



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>18K233</b>
<b>School Name:</b>	<b>P.S. 233 LANGSTON HUGHES</b>
<b>Principal:</b>	<b>DENEAN STEPHENS-SPELLMAN</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Langston Hughes School School Number (DBN): 18K233  
Grades Served: Pre-Kindergarten – Fifth  
School Address: 9301 Avenue B Brooklyn, New York 11236  
Phone Number: (718) 346-8103 Fax: (718) 345-3078  
School Contact Person: Tanisha Allen Email Address: TAllen10@schools.nyc.gov  
Principal: Denean Stephens-Spellman  
UFT Chapter Leader: Gail Ericson  
Parents' Association President: Nicole Campbell  
SLT Chairperson: Nicole Campbell and Allen Abelson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Richard Karim  
Student Representative(s):

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 East 95<sup>th</sup> Street Brooklyn, NY 11236  
Superintendent's Email Address: BWilkin@schools.nyc.gov  
Phone Number: (718) 566-6008 Fax: (718) 649-7074

**Borough Field Support Center (BFSC)**

BFSC: South Brooklyn Director: Cheryl Watson-Harris  
415 89<sup>th</sup> St. Brooklyn, NY 11209 or 4390 Flatlands Ave. Brooklyn, NY  
Director's Office Address: 11234  
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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denean Stephens-Spellman	*Principal or Designee	
Gail Ericson	*UFT Chapter Leader or Designee	
Nicole Campbell	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Richard Karim	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	
Alen Abelson	Member/ UFT	
Janice Sydney-Smith	Member/ UFT	
Jennifer Humphrey	Member/ UFT	
Mary Evans	Member/ UFT	
Melissa Layne	Member/ UFT	
Noelle Gold	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fusha Daley-Nelson	Member/ Parent	
Latoya White	Member/ Parent	
Nicola Bushell	Member/ Parent	
Nigel Powell	Member/ Parent	
Tonya John	Member/ Parent	
Shermaine Faria	Member/ Parent	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED's Six DTSDE Tenets**

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

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

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

### **NYCDOE's Quality Review (QR)**

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

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

## **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Public School 233The Langston Hughes School is located in the East Flatbush section of Brooklyn, New York. Our Pre-kindergarten through fifth grade school serves a population of approximately 540 students from culturally diverse backgrounds. The community is home to many families from the Caribbean countries of Guyana, Trinidad & Tobago, the Dominican Republic, Haiti and the island of Jamaica. Public School 233 is a Title I school. While we have been designated as a Focus school, we have made progress with our target population for three consecutive years. We have met all of the criteria for removal within our control.

Our mission statement is as follows:

The Langston Hughes School Community shares the responsibility for providing every student with a high quality curriculum, standards driven instruction, nurturing environment, and support for social development.

All of our students will be empowered to meet or exceed academic standards so that they can utilize their talents and gifts to become productive members of society.

Current strategies for instruction in English Language Arts include the implementation of a comprehensive literacy approach using the balanced literacy model for reading. Our students are provided with opportunities to experience independent/paired reading, shared reading, guided reading, literacy centers, writer's workshop, interactive read-alouds, word study, and teacher/student reading and writing conferences. This work is done using Journeys in grades K through 2 and Expeditionary Learning in grades 3 through 5 as the primary literacy programs. Pre-kindergarten uses the Creative Curriculum program.

Go Math is the primary vehicle for math instruction in the school. It is aligned to the Common Core Learning Standards and focuses on skills and strategies that provide students with opportunities to develop mastery through practice.

Science education at PS 233 offers students various ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model a scientist's method of investigation, study plants, and recycle through "hands-on" activities and an inquiry based approach that incorporates scientific thinking processes. We participate in the Garden to Table program and have an ever-growing focus on sustainability.

The primary focus of the social studies instructional program is on authentic research. We follow the New York State Core Curriculum and work to provide students with a higher level of understanding of history and the world around them. Technology is infused into all curricular areas through the use of classroom computers and our computer lab.

The arts program at P.S. 233 offers students experiences in music, dance, and visual arts. Students are given instruction in music and art beginning in pre-kindergarten. Selected fourth and fifth graders can participate in chorus. Our partnership with Arts Connection allows students in grade three to be tested for our violin program. Selected students receive instruction through grade five. The Ifetayo Cultural Arts Academy affords our students the opportunity to study African dance and drumming. The paraprofessionals in our building give of their time to work with the children as well. We have a Lunchtime Art Club that allows students to create arts and crafts projects during lunch. The Artisan Club teaches students to make jewelry and crochet. Their pieces are sold and the proceeds donated to support Senior activities.

Parent involvement includes an active Parent Teacher Association and a Parent Coordinator that is employed by the Department of Education. We offer parent workshops, parent outreach, and a Parent/Teacher Book Club. Parents also participate in and are active members of our School Leadership Team where they share the decision-making responsibilities for the education of their children.

## 18K233 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	526	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	83.1%	% Attendance Rate		92.0%
% Free Lunch	83.3%	% Reduced Lunch		6.4%
% Limited English Proficient	2.2%	% Students with Disabilities		16.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		95.4%
% Hispanic or Latino	3.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.75	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.6%	Mathematics Performance at levels 3 & 4		21.9%
Science Performance at levels 3 & 4 (4th Grade)	88.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Our teachers collaborate to plan units of study and performance tasks. However, in order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 we need to:</p> <ul style="list-style-type: none"> <li>o Develop and implement protocols and monitoring systems for revising the CCLS-aligned Journeys, Expeditionary Learning and Go Math units of study, tasks and rubrics to incorporate scaffolds and sequenced skill development to support struggling students, particularly English language learners and students with disabilities.</li> <li>o Focus collaborative planning time on the use of formative data and student work to adjust unit and lesson plans to provide appropriate scaffolds and extensions to ensure all students receive data-informed instruction to improve student learning.</li> </ul>		

**Part 2 – Annual Goal**

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

By June 2016, school leaders and teachers will develop, and implement protocols and monitoring systems for reviewing units of study, tasks, and rubrics to deepen alignment with the CCLS and content standards. The result will be that 80% of our Special Needs students, English Language Learners and students who performed in levels 1 or 2 will demonstrate a 5% increase in student achievement as measured by multiple forms of formative and summative assessments in ELA and Mathematics.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Provide training rate for after-school training on Universal Design for Learning (UDL), Journeys,</li> </ul>	<p>All instructional staff</p>	<p>10/15-6/16</p>	<ul style="list-style-type: none"> <li>• Teacher Content Leaders</li> </ul>

<p>Expeditionary Learning, Go Math and blended learning.</p> <ul style="list-style-type: none"> <li>• Provide training for teachers to act as Teacher Content Leaders on the upper and lower grades</li> <li>• Hire appropriate entities to deliver professional development as needed. Goldmansour and Rutherford will be used for training in UDL, while 21<sup>st</sup> Century Learning will be used for curriculum mapping.</li> <li>• Hire substitutes to cover classes so teachers can participate in professional development 21<sup>st</sup> Century Learning around unit planning and modification based on formative assessment and analysis of student work.</li> <li>• Provide per session funds for inquiry and data analysis around the formative data and student work generated</li> </ul>			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li> <li>• Outside Staff Developers</li> </ul>
<ul style="list-style-type: none"> <li>• Purchase an appropriate, scientifically based Extended Learning Time (ELT) program for after-school services</li> </ul>	<p>Low performing students, SWDs, ELLs</p>	<p>1/16-5/16</p>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>
<ul style="list-style-type: none"> <li>• Provide per session funds for planning, classroom instruction, and data analysis for the Saturday Academy and after school programs that will provide instructional support for low performing students, ELLs and SWD's. We will use the Daily 5, Cafe and Expeditionary Learning instructional workshops for classes of no more than 12-15 students.</li> </ul>	<p>Instructional staff</p>	<p>1/16-5/16</p>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>

<ul style="list-style-type: none"> <li>• Purchase books, pencils, folders, and student reading materials for use during Saturday Academy and after-school programs</li> <li>• Purchase professional books to support the implementation of the Daily 5 and Café instructional models for staff of the Saturday Academy and after-school programs</li> <li>• Per session funds for administration to supervise instruction of students during Saturday Academy and after-school programs</li> </ul>	Instructional staff	1/16-5/16	<ul style="list-style-type: none"> <li>• Administration</li> </ul>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Independent reading libraries for students in grades 2 – 5 who attend the Saturday Academy and after-school programs</li> <li>• Teacher Content Leaders provide a minimum of four content area sessions for classroom teachers</li> <li>• Substitute teachers to provide coverage for the Teacher Content Leaders when they provide support to the classroom teachers</li> <li>• Notebooks, folders, pencils, paper for students who attend the Saturday Academy and after-school sessions</li> <li>• Professional Developers from Universal Design for Learning and 21<sup>st</sup> Century Learning will provide 3 sessions each</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> <li>• Modified unit plans that indicate specific strategies for supporting ELLs, SWDs and low performing students</li> <li>• Evidence of student work gleaned during guided inquiry time</li> <li>• Students identified for after-school, Saturday Academy and Extended Learning Time activities</li> <li>• January 31, 2016 will be the midpoint evaluation date.</li> </ul>

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

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Our school articulates and systematically promotes a vision for social and emotional developmental health. However, in order for our strategies and practices to align with the concepts in the Highly Effective column of Tenet 5 we need to:</p> <ul style="list-style-type: none"> <li>Strengthen the communal vision and shared understanding of clearly articulated skills and behaviors that demonstrate social and emotional developmental health so that students can learn and use behaviors that support a safe, inclusive environment for all constituents.</li> <li>Continue to refine the PBIS plan to include professional development and online resources for staff to build capacity and improve the consistency of implementation. Monitor the implementation to provide supplemental support as needed.</li> </ul>		

**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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will refine our school-wide system for Response to Intervention services for emotional/behavioral needs. The system will include systems that expand the involvement of parents, teachers and students in the decision-making process for cultivating the school culture and achieving the school’s vision for a comprehensive program to</p>

support students' social and emotional developmental health. As a result, we will demonstrate a 10% drop in the number of students who are referred for removals and suspensions as evidenced by our monthly OORS reports.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Provide training rate for after-school training on programs that teach teachers new ways to provide academic and social/emotional interventions for SWD, GE, ELL's and Students in Temporary Housing</li> </ul>	<p>All instructional staff</p>	<p>10/15-6/16</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Trained LionsQuest staff</li> <li>• Staff Developers from LionsQuest</li> </ul>

