesses. All at risk ELLs will be invited and every effort will be made to assure attendance.

All intervention programs are conducted in English. In addition , targeted ELLs will be invited to the expected ELA and math after school program.

Once a student is receiving targeted intervention services, he or she is monitored very closely. These are the primary targeted intervention programs with names attached, but consistent targeted intervention is happening daily in the classrooms through differentiated RTI instruction.

Classroom teachers consistently make modifications and adapt lessons based on the different needs of the students. Teachers are trained to use differentiation as much as possible and provide RTI directly to the ELLs in their classes.

For example, a Beginning/intermediate level ELL who took the ELA for the first time and received a level 1 would be in a targeted group within their classroom targeted specifically to students with similar academic needs. He or she will also be invited to attend the Title III ESL after-school program and be in a group made up of other ELLs who are taking the ELA but are still learning basic academic vocabulary and are struggling with literacy skills.

Common planning occurs to differentiate and scaffold instruction. The ENL teacher also models lessons and provides training so the content area classroom is a rich environment for the ELLs to learn and acquire language. Teachers assist students in becoming familiar with the terminology used on the NYS examinations. In each of the academic areas (mathematics, science and social studies), students are introduced to vocabulary through visuals and translations when available. We provide translated versions of the standardized tests for our Chinese and Spanish speaking ELL students who are more literate in their native languages so that they may demonstrate their content knowledge on the State Math, Science, and Social Studies tests rather than have their results influenced by a lack of English proficiency.

As for Commanding students who have reached the proficiency level on the NYSESLAT (former-ELLs), the transitional plan is for student to participate in Academic Intervention Services (AIS), if necessary, which is offered daily during the school day in order to strengthen the children's English-language listening, speaking, writing, reading skills. These students also are invited to the Title III ENL after-school program and receive RTI in the classroom.

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

P.S./I.S.229 analyzes the AMAO tool to determine the overall effectiveness of the ENL program and to identify areas of weaknesses and concerns. According to the AMAO measure #2, 29.52% of ELLs attained proficiency on the 2015 NYSESLAT whereas the state Title III AMAO target was 15.6%. This is almost double the state target level and has been consistent for the past 7 years. In addition, our K-8 school only has 1 long-term ELL. We noticed the weaknesses in our school are that there are 19 students with 2 or more years of service who scored at first quartile on the NYSESLAT. There are also 19 students with at-risk level 3 or greater. Many of these students have IEPs, but after reviewing all students data, it revealed weaknesses in reading and writing skills. These skills are addressed through targeted common core reading and writing instruction with the emphasis on academic language.

The ENL teachers are in constant contact with the content area and classroom teachers to monitor student performance, discuss and model ENL methods, and common plan. Discussions are held to ensure students are making progress and the ENL program is effective. Formal and informal data is analyzed numerous times within the school year and long term trends within data are analyzed as well. Additional conversations are held with content area/classroom teachers to gauge progress as all progress isn't measured through standardized data. Modifications are made when data shows progress isn't being made. New York City Performance Tests/Tasks are used to track student progression and development – leading to differentiated instructional practices that extend within the general classroom setting and pull-out program to maximize student performance levels. Accountable talk

and think-pair-share strategies are used in small group ENL instruction to allow for speech and language development to consistently improve over time.

The current and former ELL population is shared with the entire school staff and ENL Professional Development is given on a monthly basis to all teachers. This will be discussed in detail in a later section.

Based on the analyzation of the academic data and based on the close coordination between the ENL and content are/classroom teachers, PS/IS 229 currently has an effective ENL program.

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

To further enhance the educational experiences of our ELL's, after school programs will be offered that are geared toward meeting their specific needs. Classes will be arranged in small groups based on skill level (with the flexibility to transition between groups as skills are mastered). In addition, the adoption of ReadyGen and Pearson Common Core Literature curricula provide specific instructional initiatives for ELL's that are worked on throughout the course of the regular school day and followed through with small group instruction during extended day classes - geared toward ELL enhancement. We are also anticipating creating an after school program for newcomers as a means to provide additional language and instructional support.