<ul style="list-style-type: none"> <li>• Hire appropriate entities to deliver professional development when needed</li> <li>• Hire substitutes to cover classes so teachers can participate in professional development and inter-visitation opportunities when needed</li> </ul>			
<ul style="list-style-type: none"> <li>• Hire Ifetayo Cultural Arts Academy and Arts Connection to provide arts classes for students to support their social and emotional development</li> <li>• Provide after-school music and art program for students</li> </ul>	All students	10/15-6/16	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Art Teacher</li> <li>• Music Teacher</li> </ul>
<ul style="list-style-type: none"> <li>• Purchase awards and certificates to celebrate student achievement</li> </ul>	PBIS Team	9/15-6/16	<ul style="list-style-type: none"> <li>• PBIS Team</li> </ul>
<ul style="list-style-type: none"> <li>• Conduct 3 awards ceremonies to publicly celebrate student, staff and parent achievement, social-emotional progress and contributions to the school community</li> </ul>	All students and staff	9/15-6/16	<ul style="list-style-type: none"> <li>• PBIS Team</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• LionsQuest kits</li> <li>• Ifetayo Cultural Arts Academy</li> <li>• ArtsConnection</li> <li>• CBOs to conduct special assemblies</li> <li>• Awards, certificates, medals and trophies</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>	X	<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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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- Classes scheduled for instruction in the arts
- LionsQuest training offered to all staff members who did not receive the training
- Kits purchased for all teachers who attended the training
- A minimum of 4 special events for students have been conducted

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

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

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Teachers use various forms of data to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. However, in order for our strategies and practices to align with the concepts in the Effective column of Tenet 4 we need to:</p> <ul style="list-style-type: none"> <li>Develop and implement protocols and monitoring systems and provide professional development to teachers on the use of CCLS-aligned rubrics and formative assessment data to provide actionable and frequent feedback to students based on the analysis of timely data. Prepare teachers to use “Grow and Glow” comments to provide students with next steps in order to make progress.</li> <li>Make timely adjustments to instruction that includes grouping, scaffolding or extensions, and the use of specific instructional strategies for targeted groups, to rigorous instruction and improve student learning.</li> </ul>		

**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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June 2016, school leaders will develop, implement, monitor and evaluate protocols and systems and provide professional learning opportunities for teachers on the use of formative and summative data to inform instructional planning and rigorous instruction. This will include grouping, and the use of specific instructional strategies for targeted groups to improve student learning as evidenced by a 5% increase in scores in ELA and mathematics measured, by multiple forms of formative and summative assessments.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>◆ Provide professional learning opportunities around formative and summative assessment</li> <li>◆ Provide professional learning opportunities around rigorous instruction</li> </ul>	<p>All instructional staff</p>	<p>10/15-6/16</p>	<ul style="list-style-type: none"> <li>• Teacher Content Leaders</li> <li>• Teachers</li> <li>• Administrators</li> <li>◆ Outside Staff Developers</li> </ul>
<ul style="list-style-type: none"> <li>• Hire Goldmansour and Rutherford to deliver professional development on the Universal Design for Learning model</li> </ul>	<p>All instructional staff</p>	<p>10/15-6/16</p>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>
<ul style="list-style-type: none"> <li>◆ The development of a schedule which allows</li> </ul>	<p>All instructional staff</p>	<p>10/15-6/16</p>	<ul style="list-style-type: none"> <li>◆ Administration</li> </ul>

administrators to create intervisitations and job-embedded professional learning experiences			♣ Inquiry Teams ♣ Collaborative Planning Teams

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Professional books for study groups: The Formative Assessment Action Plan by Nancy Frey and Douglas Fisher; Teaching the Core Skills of Listening and Speaking by Erik Palmer; Using Curriculum Mapping and Assessment Data to Improve Learning by Bena Kallick and Jeff Colosimo are possible titles</li> <li>• Substitute Teachers</li> <li>• Planning time for creation of the professional learning opportunities</li> <li>• Professional Learning Plan</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<ul style="list-style-type: none"> <li>• Implementation of the Professional Learning Plan</li> <li>• A minimum of two cycles of the Professional Learning Plan has been conducted</li> <li>• A school-wide definition of rigor has been adopted</li> <li>• January 31, 2016 will be the midpoint evaluation date.</li> </ul>											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Administration makes strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. However, in order for our strategies and practices to align with the concepts in the Highly Effective column of Tenet 2 we need to:</p> <ul style="list-style-type: none"> <li>Deepen the integration of systems and structures currently in place to monitor the progress of teacher practices based on iReady, STARS Reading, Journeys, Expeditionary Learning and Go Math unit assessments, MoSLs, and summative student performance data, observation feedback and professional development opportunities</li> <li>Implement a comprehensive system to evaluate teaching practices to encourage and support teachers in taking ownership of their development as educators.</li> </ul>		

**Part 2 – Annual Goal**

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

By June 2016, the school's average teacher proficiency regarding the use of assessment in instruction (Danielson component 3d), student engagement (Danielson component 3c) and questioning and discussion techniques (Danielson component 3b) will increase by 0.25 points as evidenced by observational data in ADVANCE.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Use study groups to guide our professional learning around assessment, student engagement, questioning and discussion techniques and their relationships to rigorous instruction</li> </ul>	<p>All instructional staff</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>♣ Administration</li> <li>♣ Instructional staff</li> </ul>
<ul style="list-style-type: none"> <li>• Provide per session funds for inquiry and data analysis around assessment, student engagement, questioning and discussion and rigorous instruction</li> </ul>	<p>All instructional staff</p>	<p>9/15-6/16</p>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>

• The development of a schedule which allows administrators to create intervisitations and job-embedded professional learning experiences	All instructional staff	9/15-6/16	♣ Administration
♣ Participation in The Dreamkeepers, our Parent/Teacher book club. We read books and model rich discussions about literature in a safe environment.	All instructional staff Parents	9/15-6/16	♣ School Community

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
♣ Professional books for study groups: The Formative Assessment Action Plan by Nancy Frey and Douglas Fisher; Teaching the Core Skills of Listening and Speaking by Erik Palmer; Using Curriculum Mapping and Assessment Data to Improve Learning by Bena Kallick and Jeff Colosimo are possible titles											
♣ Substitute teachers											
♣ Provide training rate for after-school training											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
♣ All teachers have received a minimum of 2 observations and feedback sessions on the components											
♣ A minimum of two cycles of the Professional Learning Plan have been conducted											
♣ January 31, 2016 will be the midpoint evaluation date											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Our school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. However, in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 we need to:</p> <ul style="list-style-type: none"> <li>♣ Continue to survey school staff, parents, and students to identify their concerns as well as assess the effectiveness of established initiatives, such as PBIS and family workshops, and solicit suggestions for improving the home-school communication process.</li> <li>♣ Refine the school’s professional development plan for parent involvement to incorporate the school’s character development program as well as Common Core aligned instructional expectations, resources, and practices to support parents in promoting their child’s academic and social-emotional development.</li> </ul>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June 2016, school staff, parents, and community agencies will collaborate to refine the school’s plan to increase professional learning opportunities for parents by 10% as measured by event attendance, and sign in sheets as well as an increase in student progress on school wide assessments and student achievement targets.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Parents use a questionnaire to conduct a needs assessment</li> <li>• Teachers plan and conduct parent workshops based on the results of our needs assessment</li> <li>• Provide instructional resources for parents to use with General and Special Education students, English Language Learners and</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Developers</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<p>10/15-6/16</p>	<ul style="list-style-type: none"> <li>♣ Administration</li> <li>♣ Teachers</li> <li>♣ Parents</li> <li>♣ SLT</li> </ul>

Students in Temporary Housing at the end of each workshop			
<ul style="list-style-type: none"> <li>Literacy and Math Nights are conducted to model ways to support student learning</li> </ul>			
<ul style="list-style-type: none"> <li>Provide baby-sitting services at the school for parents while they attend the seminars</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> </ul>	10/15-6/16	<ul style="list-style-type: none"> <li>PTA</li> </ul>
<ul style="list-style-type: none"> <li>Provide stipends for parents who work to support the students in various capacities during the school day and after school during our after-school instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> </ul>	10/15-6/16	<ul style="list-style-type: none"> <li>SLT</li> </ul>
<ul style="list-style-type: none"> <li>Parents play a major role in the creation of our Professional Learning Plan for Parents</li> <li>Parent/Teacher book club: The Dreamkeepers does outreach to invite more school community members. We read books and model rich discussions about literature in a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>School community</li> </ul>	10/15-6/16	<ul style="list-style-type: none"> <li>SLT</li> <li>Parents</li> <li>Staff</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Parent friendly instructional materials</li> <li>Per session funds for teachers who plan and conduct parent workshops</li> <li>Community Resources</li> <li>Professional Learning Plan for Parents</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

## Part 5 – Progress Monitoring

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

- ♣ Implementation of a minimum of two parent workshops
- ♣ Implementation of at least one Literacy and/or Math Night
- ♣ Professional Learning Plan for Parents
- ♣ January 31, 2016 will be the midpoint evaluation date .

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Classroom observations  Assessments  iReady Diagnostic Assessments  STARS Reading  DIBELS	Foundations  Wilson Reading  Guided Reading  Shared Reading  Leveled Literacy Interventions (LLI)	Small Group	During school  After school  Saturday Academy
<b>Mathematics</b>	Classroom observations  Assessments  iReady Diagnostic Assessments	Go Math  Everyday Math	Small Group	During school  After school  Saturday Academy
<b>Science</b>	Classroom observations  Assessments	Harcourt Publishing	Small Group	During school
<b>Social Studies</b>	Classroom observations  Assessments	Harcourt Publishing	Small Group	During school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Classroom observations  SE evaluations	Anger Management  Conflict Resolution  Time Management  Study & Organizational Skills	Small Group	During school

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
When necessary, the following strategies will be employed for recruitment, retention, assignments and support:  1. Use of Teacher finder to identify suitable candidates  2. Use of a hiring committee to interview and evaluate suitable candidates  3. Assign teachers based on experience, license area, and content knowledge  4. Professional development will be provided on-site  5. Allocation set aside for teachers to professional development sessions off-site and work toward completing all requirements in their particular license area

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Administrators and staff will participate in ongoing professional development. The professional development will be designed to support our staff with our areas of greatest need. We will participate in professional development offered by the city, district and the creators of our new curricula. In-house professional development will also be offered by various staff members in areas where they demonstrate expertise.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

#### Part 4: SWP Schools Only

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

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

Pre-kindergarten teachers participate in professional development around the Common Core Learning Standards in literacy and mathematics. Our pre-k teachers also provide small group instruction for our early childhood students. This keeps them abreast of what their children should be prepared to do when they leave pre-k.

Parents of pre-k students are invited to attend the parent workshops for early childhood students.

##### 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.

- ♣ A team of teachers was assembled to research the measures of student learning.
- ♣ Teachers design their assessments based on the units of study that are implemented.
- ♣ Teachers plan collaboratively to design grade-wide assessments.
- ♣ Inquiry Meetings are used to analyze the results of assessments.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	489,968.00		
Title I School Improvement 1003(a)	Federal	0		

Title I Priority and Focus School Improvement Funds	Federal	\$95,924	X	13, 15, 18, 21, 24
Title II, Part A	Federal	172,541.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,168,612.00		

**<sup>1</sup>Explanation/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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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 <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>233</b>
School Name <b>Langston Hughes Elementary School</b>		

### 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 <b>Stephens Spellman</b>	Assistant Principal <b>Rosemary Cuccia</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Makeba Slowe</b>	School Counselor <b>Amelda Price</b>
Teacher/Subject Area <b>F. Dellimore</b>	Parent <b>Nicole Campbell</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Tinisha Allen</b>
Related-Service Provider <b>D. Esposito</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>544</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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				
<b>All ELLs</b>	13	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	13	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

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

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

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	3										0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2		1	1									0
Haitian		2			1									0
French	1			1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)		1	1											0
<b>Emerging</b> (Low Intermediate)		1			2									0
<b>Transitioning</b> (High Intermediate)	1	1												0
<b>Expanding</b> (Advanced)		2		5										0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

As an ENL instructor Ms. Slowe assesses the level of frequently used vocabulary and phonemic awareness of English Language Learners (ELLs) using sight word recognition screening that is differentiated by grade level. The data collected from this assessment given during the beginning and end of the school year are used to increase our ENL students' weakest areas of reading and writing identified on the NYSESLAT and NYSITELL. Those words that were identified incorrectly or were marked as unsure and self corrected, will be reviewed in centers with sight word board games, flash cards, homework with sight word searches and other various puzzles, using the words in sentences and identifying them when asked to with a highlighter in homework assignments. Classroom activities include verbally identifying sight words during mini lessons to increase reading levels and fluency as stated in the goals of ELLs and measured by DRA data. Ms. Slowe administers a reading preference and learning preference survey. This details a student's independent literacy level, as well as their reading and learning preferences. This information is shared amongst all instructional staff and used to appeal to a student's preferences and dislikes in reading material to ensure literary selections are appealing for ENL students. Their preferences of study atmosphere, level of support needed, and their view of reading is surveyed to give insight when making instructional choices of skills and strategies to strengthen their weakness in an important area of language acquisition. In Ms. Slowe's assessment process, ENL students are also assessed on their level of phonemic awareness for alphabet identification and sound. Letters incorrectly identified, or self corrected will be reviewed in centers, homework and classroom activities. This assessment and practice also helps students build their phonemic awareness that is the foundation of many literacy skills and strategies that we use to improve reading levels, fluency, intonation, and literary understanding, as measured with DRA, and NYSESLAT assessments. ELLs are also required, with necessary accommodations, to take all standardized assessments after they have been in the public school system for at least one entire school year. As per our 2015-2016 school year, our Assessment results have shown that 100% of the ENL population has demonstrated greatest weakness in the area of literary vocabulary. Phonemic awareness difficulties affect 65%, and 80% of our ELLs are having difficulty decoding words, and literary word usage. We use all assessment data to help guide instruction and tailor it specifically to provide support in weak areas and strengthen and build on their stronger skills. Classroom instructors of ELL students use assessments such as DRA Kits to assess reading levels. This assessment tool helps us to gauge a student's level of literacy advancement.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
According to the 2015-2016 data patterns across proficiency levels and grades on the NYSITELL and NYSESLAT, it is shown that our beginning level students in grades K-5, performed significantly better in Speaking and Listening than Reading and Writing due to their overall weak literacy skills in areas such as phonemic awareness and grammar. The same can also be said for our students in grades 1-2. Our three advanced students in grade 3 have demonstrated their weakest area to be in writing according to test scores. Data collected during assessments guide instructional planning and development to meet the specific needs of ENL students. All PS233 instructional and administrative staff members work as a collaborative body to help every ELL reach a level of proficiency. The data from last school year's NYSESLAT scores reveal that data-driven instruction has played a key factor in moving students to the next level of proficiency overall, while writing still presents a challenge for our 9students.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The AMO Tool is one that Ms. Slowe is still in the process of entering data and developing through upcoming training and conferring with other ENL colleagues.
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?
- PS233 has a Freestanding program and our periodic assessments in English Language Arts (ELA) are only given in English. We are unable to make a comparison with native language testing in ELA. Periodic assessments in mathematics are given to grades 3-5 with the option of the Native language translation format. The three students who were given the periodic assessments in math didn't show an improvement, with 2 receiving a level 1 and 1 receiving a level 2. These results are used to provide targeted instruction based on student needs. We are learning that ELL's need a lot of phonemic awareness and vocabulary support. Their native language is used for support as they grow in English Proficiency with the use of tools such as flash cards, pictures, vocabulary journals, word walls, translated curriculum materials available online, tablets and computer programs that allow them another opportunity to revisit vocabulary nad the taught skill, word to word and picture dictionaries
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](#).]  
PS233 uses data to guide instructon within the RTI framework. We provide ESL students with quality, Tier 1, core instruction within a Freestanding ESL Program. Tier 2 students of grades 1-5 in need of more intensive instruction receive Extended Day instruction that consists of small groups to address their deficiencies. Students in need of further intervention at a Tier 3 level are offered services by either a speech or SETSS teacher. We currently don't have any Tier 3 students but are actively working on additional tier 3 intervention services for one of our ELL students.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
In order to make sure that a child's second language development is considered in instructional decisions at our school, we place a priority on the development of their English Language deficiencies and use their native language as a foundation of prior knowledge to make connections. Our program is comprised of two components: a content area instructional component in English (including all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component. Teachers also develop culturally motivated instructional activities and use the native language of the students to help develop their second language. The assistance of visual aids are frequently used within their native language and or second language when translating, making connections, and in the use of word to word dictionaries as instructional tools. Such best practices are shared amongst staff during staff development and lunch and learn periods. In house, state standardized, and schoolwide assessment scores are shared and kept in a secured ESL Sinder as well as Administration providing in-service training to all personnel providing instruction or other services to such students in order to enhance their appreciation for the student's native languages and cultures and their ability to provide appropriate instructional and support services.
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?
- We do not have a Dual Language Program
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
PS 233 uses a variety of tools to evaluate the success of our ENL students such as periodic Wilson Foundational Skills testing. This allows us to measure our students phonemic awareness and language skills necessary for growth in reading and writing. This data is recorded and periodic administration provides us with substantial documentation that can be used to guide Common Core aligned instruction, and spiralling to revisit areas that are identified as weaknesses. ELLs are given preference surveys in the beginning,

middle, and end of the school year to share their thoughts about their learning process and preferences as it relates to specific subject areas and what conditions are most conducive to their learning. These surveys allow students to take an active role in molding instruction. NYSESLAT and NYSITELL results, NY ELA and Math assessments, DRA kits, and NYS Science results for the upper grades are additional periodic assessments that help us to track student progress and adjust curriculum to meet our AYP.

## Part IV: ELL Identification Process

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

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

When a parent or guardian enrolls a student at PS 233, the parent and child are interviewed by the ENL teacher and are given the HLIS form to complete. If necessary, the services of a staff member who speaks the child's native language or the over-the-phone interpretation services of the DOE's Translation and Interpretation Unit are used to answer parents questions in their native language. The ENL teacher completes the survey with the parent and determines what the home language is based on the information provided by the parent on the form and the interview. The ENL teacher then informs the school secretary what home language should be entered into ATS for the child. Completed HLIS forms are placed in the student's permanent record. If it is determined that the child's home language is other than English, the ENL teacher administers the NYSITELL to determine the child's level of English proficiency within 10 days of registration. If the child has a home language of Spanish and the the score on the NYSITELL is below proficiency, they are administer the Spanish LAB R to determine their dominant language. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services, based on NYSITELL results.

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).

Students with Inconsistent/Interrupted Formal Education for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia) Testing The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. The SIFE questionair is an oral questionair whose scores are recorded during testing on the topics of Personal and Language Information, then 4 benchmark areas of Family and home background, education history, Language and Literacy Practices, and Other questions with the short responses of YES,NO,SO-SO, I DON'T KNOW. The Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction. The LENS was created by an expert team of educators, linguists, and researchers from the Second Language Acquisition Lab and The Research Institute for the Study of Language in Urban Society (RISLUS) at The City University of New York Graduate Center, in collaboration with the New York City Department of Education (NYCDOE) specifically to provide educators with a diagnostic that would support the SIFE identification process. The results of the LENS will offer educators detailed descriptions of a student’s skills and abilities in reading, vocabulary, and math. The Spanish LENS will also test phonics, single word reading, and sentence reading. The LENS is designed for students placed in grades 3 – 9 at the time of their initial enrollment in a NYCDOE school. The questionair and assessment should be administered with 30 days.

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).

Initially each student is met by Ms. Slowe, adminiatration or a supporting Pedegaguuue to assist in completing any paperwork oertaining to ENL status and services. If it is documented or mentioned that an ENL student may need or recieves services Dr. Krol, school psychologist , Ms D'Esposito, IEP specialist, and Mrs. Odessky, social worker are called in order to assess the enrollment and assure that the student is correctly placed and receiving all accomidations listed on their IEP by coordinating services on the spot. During the parent orientation, conducted during the first 10-20 school days after enrollment, parents are informed of their three options. Parent translation is provided with one of our inhouse staff members as well as the option of utalizing the NYCDOE translation unit. They are given the Parent Survey and Program Selection Form to complete. In the event that the parent needs more time to consider their options, the ENL teacher is responsible for making sure the form is returned in a timely manner and filed as noted above. Our LPT consists of Dr. Krol, school psychologist , Ms D'Esposito, IEP specialist, and Mrs. Odessky, Mrs. Spellman, Principal and Ms. Slowe ENL teacher who are responsible for ELL service placement, and reccomendations that occur within a time

frame of 20 days. translation unit. If a student is identified as a SIFE student an Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Once identified and confirmed as a SIFE student through the questionnaire, the LENS test is administered. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE students bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

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.

home in parents' preferred language by Ms. Slowe in a sealed brightly colored envelope with the student as well as mailed home. Copies of these letters are kept in a data binder that Ms. Slowe keeps in a secured area.