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

N/A

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

The school provides ELLs with equal access to various after-school programs, such as theater workshop, ballroom dancing, band, orchestra, visual arts, writing workshop, NIA, CHAMPS, chorus, and Title III after-school programs. ELLs are encouraged to participate and provisions are made so letters, materials, and translation is provided so the students and parents/guardians will feel comfortable and be more likely to participate. The ENL teachers become involved in encouraging and monitoring participation. Parents/guardians are contacted via telephone during parent engagement time and the multi-lingual translation team is involved with making phone calls. Student participation helps develop confidence, friendships and contributes to the development of academic and social English.

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.

Throughout the school, we use the Imagine It!, ReadyGen and Pearson Common Core Literature literacy programs (which include strategies for ELLs), and Go Math with its hands-on activities and math word walls. The NYC Science and Social Studies core curriculum text-based programs also offer teaching recommendations for ELLs. Students use Imagine Learning English which is an interactive computer program in English and 15 different languages which focuses on grade-level spelling, phonics, grammar, listening and reading comprehension, in addition to conversational skills. ELLs are given the DOE word to word bilingual glossaries in their native languages to use in their classrooms and a second copy to use at home. Students have access to word to word bilingual dictionaries to use in their classrooms and to use on the state exams. The library has native language books available and the ENL teachers have native language books in their classrooms. Students are encouraged to maintain the home language and also are encouraged to submit academic work in their home language in conjunction with English. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school.

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

Teachers provide buddies/partners who speak the same native languages for newly enrolled ELLs. Teachers in the building who speak various native languages also serve as translators for newly enrolled ELLs. The school library provides bilingual and native language books in the ELLs native languages. The Imagine Learning English computer program also provides native language support for newcomers. In addition, ELLs are provided with bilingual dictionaries in the classroom if needed. Please see question 15 for additional information.

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

The main focus of our ENL program is to help students acquire English as fast as they can and to get them ready to function independently in the classroom. Beginners learn basic communication skills (so that they may interact with their peers and staff more easily) and fundamentals of English-language acquisition, whereas the intermediate and advanced students focus more on their individual English-language acquisition needs—generally involving the reading and writing strands of the Common Core Standards. Teachers across the school help ELLs by using ENL strategies such as modeling, using visuals, big books and picture books for read alouds and vocabulary development, using authentic materials for show and tell, using graphic organizers such as Venn diagrams, webs, T-charts, semantic mapping, story mapping, KWL charts, collaborative research projects, journal writing, choral and guided reading, plus games and role-playing.

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).

Our school assists newly enrolled ELLs and their parents through open house and orientation at the beginning of the school year. ELLs and their parents have the opportunity to ask any questions they might have regarding various ENL programs and the school in general. The parent coordinator is present at the orientation to assist parents as well.

19. What language electives are offered to ELLs?

Spanish.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
PS/IS 229 offers ELL Professional Development the last Monday of every month. All teachers, guidance counselors, related service providers, assistant principals and secretaries are invited. Jakaila Consulting is the name of the company and a former Principal/ENL teacher provides all the training sessions. Each month a new topic, which includes a power point presentation, is presented to train the staff about ENL methods, curriculum, English acquisition theories, successful ENL classroom and co-teaching methods. Some prior ELL PD sessions were titled "Understanding the ELL Student", "Challenges for ELLs in ELA" and "Implications of CCSS".

Scheduled dates of PD sessions are: 9/28, 10/26, 11/30,12/21, 1/25, 2/29, 3/28 and 4/18.

New teachers are also sent to special professional development days sponsored by the network or Department of Education for ENL training. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. ENL teachers are also a resource for all teachers on the staff as they constantly model appropriate ENL methods and work closely with the classroom teachers to ensure they are addressing the needs of the students.