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).

Copies of these letters are kept in a data binder that Ms. Slowe keeps in a secured area.

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 parent or other person in parental relation of a student designated as an English Language Learner who is a new entrant, as defined in section 117.2(d) of this Title, shall be provided a high quality orientation session on the state standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for Bilingual Education and English as a New Language programs, as prescribed by the commissioner. Such orientation occurs prior to a student's enrollment in a program provided that a student shall not be withheld from timely program placement if a parent or person in parental relation does not attend an orientation session. Such orientation shall be provided in a language or mode of communication that the parent or person in parental relation best understands. During the Parent Orientation session, that takes place shortly after NYSITELL testing, parents/guardians are shown a video in their preferred language of communication and a form in their language is completed following the video, where they are informed that failure to return the parent survey will result in their child being placed in the default option of a Bilingual class. There is the option of the form being read to them by a staff member or over the phone by the translation Unit if they are unable to read. Parents who have previously chosen a TBE/DL Program will be notified of available spaces as it becomes available at the appropriate school via email, phone call and letter sent home with the student. In a school building where the number of eligible students does not require the offering of a bilingual education program, parents or other persons in parental relation to a student identified as an English Language Learner shall have the option of transferring their child to a school within the district provided such program is available at such other school. A parent who chooses not to exercise the transfer option shall be informed that his or her child shall participate in a free-standing English as a second language program.

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.

As of 2014-2015 school year the form is sent home with the student. A follow up phone calls and notes sent home with the student are made. Parents who have previously chosen a TBE/DL Program will be notified of available spaces as it becomes available at the appropriate school via email, phone call and letter sent home with the student. In a school building where the number of eligible students does not require the offering of a bilingual education program, parents or other persons in parental relation to a student identified as an English Language Learner shall have the option of transferring their child to a school within the district provided such program is available at such other school. A parent who chooses not to exercise the transfer option shall be informed that his or her child shall participate in a free-standing English as a second language program. In a school that is not required to provide a Bilingual Education program, parents or persons in parental relation shall be notified of the option of transferring their child to a school within the district, provided such program is available at another school, pursuant to section 154-2.3(d)(5) of this Subpart. In New York City, such notification shall also inform parents or persons in parental relation of the right to transfer to a Bilingual Education program in a school that has not been identified as a School Under Registration Review or as a Focus or Priority School pursuant to section 154-2.3(d)(3) of this Subpart. Such notifications of the right to transfer must also indicate that transportation will be provided to a student who transfers in accordance with Education Law Section 3635 and/or district policy as applicable.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents' of students who have not completed and returned their Parent survey and Parent selection forms in their preferred language are asked to schedule a date that would be most convenient for them to fill out their forms and watch the video. Parents have the opportunity to fill out the form and watch the video during dropoff or pick up of their children if their schedule allows. The completed documents are kept in a data binder in a secure location by Ms. Slowe.
9. Describe how your school ensures that placement parent notification letters are distributed.

Entitlement and Non- Entitlement letters are sent home in a sealed brightly colored envelope with the student by Ms. Slowe as well as mailed home. The completed documents are kept in a data binder in a secure location by Ms. Slowe.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of those documents are kept in a binder by Ms. Slowe in a secure location and the originals in their CUM folders with their respective classroom teacher in a sealed canister kept in a secured location. The classroom teacher, ELL teacher, SED teacher and any administrator or pedagogue responsible for instructional or document matters pertaining to the student.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer the NYSESLAT to all ELL students each year at PS233 is as follows, Ms. Slowe administers the speaking portion of each student individually as it is recorded and a copy of the recording which is then graded by Mr. Goldberg. Once every student has completed the speaking section of the NYSESLAT we then move on to Day 1 of whole group testing of students according to their testing grade clusters on each booklet. If all students have not taken Day 1 of testing on that day, Day 1 will be administered on a make up date according to a testing schedule created around class schedules and schoolwide activities. Day two and three follow in the same fashion. The test booklet answers for the lower grades are transcribed onto the answer grid at the end of each testing session or the end of the day. ALL test materials are secured in Mrs. Cuccia, the testing Coordinator's room in a secured location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. PS233 ensures that continued entitlement and transitional support parent notification letters are distributed by sending a copy of the letter home with the student in a brightly colored envelope and sending a copy home by mail.
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).

As of the 2015-2016 school year, after reviewing the Parent Survey and Program Selection forms for the last three years, the trend has been that parents requested a freestanding ENL program. This is currently the only program available in PS233. A Freestanding ENL program has been selected 100% of the time with their main reason being that they believe that total submersion into the culture and language in all subject areas with L1 supports at home and inschool to be the quickest and best way for L2 acquisition. We do explain the various other options available and make it clear that it is our please to assist them in any direction that they feel is best for their child to acquire their new language of English. All 14 of our ELL students' parents have selected that option. Parent Surveys are given out at parent meetings to help determine Parent needs, questions and concerns. Any further details and data will be furnished in the upcoming 2015-2016 school year.

## 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.

According to AAELL some common features of ESL academic success are some of the same practices used in our freestanding program. We utilize a pull-out model that is heterogeneous and ungraded. The structure of our program enables the ESL instructor to meet with classroom teachers 1-2 times per month to discuss the growing and changing needs of our ELL population. Langston Hughes Elementary School's leadership has a clear school vision that includes high expectations for ELL student achievement supported by a purposeful plan of action that continuously monitors ELL student progress (e.g., student work, formal and informal assessments, test results), and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers and school leadership at Langston Hughes Elementary get to familiarize themselves with their ELL population and their individual needs during instructional meetings between the ESL and classroom teacher, logs that are passed between the teacher and ESL instructor with ESL student anecdotes, strategies, events and suggestions. Our Teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and Common Core content instruction. Professional development materials are turn-keyed during the

ESL instructor and classroom teacher meetings, as are best practices , artifacts, and materials. Professional Development is given by our Network ESL/SWD specialist defining and detailing RTI practices and strategies as it applies particularly to our ESL/SWD population.

PS233 highly values parent and community involvement, and takes active steps to ensure that all stakeholders are a part of the

school's culture through our open door policy, and invitation to school events such as Curriculum Night, Class Trips, School Performances and PTA meetings. PS233 currently consists of a hybrid freestanding ESL program structure that incorporates a one hour push-in period for each ESL child, as well as a pull-out component of 4 hours weekly where students are grouped across 3 grade levels K through 2, and 3 through 5. They are grouped according to grade and proficiency levels to provide the optimal balance. When students are not in the pull-out ESL structure they are in a general education classroom setting. Differentiation of instruction takes place according to their individual student needs. We also employ ICT classrooms, which consists of 2 instructors, SED and GEN ED. In our classrooms, students are grouped according to the strategy being used in each subject area. For example, guided reading groups may be organized according to skill deficiencies, or proficiency levels. Peer and group activities of various subject areas may be arranged according to individual strengths and weaknesses that complement one another and best assist each student to arrive at the teaching point.

b. TBE program. *If applicable.*

We do not have a TBE Program

c. DL program. *If applicable.*

We do not have a Dual Language Program

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)?

PS 233 ensures the mandated number of instructional minutes are delivered in each program model according to their Levels of proficiency being Entering(360 mins), Emerging(360 mins), Transmitting(180 mins), Expanding(180 mins), and Commanding( 180mins, AIS or accomidations,or any time necessary to assist with their transition to mainstream education).

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

Content area is delivered in our Free standing ENL program with a combination of materials that consist of of techniques, strategies, and tools for L1 support of our ENL students during our push in and pull out mideled structure such as,

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

Our freestanding modeled ESL program design is based on English only instructional Content.

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

All modalities are addressed in the planning of curriculum tasks whose final product is used for assessment. Teaching objectives

for ESL students are adjusted specifically according to student needs, strengths and weaknesses. Daily oral dictation as and oral assessments during spelling tests evaluate a student's listening skills. Teacher observation is used as an assessment when students are encouraged and or supported to respond verbally. Writing samples derived from all subject area responses and work products produced using the writing process are used to assess, identify and support an ESL student's writing deficiencies. The deficiencies are addressed in their ESL pull-out time or during centers in their classrooms. Teacher made assessments and observations are key elements in identifying an ESL student's weakness in any chosen modality. During ESL pull-out, a portion of instructional time is used to produce work products from a NYSESLAT workbook by Continental Press. The assignments are constructed in the format of the previous NYSESLAT tests, as well as the currently updated test.

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

There currently aren't any SIFE students identified at PS233 for the 2014-2015 school year. However, in the case that there were SIFE students they would participate in Extended Day, as previously described, a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule and instructional routines. Baseline assessments would be given along with the appropriate academic supports. While state-wide standards in their original format may be too advanced for SIFEs, it is possible to adapt standards-basedlessons so that they cover the most important information in a way that is accessible, culturally relevant, and age-appropriate. We may also consider using thematic curriculum, individual learning plans, or alternative ways of gaining assignment credit. Explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension, increase student access to

literacy-rich environments and print materials, and unifying language and content instruction. When possible, additional time in a smaller group setting would be given if scheduling allows. Instruction that facilitates active engagement, prior knowledge, picture cues and aids, print rich environment, cultural content when possible, working in cooperative groups and frequently checking for understanding. All of these instructional concepts would be applied to the student's content appropriate instruction. All 9 of PS233's ELL's who have been in this country 0-3 three years do not perform well in the two modalities of reading and writing, and our 1 English Language Learner receiving services 4 to 6 years performs well in the listening and speaking modalities, however performs fairly in Reading and experiences difficulties in reading and writing. None of our current ELL population has completed 6 plus years of ESL/ELL service. The Workshop Model, whose reading and writing strategies are used within our freestanding ESL program and school wide for ESL foundational support with our 0-3 year population familiarizes them with the structure of literature, and how to create it using constant modeling, and practice of basic rules taught, demonstrated and practiced. 0-3 year ESL students who are struggling, and SIFE students receive additional instruction during ELA and other content areas in smaller groups that utilize their reading notebooks for various literary and vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, a word to word, or picture dictionary, online resources, and googled images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, T-charts, What I Know, Want to know and Learned graphic organizer are used to help organize thoughts. These tools are used to organize thoughts and develop writing in the prewriting stages of the writers workshop. The "What We Think We Know" organizer By Tony Stead, is simplified for 0-3 year ENL students and the complete chart is used for 4-6 year ENL students. Instruction for our 0-3 year ENL population relies greatly on the use of manipulatives such as: visual aids (flash cards, signs, posters, videos), student plays and demonstrations, blocks, cards, dice, artifacts, play money, etc. These supports are used during ENL pull-out periods and in the classroom. Our 4-6+ year ENL population and 0-2 year proficient students rely less on these resources for support during Common Core Instruction. However, they are easily accessible to students for use when needed. ENL Students use the internet and many ENL related websites facilitated by Ms. Deras, their frequency of independent navigation on a given site is determined by their years of ENL instruction in relation to their language ability. 0-3 year students limited language ability limits their activity usage on the computer as well as their length and complexity of its use. All ENL students log in a notebook where their reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. according to their proficiency level and years of ENL service, The more years of service the more complex the organizer. All of our ENL students will also utilize the grade appropriate, supplemental materials from the Publishers Continental Press, entitled, New York ELLs student workbook for ENL/ELL students, and their Read , Reason, Write workbook series all grade level appropriate . In our ENL pull out and Push in class, students will use the key strategies of the Lucy Calkins reading workshop that can be used throughout an ELL's academic journey even after leaving the program.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing will receive supplemental writing practice across all subject areas, as they are asked to explain their findings in detail. This skill helps in all content areas, as Common Core's theoretical focus is based on higher order thinking, and justifying one's thinking. They will be exposed to various genres that teachers will model, students will then imitate, and participate in a year long school wide celebration of various writers and writing styles to increase literary comprehension. In ENL, all students learn about the mechanics of writing using the Lucy Calkins Writer's Workshop Model. The workshop model is one that, though it's structure is the same for all level ELL students, the process scaffolds allow for differentiation among grade, and proficiency levels. These skills are also used as a supplemental tool in mainstream ELL classes. The writers workshop model provides support and time for practice of the skill taught. The finished product is used as an assessment tool to identify reteaching areas to be implemented in instruction through a spiraling process. All of these strategies and key components in the journey of a beginning level 0-3 year ELL student will be gradually used less frequently when they become proficient. Assessments will be used to justify their decreased use of support as their developing skills are nurtured and fine tuned. These strategies would be revisited as needed for the transitional support of any students who reach 6 or more years of service, those in need of Tier 3 strategies, and those students who test out of the ESL program 0-2 years later. Former ELL students having 0-2 years of Proficiency are still granted the test accommodations of extended time, the use of word to word dictionaries in their home language, and highlighters which they have been trained to use throughout the year. Students use the internet and many ENL related websites facilitated by Ms. Deras. They keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Our ESL students will also utilize the supplemental materials from the Publishers Continental Press, entitled, New York ELLs Student Workbook for ENL/ELL students, and their Read , Reason, Write workbook series, all grade level appropriate . In their ENL class students will use the key strategies of the Lucy Calkins reading workshop that can be used throughout an ELL's academic journey even after leaving the program. Testing accommodations for (less than 2 years) former and current ELL students is the usage of highlighters if they are trained to use them as well as the use of a word to word dictionary. Current ELL student's as

**Chart** well as former ELL students who have exited prior to two years also have the option of time and a half with timed tests, having the Math standardized test in their home language, and 90 minutes of integrated ENL.

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.

Can't open this document on my computer. I will have to research it else where and respond at a later date.

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?

Classroom teachers of ELL-SWDs at PS 233 have access to the SESIS system where they can print a hard copy of their student's IEP. This helps instructors to identify the specific needs of their student. Teachers of ELL-SWD use various strategies to provide access to academic content areas and accelerate English Language development. Those strategies include: Peer Teaching, visual cues, time to think and respond, sentence starters, and providing various ways to answer or share ideas utilizing their stronger modalities. In Peer Teaching a ELL-SWD is paired with an Intermediate to high level student who has patience, can model desired behavior, speaks English as their primary language and is strong in the skill being taught. Technological tools, like Smartboards and iPads, provide access to academic content areas and accelerate English language development. They have proven very successful in supporting language development strategies in all content areas.

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?

Response is needed from an entire team of participants to accurately answer this question

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

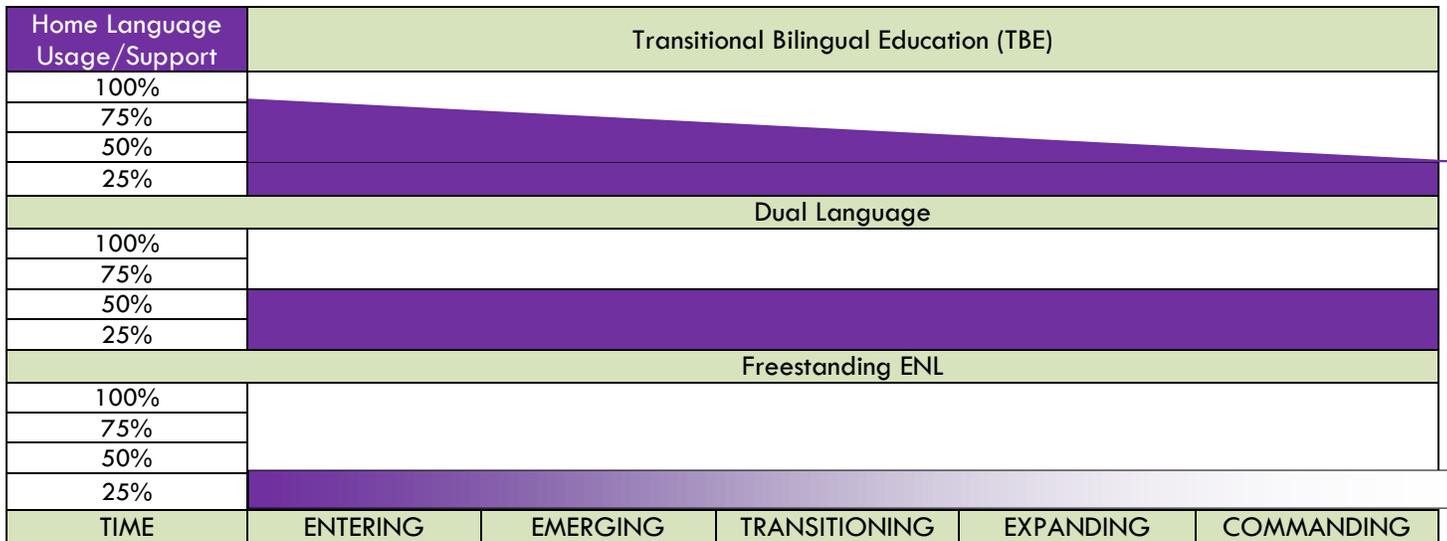


\*Note: “other approved services” does not apply to New York City at this time.

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.  
**Response is needed from an entire team of participants to accurately answer this question**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Response is needed from an entire team of participants to accurately answer this question**
12. What new programs or improvements will be considered for the upcoming school year?  
**Response is needed from an entire team of participants to accurately answer this question**
13. What programs/services for ELLs will be discontinued and why?  
**Response is needed from an entire team of participants to accurately answer this question**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Those students who attend afterschool and Saturday Academy are chosen according to academic need. All of our ENL students are not on grade level in either or both ELA and Math which makes them an automatic selection for one of those programs.**
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.  
**Classrooms ENL classroom**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Home language support is delivered using tools such as word to word traditional and picture dictionaries, a translation program on Ms. Slowe's iPhone, flash cards, word for word translation, teacher created work as needed. Vocabulary support in content areas using flash cards that have the definition, vocabulary journal, picture, sentence and synonyms as well as additional activities to practice the use of this new word. Each student had a vocabulary journal where they illustrate, use and demonstrate in useful ways, the meaning of their words alongside the translated form of the word in their home language verbally through a speaking program and written by the teacher.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
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).  
**For the school year of 2015-2016, There currently aren't any such programs in place for ENL students or any other student.**
19. What language electives are offered to ELLs?  
**For the school year of 2015-2016, There currently aren't any such programs in place.**
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- For the school year of 2014-2015, There currently aren't any such programs in place.**

## 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.)  
The professional development for all ENL/SWD personnel at the school consists of curriculum planning activities that benefit all students including the ENL population in that it includes an ENL and SWD component in each program that is implemented. We do not have a specific PD plan devoted to ENL personell due to our small population. The ENL teacher goes to PDs and turn keys the information to staff members.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The PD's delivered by Ms. Slowe have helped teacher's to understand their ENL student's language acquisition process and needs as well as strategies, skills, online programs and resources that can be used a ssupport in content areas as well as all other areas in the classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our guidance counselor attends Middle School Application Process workshops which prepare her to meet the needs in the area of providing support to our ENL population along with the support of our inhouse translators and NYCDOE translation Unit.
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.

TBA as the 2015-2016 school year approaches.

## 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?  
For the school year of 2015-2016, PS 233 has open school night and the ENL teacher is highlighted on the list of teachers to visit on the report card, by verbal mention of the homeroom teacher as well as on the print up of the organizational map for the evening with the teacher's content area and name.
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.  
For the school year of 2014-2015, PS 233 currently doesn't provide specific ENL parent activities or services but can be discussed as the 2015-2016 school year approaches.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
For the school year of 2014-2015, PS 233 currently doesn't provide specific ENL parent activities or services but can be discussed as the 2015-2016 school year approaches.
5. How do you evaluate the needs of the parents?  
The needs of the parents are evaluated using the NYCDOE Parent survey, Parent appointments by request, progress reports and notes home.
6. How do your parental involvement activities address the needs of the parents?  
For the school year of 2014-2015, PS 233 currently doesn't provide specific ENL parent activities or services but can be discussed as the 2015-2016 school year approaches.