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?
Teachers of ELLs are encouraged to attend outside professional development workshops provided by OELL and training sessions relating to language development and how common core curriculum can be integrated into the ENL programs. They also attend workshops that showcase new research related to second language acquisition. Some PD workshops attended featured RTI in the classroom, new ELL strategies, video clips of best practices, utilizing self reflection, and scaffolding strategies. Teachers of ELLs and particularly the ENL teachers then turn-key the information they learned to the classroom/content area teachers so all staff is on the same page and all staff is familiar with current ELL strategies, differentiating for the ELLs in the classroom, aligning curriculum to the Common Core standards, making the curriculum accessible to the ELLs based on their language needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teachers work closely with the school guidance counselor to ensure all ELLs and their families make informed decisions about schools they would like to attend. Information is provided to ensure the students and their families complete the applications correctly and on time. Parents/Guardians are contacted by the language translation team to ensure they have an accurate understanding of the process and and parents/guardians are informed about open-houses they can attend.
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.

As described in Section V B2, specific ELL professional development takes place on the last Monday of each month. As described earlier some activities teachers did within the PD workshops were current ELL strategies, video clips of best practices, utilizing self-reflection, scaffolding, making academic language comprehensible, effective grouping, encouraging classroom participation, differentiating, vocabulary games, team teaching/common planning, and creating an environment for language acquisition.

Agendas and attendance are maintained by the administrator and kept in the main office. In addition, throughout the course of the day, ENL teachers are modeling ENL strategies when pushing into classrooms and are consistently articulating with classroom teachers regarding the strategies they can use with the ELLs in their rooms.

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?

Teachers will have ongoing individual meetings with parents of ELLs on Tuesdays after school during parent engagement time, to discuss goals of the program, language development progress, language proficiency assessment results and language development needs. Qualified interpreters will be provided by the school if needed. The school has a multi-lingual school translation team that is available for individual meetings and phone calls. The school members on the translation team represent the main languages in the school.

The school has an annual individual meeting where the ENL teachers will meet with the parents individually to discuss goals, language development progress, language proficiency results, and language development needs.

Question #2 - Please see below question. Attendance and agendas are kept with the school's ENL coordinator. The school's parent coordinator, Andrea Abrams is responsible for parent outreach. The parent coordinator works closely with the ENL team and the school translation team to ensure meetings, phone calls, school letters, and guidance issues are translated and a language issue doesn't impede parents/guardians' school involvement or understanding.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement for all families including families of ELLs is highly encouraged through membership on the PTA, its executive board and sub-committees, by election to the School Leadership Team, and as a trained volunteer in the NYC Learning Leaders program. Workshops are planned for all parents but in particular, the parents/guardians of ELLs to encourage parental involvement and to develop a strong relationship with the school. Translators are present at meetings and workshops so language isn't a reason to not attend. Measures are taken so the parent's of ELLs feel comfortable and accepted into the school community. Some potential ELL workshops deal with ways to learn English together at home as a family, keeping up with classroom assignments for struggling students, strategies to learn English and ways to communicate with the a child's teacher and school community if English isn't spoken well. In addition, parents are strongly encouraged to join their children on school trips and to come on trips geared to the ELLs. Activities are held to get the parent's involved and to raise money for the school. Some activities are the school Carnival, PTA Auction Dinner, Harvest Walk-a-Thon, The Spring Concert, and the Art Show. In addition, the ELL families are invited to all school wide workshops. Some workshops that were already held this year were Curriculum Night, Middle School Application Process workshop, High School Application workshop and a Leap workshop.

The Parent Coordinator is involved with all the workshops. She ensures the content, materials, publicity, and oral presentations are translated when possible and in the home language of the parent's attending. She also works closely with the ENL teachers to find out translation needs and uses the school translation team as well.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/IS 229 partners with a community based organization called NIA. This organizations offers a comprehensive after-school program and many current and former ELLs attend. It is both academic and social and helps foster school involvement and also gives the students additional exposure and practice with English. It is open to the entire school population and the ELLs and former ELLs are well represented. The staff is multi-lingual and that adds a layer of comfort to the children and their families.

In addition, PS/IS 229 values the arts and values the community. The school has had a Learning Through Expanded Arts Program (LEAP) where the students created an artistic exhibition and gallery within the school and a portion was displayed at a large financial institution in Queens. Also, during Halloween, PS/IS 229 partners with local businesses and the students paint storefronts for Halloween decorations. ELLs are represented in the programs and parents are invited to see the results.

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

We evaluate the needs of parents through our own PTA-sponsored family survey. We also analyze the responses from the Department of Education's Learning Environment Survey in order to address the needs of our parents and provide them with services. In addition, blue cards and HLIS provide additional information. Finally, parent orientations, meetings, and conferences are held and questions are asked to identify parent needs not addressed.

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

Our parental involvement activities are geared to the needs expressed by the parents and their children. These include orientation to classroom and ENL programs, and interpretation services during parent-teacher conferences and meetings throughout the school year. Our parent coordinator schedules both daytime and evening meetings throughout each phase of the Middle School selection process. Please see the answer for question # 3 for further details. Also, many parents/guardians have expressed interest in the middle school and high school applications process and translators have been provided at these workshops so they will have access to the same information.

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: P.S. 229K**School DBN: 20K229**

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)
Robert Zappulla	Principal		10/26/15
Jared Shapiro	Assistant Principal		10/26/15
Andrea Abrams	Parent Coordinator		10/26/15
Yvonne Kam	ENL/Bilingual Teacher		10/26/15
Joanne Susi	Parent		10/26/15
Kayley Taylor/ENL	Teacher/Subject Area		10/26/15
Jonathan Goldman/ENL	Teacher/Subject Area		10/26/15
	Coach		1/1/01
	Coach		1/1/01
Jessica Kmec-Meli	School Counselor		10/26/15
Karina Costantino	Superintendent		10/26/15
Christine Etienne	Borough Field Support Center Staff Member _____ Brooklyn <u>South</u>		10/26/15
Linda Palmer	Other <u>Data/Mentor</u>		10/26/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 20 **School Name: P.S. 229K**
Superintendent: K. Costantino

Before you begin, please check the following:

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

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

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

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

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

P.S. 229K is a diverse PreK-8 school with many parents/guardians who speak a language other than English at home. This diversity contributes to a rich educational atmosphere, but also presents many challenges. Effective communication with parents is one of the many challenges. According to an October 2015 ATS Home Language Report, English is the home language of 48% of the families at the school. We recognize the importance of parent involvement in their child's education and continues to strive to eliminate communicational barriers between parents and the school.

These are some formal and informal measures that are currently in place to identify translation/interpretation needs:

- Every child in the school has a Student Emergency Contact card (aka "blue card") on file filled out by their parents/guardians. The blue card has a specific section where the parents must specify their preferred written and oral language of communication. The parents receive these cards initially at their child's registration and during the first week of school when blue cards are updated. The cards are distributed in English and translated cards are distributed in the child's home language. If a student's home language is not represented on one of these translated blue cards, then all efforts are made to find a translator to assist. Results of completed blue cards are tabulated to share with staff members.
- The school also has a multi-lingual in-house translation team comprised of school staff. The team has members that are fluent in the vast majority of the languages spoken by the school population (Chinese, Arabic, Spanish and Russian).
- Often, the parent/guardian brings in a family member, neighbor, or other advocate to assist with translations.
- A number of multi-lingual parent volunteers are willing to assist with advance notice. - In addition, there are times when the NYCDOE Translation Unit is contacted and provides translations and assistance.