## D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**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

### C. School Information

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>233</b>
School Name <b>Langston Hughes Elementary School</b>		

### D. 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 <b>Stephens Spellman</b>	Assistant Principal <b>Rosemary Cuccia</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Makeba Slowe</b>	School Counselor <b>Amelda Price</b>
Teacher/Subject Area <b>F. Dellimore</b>	Parent <b>Nicole Campbell</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Tinisha Allen</b>
Related-Service Provider <b>D. Esposito</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	544	Total number of ELLs	14	ELLs as share of total student population (%)	2.57%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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				
<b>All ELLs</b>	13	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	13	0								13
<b>Total</b>	13	0	0	0	0	0	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

**Freestanding English as a New Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	3										5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2		1	1									4
Haitian		2			1									3
French	1			1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>14</b>							

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)		1	1											2
<b>Emerging</b> (Low Intermediate)		1			2									3
<b>Transitioning</b> (High Intermediate)	1	1												2
<b>Expanding</b> (Advanced)		2		5										7
<b>Commanding</b> (Proficient)														0
Total	1	5	1	5	2	0	0	0	0	0	0	0	0	14

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
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				
US History and Foreign Language				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

9. 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.
- As an ENL instructor Ms. Slowe assesses the level of frequently used vocabulary and phonemic awareness of English Language Learners (ELLs) using sight word recognition screening that is differentiated by grade level. The data collected from this assessment given during the beginning and end of the school year are used to increase our ENL students' weakest areas of reading and writing identified on the NYSESLAT and NYSITELL. Those words that were identified incorrectly or were marked as unsure and self corrected, will be reviewed in centers with sight word board games, flash cards, homework with sight word searches and other various puzzles, using the words in sentences and identifying them when asked to with a highlighter in homework assignments. Classroom activities include verbally identifying sight words during mini lessons to increase reading levels and fluency as stated in the goals of ELLs and measured by DRA data. Ms. Slowe administers a reading preference and learning preference survey. This details a student's independent literacy level, as well as their reading and learning preferences. This information is shared amongst all instructional staff and used to appeal to a student's preferences and dislikes in reading material to ensure literary selections are appealing for ENL students. Their preferences of study atmosphere, level of support needed, and their view of reading is surveyed to give insight when making instructional choices of skills and strategies to strengthen their weakness in an important area of language acquisition. In Ms. Slowe's assessment process, ENL students are also assessed on their level of phonemic awareness for alphabet identification and sound. Letters incorrectly identified, or self corrected will be reviewed in centers, homework and classroom activities. This assessment and practice also helps students build their phonemic awareness that is the foundation of many literacy skills and strategies that we use to improve reading levels, fluency, intonation, and literary understanding, as measured with DRA, and NYSESLAT assessments. ELLs are also required, with necessary accommodations, to take all standardized assessments after they have been in the public school system at least one entire school year. As per our 2015-2016 school year, our Assessment results have shown that 100% of the ENL population has demonstrated greatest weakness in the area of literary vocabulary. Phonemic awareness difficulties affect 65%, and 80% of our ELLs are having difficulty decoding words, and literary word usage. We use all assessment data to help guide instruction and tailor it specifically to provide support in weak areas and strengthen and build on their stronger skills. Classroom instructors of ELL students use assessments such as DRA Kits to assess reading levels. This assessment tool helps us to gauge a student's level of literacy advancement.
10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the 2015-2016 data patterns across proficiency levels and grades on the NYSITELL and NYSESLAT, it is shown that our beginning level students in grades K-5, performed significantly better in Speaking and Listening than Reading and Writing due to their overall weak literacy skills in areas such as phonemic awareness and grammar. The same can also be said for our students in grades 1-2. Our three advanced students in grade 3 have demonstrated their weakest area to be in writing according to test scores. Data collected during assessments guide instructional planning and development to meet the specific needs of ENL students. All PS233 instructional and administrative staff members work as a collaborative body to help every ELL reach a level of proficiency. The data from last school year's NYSESLAT scores reveal that data-driven instruction has played a key factor in moving students to the next level of proficiency

overall, while writing still presents a challenge for our 9students.

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

The AMO Tool is one that Ms. Slowe is still in the process of entering data and developing through upcoming training and conferring with other ENL colleagues.

12. For each program, answer the following:

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

PS233 has a Freestanding program and our periodic assessments in English Language Arts (ELA) are only given in English. We are unable to make a comparison with native language testing in ELA. Periodic assessments in mathematics are given to grades 3-5 with the option of the Native language translation format. The three students who were given the periodic assessments in math didn't show an improvement, with 2 receiving a level 1 and 1 receiving a level 2. These results are used to provide targeted instruction based on student needs. We are learning that ELL's need a lot of phonemic awareness and vocabulary support. Their native language is used for support as they grow in English Proficiency with the use of tools such as flash cards, pictures, vocabulary journals, word walls, translated curriculum materials available online, tablets and computer programs that allow them another opportunity to revisit vocabulary nad the taught skill, word to word and picture dictionaries

13. 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](#).]

PS233 uses data to guide instructon within the RTI framework. We provide ESL students with quality, Tier 1, core instruction within a Freestanding ESL Program. Tier 2 students of grades 1-5 in need of more intensive instruction receive Extended Day instruction that consists of small groups to address their deficiencies. Students in need of further intervention at a Tier 3 level are offered services by either a speech or SETSS teacher. We currently don't have any Tier 3 students but are actively working on additional tier 3 intervention services for one of our ELL students.

14. How do you make sure that a child's second language development is considered in instructional decisions?

In order to make sure that a child's second language development is considered in instructional decisions at our school, we place a priority on the development of their English Language deficiencies and use their native language as a foundation of prior knowledge to make connections. Our program is comprised of two components: a content area instructional component in English (including all core content, i.e. English language arts, math, science, or social studies) with home language supports and appropriate scaffolds, and an English language development component. Teachers also develop culturally motivated instructional activities and use the native language of the students to help develop their second language. The assistance of visual aids are frequently used within their native language and or second language when translating, making connections, and in the use of word to word dictionaries as instructional tools. Such best practices are shared amongst staff during staff development and lunch and learn periods. In house, state standardized, and schoolwide assessment scores are shared and kept in a secured ESL Sinder as well as Administration providing in-service training to all personnel providing instruction or other services to such students in order to enhance their appreciation for the student's native languages and cultures and their ability to provide appropriate instructional and support services.

15. For dual language programs, answer the following:

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

We do not have a Dual Language Program

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

PS 233 uses a variety of tools to evaluate the success of our ENL students such as periodic Wilson Foundational Skills testing. This allows us to measure our students phonemic awareness and language skills necessary for growth in reading and writing. This data is recorded and periodic administration provides us with substantial documentation that can be used to guide Common Core aligned instruction, and spiralling to revisit areas that are identified as weaknesses. ELLs are given preference surveys in the beginning,

middle, and end of the school year to share their thoughts about their learning process and preferences as it relates to specific subject areas and what conditions are most conducive to their learning. These surveys allow students to take an active role in molding instruction. NYSESLAT and NYSITELL results, NY ELA and Math assessments, DRA kits, and NYS Science results for the upper grades are additional periodic assessments that help us to track student progress and adjust curriculum to meet our AYP.

## Part IV: ELL Identification Process

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

14. 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.  
When a parent or guardian enrolls a student at PS 233, the parent and child are interviewed by the ENL teacher and are given the HLIS form to complete. If necessary, the services of a staff member who speaks the child’s native language or the over-the-phone interpretation services of the DOE’s Translation and Interpretation Unit are used to answer parents questions in their native language. The ENL teacher completes the survey with the parent and determines what the home language is based on the information provided by the parent on the form and the interview. The ENL teacher then informs the school secretary what home language should be entered into ATS for the child. Completed HLIS forms are placed in the student’s permanent record. If it is determined that the child’s home language is other than English, the ENL teacher administers the NYSITELL to determine the child’s level of English proficiency within 10 days of registration. If the child has a home language of Spanish and the the score onthe NYSITELL is below proficiency, they are administer the Spanish LAB R to determine their dominant language. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services, based on NYSITELL results.
15. 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).  
Students with Inconsistent/Interrupted Formal Education for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia) Testing The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. The SIFE questionair is an oral questionair whose scores are recorded during testing on the topics of Personal and Language Information, then 4 benchmark areas of Family and home background, education history, Language and Literacy Practices, and Other questions with the short responses of YES,NO,SO-SO, I DON’T KNOW. The Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction. The LENS was created by an expert team of educators, linguists, and researchers from the Second Language Acquisition Lab and The Research Institute for the Study of Language in Urban Society (RISLUS) at The City University of New York Graduate Center, in collaboration with the New York City Department of Education (NYCDOE) specifically to provide educators with a diagnostic that would support the SIFE identification process. The results of the LENS will offer educators detailed descriptions of a student’s skills and abilities in reading, vocabulary, and math. The Spanish LENS will also test phonics, single word reading, and sentence reading. The LENS is designed for students placed in grades 3 – 9 at the time of their initial enrollment in a NYCDOE school. The questionair and assessment should be administered with 30 days.
16. 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).  
Initially each student is met by Ms. Slowe, adminiatration or a supporting Pedegaguue to assist in completing any paperwork oertaining to ENL status and services. If it is documented or mentioned that an ENL student may need or recieves services Dr. Krol, school psychologist , Ms D’Esposito, IEP specialist, and Mrs. Odessky, social worker are called in order to assess the enrollment and assure that the student is correctly placed and receiving all accomidations listed on their IEP by coordinating services on the spot. During the parent orientation, conducted during the first 10-20 school days after enrollment, parents are informed of their three options. Parent translation is provided with one of our inhouse staff members as well as the option of utalizing the NYCDOE translation unit. They are given the Parent Survey and Program Selection Form to complete. In the event that the parent needs more time to consider their options, the ENL teacher is responsible for making sure the form is returned in a timely manner and filed as noted above. Our LPT consists of Dr. Krol, school psychologist , Ms D’Esposito, IEP specialist, and Mrs. Odessky, Mrs. Spellman, Principal and Ms. Slowe ENL teacher who are responsible for ELL service placement, and reccomendations that occur within a time

frame of 20 days. translation unit. If a student is identified as a SIFE student an Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Once identified and confirmed as a SIFE student through the questionnaire, the LENS test is administered. The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE students bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

17. 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.

home in parents' preferred language by Ms. Slowe in a sealed brightly colored envelope with the student as well as mailed home. Copies of these letters are kept in a data binder that Ms. Slowe keeps in a secured area.