Home Language Information Survey (HLIS): Upon entry into the NYC DOE, every new student's family is given (in English and in the appropriate home language) the HLIS as part of the registration welcome

kit. Like the "blue cards," there is a section on the HLIS asking the caregiver to state the preferred written and oral language of communication. If a student transfers into the school from an existing NYC school, the HLIS is sent from the prior school and is examined upon arrival. The HLIS and the blue cards are the formal indicators for both the school and individual teachers to meet the particular translation needs of parents/guardians.

As in any school environment, there are times when staff members end up speaking or meeting with other family members in addition to the parents/guardians. The blue card or HLIS might indicate the parent/guardian's preferred language of communication, but a grandparent for example, might require an interpreter. Teachers, administrators, and office staff often have to informally speak with (sometimes with the help of an interpreter) the students and caregivers to find out if there are any additional translation needs that are not mentioned on the blue cards or HLIS. In addition, at the beginning of every school year, teachers inquire of their students if there are any translation needs to support the home-school connection.

Using these formal and informal methods, staff members throughout our school community seek to have an accurate account of the preferred language of communication of our students and their families.

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

The majority of parents have chosen English as the preferred language of communication. Fifty-five percent (55%) of the school population is of Chinese descent, with many choosing Chinese as their preferred language of communication. The other language preferences are: Arabic, Spanish, Russian, Polish, Urdu, Turkish and Portuguese.

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.)

To facilitate family engagement with the school, support their child's education, and to ensure non-English speaking parents/guardians are as informed as English-speaking parents, P.S. 229K has a number of established procedures in place. As described earlier, we have an existing multilingual in-house translation team to provide written and oral translation/ interpretation services. The team has members who are fluent in Chinese (Cantonese and Mandarin), Arabic, Spanish, Russian, Italian, Hungarian, Hebrew, Greek and Albanian.

P.S. 229K makes use of existing written DOE translated documents that can be ordered or downloaded.

All DOE provided parent translation letters are utilized by the school. If DOE provided translated documents are not available for a particular situation, in accordance with Chancellor's Regulation A-663, the in-house translation team consisting of staff members attempt to provide written translations.

If the documents/notices cannot be translated in-house by the translation team, then the school will attempt to use the NYCDOE translation unit, translators from other schools within the district, or outside vendors. All documents and handouts will be distributed in a timely manner giving parents/guardians ample time to read and ask any questions that may arise.

-- Letters and documents from the school will be translated into the family's home language, such as those regarding upcoming city/state exams, commendation or discipline notices, potential holdover notices, notices of important parent meetings, trip permission slips, school policies and guidelines, registration and transfer information, curriculum information, etc...

-- Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms.

-- Teacher-generated letters will be translated into the family's home language.

-- Report cards are sent home along with translations in caregivers' requested languages. "Blue cards" are distributed in eight different languages.

-- Letters, forms, and important meeting schedules about the middle and high school application/admission process will be translated into the family's home language to ensure parents have adequate information to make informed decisions.

-- State test information will be distributed in the family's home language so parents will know exactly the importance of the tests, the schedules of the exams, and how children can prepare for the examinations.

-- The School Assessment Team (SAT or, also sometimes called, SBST) and guidance counselor will have sensitive forms or letters translated into families' home language that are not otherwise provided.

-- Notices will be sent home prior to parent-teacher conferences asking the caregivers' if they require translation services during the conference. The school shall also seek outside vendors to assist on these days, as necessary.

-- Signs are posted throughout the school in the DOE-covered languages for parents'/guardians' convenience.

When translation or interpretation needs arise, staff are asked to notify the school office or members of the in-house translation team with the request. The services will then be arranged in a timely fashion.

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.

Ongoing discussions are held with families, the parent coordinator, Parent-Teacher Association (PTA), secretaries, teachers, paraprofessionals, students, and the school administration. Through these discussions, the following occasions have been identified:

-- Parent orientation meetings

- Parent-Teacher Conferences
- Parent Association Meetings
- Emergency contact situations
- Administration/parent meetings
- Test preparation parent meetings
- Annual Middle School Open House for prospective 6th graders
- Application process to middle and high schools
- Caregiver meetings and phone calls with staff members
- Workshops
- Individual registrations including Home Language Survey and interview process
- Special Education meetings
- School safety meetings and issues
- Legal and disciplinary matters
- Registration

These oral interpretation services will be provided to the families and students by multi-lingual in-house school staff, or through the NYCDOE translation unit, multi-lingual school employees in surrounding schools, parent/guardian volunteers, or outside vendors.

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.

Written communication will be translated and distributed in a timely manner giving parents/guardians ample time to respond, ask questions, or fit a future date into their schedules. Using the school's translation needs database, all translated documents/forms that are downloadable via the DOE will be used. Any document/form that isn't accessible via the DOE--or documents/forms that are particular to P.S. 229K--will be translated via the school's multi-lingual translation team. If this isn't possible, then the school will use the DOE Translation and Interpretation Unit or an outside vendor. All efforts will be made to provide parents/guardians with documents/forms in their preferred language of communication and in a timely manner.

Our school website and Pupil Path also provide opportunities for communication to families in their preferred languages by providing site-created translations of webpages and emails.

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.

At every registration, parents/guardians fill out the Home Language Information Survey and are interviewed by one of the ENL teachers. At this point, an interpreter is provided, if needed, either from the in-house multi-lingual translation team or via an over the phone translation through the Translation and Interpretation Unit. The in-house multi-lingual translation team has members that are fluent in the languages identified by the majority of the student's families. In addition to registration, a multi-lingual translation team member is present for the other identified interpretation needs all identified in Part B.

P.S. 229K appreciates and consistently uses the help of school volunteers and bi-lingual members of our community who have always been willing to assist. If necessary, outside vendors will also be utilized as the need arises.

P.S. 229K partners with the community-based organization, the Neighborhood Improvement Association (NIA), which conducts after-school programs on the premises. Chinese-speaking instructors from the NIA may also assist with family communication.

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.)

The existence of the DOE Translation and Interpretation Unit and the multi-lingual in-house translation team are listed in the School Handbook distributed at the beginning of the school year. The staff has also been notified verbally by the ENL teachers when discussing helpful resources available to teachers. The phone number of the Translation Unit is easily accessible and the multi-lingual in-house translation team is posted for the teachers. In order to minimize and simplify all communication needs between parents/guardians and the school, supports will be presented/discussed at staff conferences and as part of our last Monday of the month series serving our English language learners. All teachers and staff receive a copy of the DOE "I Speak Language Card" which includes important phone numbers and websites that parents can access for translation 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

The welcome poster is displayed in all covered languages at the main entrance. The Parents' Bill of Rights and the Parents' Guide to Language Access are displayed and accessible in the main office. The Language ID Guide is located at the security desk and also in the main office.

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)

It is important not only to identify the preferred language of communication, but also to determine the unique needs of the various populations within our school community. Each year, there are ongoing meetings and informal discussions held among staff, including the administration, teachers, paraprofessionals, parent coordinator, PTA, School Leadership Team, and students to identify any additional communication challenges and translation/interpretation needs of non-English speaking caregivers. The school attempts to be proactive and addresses any new concerns that arise.

P.S. 229K encourages feedback. The ENL teachers are in close contact with all staff, including the teachers and the administration, attempting to bridge any communication gaps between caregivers and the school. The Parent Coordinator and the PTA provide feedback regarding families' needs to the administration and to the School Leadership Team (SLT). The SLT addresses the school's communication services, as well as reviews related data in the annual School Survey.

In collaboration with the School Leadership Team and the Parent-Teacher Association, the parent coordinator will form a focus group inclusive of all the cultures and languages represented in our community to gather feedback and best practices for communication with P.S. 229K families. We strive to be open and inviting, promoting an atmosphere where all may feel welcome and comfortable in sharing their communication needs.