18. 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).

Copies of these letters are kept in a data binder that Ms. Slowe keeps in a secured area.

19. 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 parent or other person in parental relation of a student designated as an English Language Learner who is a new entrant, as defined in section 117.2(d) of this Title, shall be provided a high quality orientation session on the state standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for Bilingual Education and English as a New Language programs, as prescribed by the commissioner. Such orientation occurs prior to a student's enrollment in a program provided that a student shall not be withheld from timely program placement if a parent or person in parental relation does not attend an orientation session. Such orientation shall be provided in a language or mode of communication that the parent or person in parental relation best understands. During the Parent Orientation session, that takes place shortly after NYSITELL testing, parents/guardians are shown a video in their preferred language of communication and a form in their language is completed following the video, where they are informed that failure to return the parent survey will result in their child being placed in the default option of a Bilingual class. There is the option of the form being read to them by a staff member or over the phone by the translation Unit if they are unable to read. Parents who have previously chosen a TBE/DL Program will be notified of available spaces as it becomes available at the appropriate school via email, phone call and letter sent home with the student. In a school building where the number of eligible students does not require the offering of a bilingual education program, parents or other persons in parental relation to a student identified as an English Language Learner shall have the option of transferring their child to a school within the district provided such program is available at such other school. A parent who chooses not to exercise the transfer option shall be informed that his or her child shall participate in a free-standing English as a second language program.

20. 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.

As of 2014-2015 school year the form is sent home with the student. A follow up phone calls and notes sent homewith the student are made. Parents who have previously chosen a TBE/DL Program will be notified of available spaces as it becomes available at the appropriate school via email, phone call and letter sent home with the student. In a school building where the number of eligible students does not require the offering of a bilingual education program, parents or other persons in parental relation to a student identified as an English Language Learner shall have the option of transferring their child to a school within the district provided such program is available at such other school. A parent who chooses not to exercise the transfer option shall be informed that his or her child shall participate in a free-standing English as a second language program. In a school that is not required to provide a Bilingual Education program, parents or persons in parental relation shall be notified of the option of transferring their child to a school within the district, provided such program is available at another school, pursuant to section 154-2.3(d)(5) of this Subpart. In New York City, such notification shall also inform parents or persons in parental relation of the right to transfer to a Bilingual Education program in a school that has not been identified as a School Under Registration Review or as a Focus or Priority School pursuant to section 154-2.3(d)(3) of this Subpart. Such notifications of the right to transfer must also indicate that transportation will be provided to a student who transfers in accordance with Education Law Section 3635 and/or district policy as applicable.

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

Parents' of students who have not completed and returned their Parent survey and Parent selection forms in their preferred language are asked to schedule a date that would be most convenient for them to fill out their forms and watch the video. Parents have the opportunity to fill out the form and watch the video during dropoff or pick up of their children if their schedule allows. The completed documents are kept in a data binder in a secure location by Ms. Slowe.

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

Entitlement and Non- Entitlement letters are sent home in a sealed brightly colored envelope with the student by Ms. Slowe as well as mailed home. The completed documents are kept in a data binder in a secure location by Ms. Slowe.

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of those documents are kept in a binder by Ms. Slowe in a secure location and the originals in their CUM folders with their respective classroom teacher in a sealed canister kept in a secured location. The classroom teacher, ELL teacher, SED teacher and any administrator or pedagogue responsible for instructional or document matters pertaining to the student.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer the NYSESLAT to all ELL students each year at PS233 is as follows, Ms. Slowe administers the speaking portion of each student individually as it is recorded and a copy of the recording which is then graded by Mr. Goldberg. Once every student has completed the speaking section of the NYSESLAT we then move on to Day 1 of whole group testing of students according to their testing grade clusters on each booklet. If all students have not taken Day 1 of testing on that day, Day 1 will be administered on a make up date according to a testing schedule created around class schedules and schoolwide activities. Day two and three follow in the same fashion. The test booklet answers for the lower grades are transcribed onto the answer grid at the end of each testing session or the end of the day. ALL test materials are secured in Mrs. Cuccia, the testing Coordinator's room in a secured location.

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. PS233 ensures that continued entitlement and transitional support parent notification letters are distributed by sending a copy of the letter home with the student in a brightly colored envelope and sending a copy home by mail.
26. 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).

As of the 2015-2016 school year, after reviewing the Parent Survey and Program Selection forms for the last three years, the trend has been that parents requested a freestanding ENL program. This is currently the only program available in PS233. A Freestanding ENL program has been selected 100% of the time with their main reason being that they believe that total submersion into the culture and language in all subject areas with L1 supports at home and inschool to be the quickest and best way for L2 acquisition. We do explain the various other options available and make it clear that it is our please to assist them in any direction that they feel is best for their child to acquire their new language of English. All 14 of our ELL students' parents have selected that option. Parent Surveys are given out at parent meetings to help determine Parent needs, questions and concerns. Any further details and data will be furnished in the upcoming 2015-2016 school year.

## Part V: ELL Programming

### B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.

According to AAELL some common features of ESL academic success are some of the same practices used in our freestanding program. We utilize a pull-out model that is heterogeneous and ungraded. The structure of our program enables the ESL instructor to meet with classroom teachers 1-2 times per month to discuss the growing and changing needs of our ELL population. Langston Hughes Elementary School's leadership has a clear school vision that includes high expectations for ELL student achievement supported by a purposeful plan of action that continuously monitors ELL student progress (e.g., student work, formal and informal assessments, test results), and systematically adjusts instructional planning based on a wide variety of evidence and data. Teachers and school leadership at Langston Hughes Elementary get to familiarize themselves with their ELL population and their individual needs during instructional meetings between the ESL and classroom teacher, logs that are passed between the teacher and ESL instructor with ESL student anecdotes, strategies, events and suggestions. Our Teachers support and learn from each other in a way that recognizes the interdependency of language proficiency and Common Core content instruction. Professional development materials are turn-keyed during the

ESL instructor and classroom teacher meetings, as are best practices , artifacts, and materials. Professional Development is given by our Network ESL/SWD specialist defining and detailing RTI practices and strategies as it applies particularly to our ESL/SWD population.

PS233 highly values parent and community involvement, and takes active steps to ensure that all stakeholders are a part of the school's culture through our open door policy, and invitation to school events such as Curriculum Night, Class Trips, School Performances and PTA meetings. PS233 currently consists of a hybrid freestanding ESL program structure that incorporates a one hour push-in period for each ESL child, as well as a pull-out component of 4 hours weekly where students are grouped across 3 grade levels K through 2, and 3 through 5. They are grouped according to grade and proficiency levels to provide the optimal balance. When students are not in the pull-out ESL structure they are in a general education classroom setting. Differentiation of instruction takes place according to their individual student needs. We also employ ICT classrooms, which consists of 2 instructors, SED and GEN ED. In our classrooms, students are grouped according to the strategy being used in each subject area. For example, guided reading groups may be organized according to skill deficiencies, or proficiency levels. Peer and group activities of various subject areas may be arranged according to individual strengths and weaknesses that complement one another and best assist each student to arrive at the teaching point.

e. TBE program. *If applicable.*

We do not have a TBE Program

f. DL program. *If applicable.*

We do not have a Dual Language Program

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

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

PS 233 ensures the mandated number of instructional minutes are delivered in each program model according to their Levels of proficiency being Entering(360 mins), Emerging(360 mins), Transmitting(180 mins), Expanding(180 mins), and Commanding( 180mins, AIS or accomidations,or any time necessary to assist with their transition to mainstream education).

23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Content area is delivered in our Free standing ENL program with a combination of materials that consist of of techniques, strategies, and tools for L1 support of our ENL students during our push in and pull out mideled structure such as,

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

Our freestanding modeled ESL program design is based on English only instructional Content.

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

All modalities are addressed in the planning of curriculum tasks whose final product is used for assessment. Teaching objectives for ESL students are adjusted specifically according to student needs, strengths and weaknesses. Daily oral dictation as and oral assessments during spelling tests evaluate a student's listening skills. Teacher observation is used as an assessment when students are encouraged and or supported to respond verbally. Writing samples derived from all subject area responses and work products produced using the writing process are used to assess, identify and support an ESL student's writing deficiencies. The deficiencies are addressed in their ESL pull-out time or during centers in their classrooms. Teacher made assessments and observations are key elements in identifying an ESL student's weakness in any chosen modality. During ESL pull-out, a portion of instructional time is used to produce work products from a NYSESLAT workbook by Continental Press. The assignments are constructed in the format of the previous NYSESLAT tests, as well as the currently updated test.

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

f. SIFE

g. Newcomer

h. Developing

i. Long Term

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

There currently aren't any SIFE students identified at PS233 for the 2014-2015 school year. However, in the case that there were SIFE students they would participate in Extended Day, as previously described, a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule and instructional routines. Baseline assessments would be given along with the appropriate academic supports. While state-wide standards in their original format may be too advanced for SIFEs, it is possible to adapt standards-basedlessons so that they cover the most important information in a way that is accessible, culturally relevant, and age-appropriate. We may also consider using thematic curriculum, individual learning plans, or alternative ways of gaining assignment credit. Explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension, increase student access to literacy-rich environments and print materials, and unifying language and content instruction. When possible, additional time in a smaller group setting would be given if scheduling allows. Instruction that facilitates active engagement, prior

knowledge, picture cues and aids, print rich environment, cultural content when possible, working in cooperative groups and frequently checking for understanding. All of these instructional concepts would be applied to the student's content appropriate instruction. All 9 of PS233's ELL's who have been in this country 0-3 three years do not perform well in the two modalities of reading and writing, and our 1 English Language Learner receiving services 4 to 6 years performs well in the listening and speaking modalities, however performs fairly in Reading and experiences difficulties in reading and writing. None of our current ELL population has completed 6 plus years of ESL/ELL service. The Workshop Model, whose reading and writing strategies are used within our freestanding ESL program and school wide for ESL foundational support with our 0-3 year population familiarizes them with the structure of literature, and how to create it using constant modeling, and practice of basic rules taught, demonstrated and practiced. 0-3 year ESL students who are struggling, and SIFE students receive additional instruction during ELA and other content areas in smaller groups that utilize their reading notebooks for various literary and vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, a word to word, or picture dictionary, online resources, and googled images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, T-charts, What I Know, Want to know and Learned graphic organizer are used to help organize thoughts. These tools are used to organize thoughts and develop writing in the prewriting stages of the writers workshop. The "What We Think We Know" organizer By Tony Stead, is simplified for 0-3 year ENL students and the complete chart is used for 4-6 year ENL students. Instruction for our 0-3 year ENL population relies greatly on the use of manipulatives such as: visual aids (flash cards, signs, posters, videos), student plays and demonstrations, blocks, cards, dice, artifacts, play money, etc. These supports are used during ENL pull-out periods and in the classroom. Our 4-6+ year ENL population and 0-2 year proficient students rely less on these resources for support during Common Core Instruction. However, they are easily accessible to students for use when needed. ENL Students use the internet and many ENL related websites facilitated by Ms. Deras, their frequency of independent navigation on a given site is determined by their years of ENL instruction in relation to their language ability. 0-3 year students limited language ability limits their activity usage on the computer as well as their length and complexity of its use. All ENL students log in a notebook where their reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. according to their proficiency level and years of ENL service, The more years of service the more complex the organizer. All of our ENL students will also utilize the grade appropriate, supplemental materials from the Publishers Continental Press, entitled, New York ELLs student workbook for ENL/ELL students, and their Read , Reason, Write workbook series all grade level appropriate . In our ENL pull out and Push in class, students will use the key strategies of the Lucy Calkins reading workshop that can be used throughout an ELL's academic journey even after leaving the program.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing will receive supplemental writing practice across all subject areas, as they are asked to explain their findings in detail. This skill helps in all content areas, as Common Core's theoretical focus is based on higher order thinking, and justifying one's thinking. They will be exposed to various genres that teachers will model, students will then imitate, and participate in a year long school wide celebration of various writers and writing styles to increase literary comprehension. In ENL, all students learn about the mechanics of writing using the Lucy Calkins Writer's Workshop Model. The workshop model is one that, though it's structure is the same for all level ELL students, the process scaffolds allow for differentiation among grade, and proficiency levels. These skills are also used as a supplemental tool in mainstream ELL classes. The writers workshop model provides support and time for practice of the skill taught. The finished product is used as an assessment tool to identify reteaching areas to be implemented in instruction through a spiraling process. All of these strategies and key components in the journey of a beginning level 0-3 year ELL student will be gradually used less frequently when they become proficient. Assessments will be used to justify their decreased use of support as their developing skills are nurtured and fine tuned. These strategies would be revisited as needed for the transitional support of any students who reach 6 or more years of service, those in need of Tier 3 strategies, and those students who test out of the ESL program 0-2 years later. Former ELL students having 0-2 years of Proficiency are still granted the test accommodations of extended time, the use of word to word dictionaries in their home language, and highlighters which they have been trained to use throughout the year. Students use the internet and many ENL related websites facilitated by Ms. Deras. They keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Our ESL students will also utilize the supplemental materials from the Publishers Continental Press, entitled, New York ELLs Student Workbook for ENL/ELL students, and their Read , Reason, Write workbook series, all grade level appropriate . In their ENL class students will use the key strategies of the Lucy Calkins reading workshop that can be used throughout an ELL's academic journey even after leaving the program. Testing accommodations for (less than 2 years) former and current ELL students is the usage of highlighters if they are trained to use them as well as the use of a word to word dictionary. Current ELL student's as well as former ELL students who have exited prior to two years also have the option of time and a half with timed tests, having the Math standardized test in their home language, and 90 minutes of integrated ENL.

27. 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

Chart 5.1 is after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Can't open this document on my computer. I will have to research it else where and respond at a later date.

28. 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?

Classroom teachers of ELL-SWDs at PS 233 have access to the SESIS system where they can print a hard copy of their student's IEP. This helps instructors to identify the specific needs of their student. Teachers of ELL-SWD use various strategies to provide access to academic content areas and accelerate English Language development. Those strategies include: Peer Teaching, visual cues, time to think and respond, sentence starters, and providing various ways to answer or share ideas utilizing their stronger modalities. In Peer Teaching a ELL-SWD is paired with an Intermediate to high level student who has patience, can model desired behavior, speaks English as their primary language and is strong in the skill being taught. Technological tools, like Smartboards and iPads, provide access to academic content areas and accelerate English language development. They have proven very successful in supporting language development strategies in all content areas.

29. 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?

Response is needed from an entire team of participants to accurately answer this question

### 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.)	
Chart 5.2		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

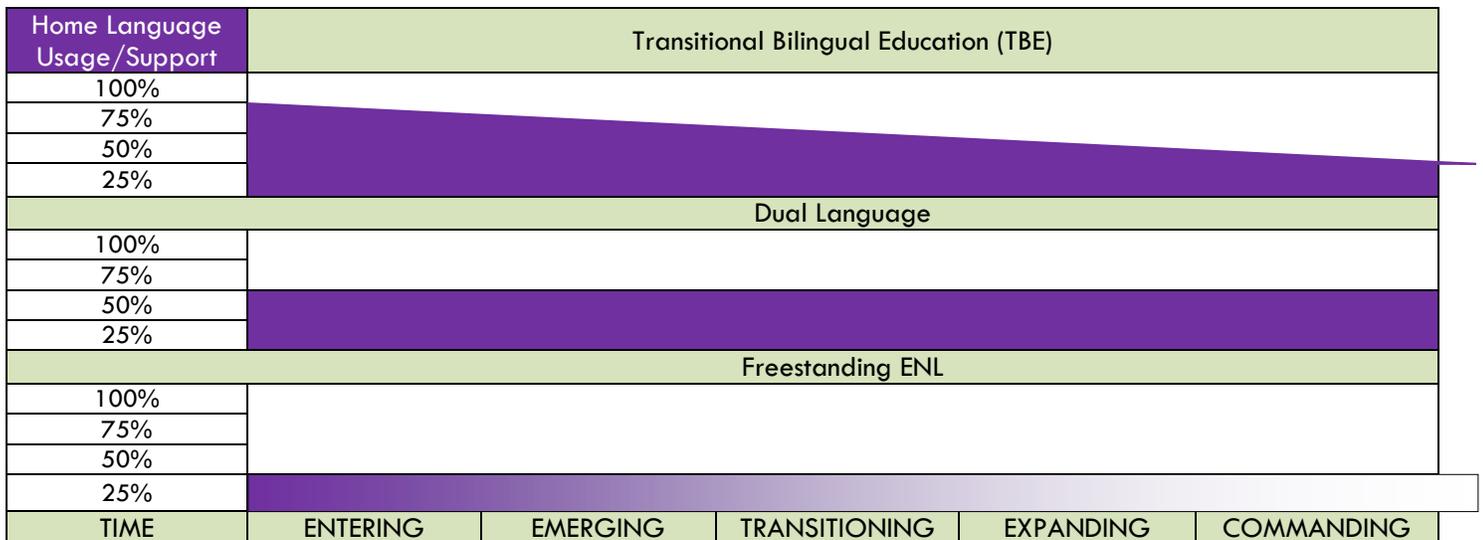


\*Note: “other approved services” does not apply to New York City at this time.

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.



## E. Programming and Scheduling Information--Continued

30. 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.  
**Response is needed from an entire team of participants to accurately answer this question**
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Response is needed from an entire team of participants to accurately answer this question**
32. What new programs or improvements will be considered for the upcoming school year?  
**Response is needed from an entire team of participants to accurately answer this question**
33. What programs/services for ELLs will be discontinued and why?  
**Response is needed from an entire team of participants to accurately answer this question**
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Those students who attend afterschool and Saturday Academy are chosen according to academic need. All of our ENL students are not on grade level in either or both ELA and Math which makes them an automatic selection for one of those programs.**
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**Classrooms ENL classroom**
36. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Home language support is delivered using tools such as word to word traditional and picture dictionaries, a translation program on Ms. Slowe's iPhone, flash cards, word for word translation, teacher created work as needed. Vocabulary support in content areas using flash cards that have the definition, vocabulary journal, picture, sentence and synonyms as well as additional activities to practice the use of this new word. Each student had a vocabulary journal where they illustrate, use and demonstrate in useful ways, the meaning of their words alongside the translated form of the word in their home language verbally through a speaking program and written by the teacher.**
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
38. 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).  
**For the school year of 2015-2016, There currently aren't any such programs in place for ENL students or any other student.**
39. What language electives are offered to ELLs?  
**For the school year of 2015-2016, There currently aren't any such programs in place.**
40. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- For the school year of 2014-2015, There currently aren't any such programs in place.**

## F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The professional development for all ENL/SWD personnel at the school consists of curriculum planning activities that benefit all students including the ENL population in that it includes an ENL and SWD component in each program that is implemented. We do not have a specific PD plan devoted to ENL personell due to our small population. The ENL teacher goes to PDs and turn keys the information to staff members.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The PD's delivered by Ms. Slowe have helped teacher's to understand their ENL student's language acquisition process and needs as well as strategies, skills, online programs and resources that can be used a ssupport in content areas as well as all other areas in the classroom.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our guidance counselor attends Middle School Application Process workshops which prepare her to meet the needs in the area of providing support to our ENL population along with the support of our inhouse translators and NYCDOE translation Unit.
8. 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.  
TBA as the 2015-2016 school year approaches.

## G. Parental Involvement

7. 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?  
For the school year of 2015-2016, PS 233 has open school night and the ENL teacher is highlighted on the list of teachers to visit on the report card, by verbal mention of the homeroom teacher as well as on the print up of the organizational map for the evening with the teacher's content area and name.
8. 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.
9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
For the school year of 2014-2015, PS 233 currently doesn't provide specific ENL parent activities or services but can be discussed as the 2015-2016 school year approaches.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
For the school year of 2014-2015, PS 233 currently doesn't provide specific ENL parent activities or services but can be discussed as the 2015-2016 school year approaches.
11. How do you evaluate the needs of the parents?  
The needs of the parents are evaluated using the NYCDOE Parent survey, Parent appointments by request, progress reports and notes home.
12. How do your parental involvement activities address the needs of the parents?  
For the school year of 2014-2015, PS 233 currently doesn't provide specific ENL parent activities or services but can be discussed as the 2015-2016 school year approaches.

## H. Additional Information

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

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01