

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **14K250**

School Name: **P.S. 250 GEORGE H. LINDSAY**

Principal: **ROSEANN LACIOPPA**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP 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: PS 250 School Number (DBN): 14K250
Grades Served: Pre-Kindergarten through Grade 5
School Address: 108 Montrose Avenue
Phone Number: 718-384-0890 Fax: 718-302-2314
School Contact Person: RoseAnn LaCioppa Email Address: rlaciop@schools.nyc.gov
Principal: RoseAnn LaCioppa
UFT Chapter Leader: Stephanie Lee
Parents' Association President: Mrs. Marshall
SLT Chairperson: Sandy Chertok
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Iralda Montesdeoca
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718-302-7638 Fax: 718-302-7606

Borough Field Support Center (BFSC)

BFSC: Bernadette Fitzgerald Director: _____
Director's Office Address: 131 Livingston Street
Director's Email Address: bfitzge2@schoos.nyc.gov
Phone Number: 728 935-3954 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
RoseAnn LaCioppa	*Principal or Designee	
Stephanie Lee	*UFT Chapter Leader or Designee	
Mrs. Darel Marshall	*PA/PTA President or Designated Co-President	
Minerva Quinones-Novoa	DC 37 Representative (staff), if applicable	
Iralda Montesdeoca	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	
Kathy Tejada	Teacher	
Pauline Mauceri	Teacher	
Sandy Chertok	Teacher/Chairperson	
Esmerelda Gomez	Parent	
Omyra Paris	Parent	
Ricky Ortega	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josie Gomez	Parent	
Shirley Aubin	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. P.S. 250, The Williamsburg Magnet School for Communications and Multimedia Arts is a dynamic and diverse learning environment, whereby all stakeholders work together in order to provide our students with a challenging and unique learning experience. Our magnet theme of "Communications and Multimedia Arts" provides our students with an unparalleled learning experience that incorporates the arts into all content areas.

Our mission at PS 250, The Williamsburg Magnet School for Communications and Multimedia Arts is that we believe each child is a unique work of art contributing to the beautiful and diverse mosaic that is our school. Our goal as a professional learning community is to provide each of our students with an educational program that is rigorous, challenging, creative and inspiring. Our school community comprised of dedicated, highly-skilled and caring professionals ensures that every student receives an educational experience, in a safe and pleasant environment, that reflects his or her individual interests, learning styles and academic and social/emotional needs. Our extensive curriculum embeds the communications and multimedia arts throughout our students' program. PS 250 recognizes the vital and crucial role that our students' families play in their academic success. We believe that engaging our parents in professional learning, school events and ongoing "conversations", will lead to our students reaching their fullest potential. In order to accomplish our mission, we have several new initiatives in place. These include, "Book Buzz with the Principal", Fabulous Fridays, Book of the Month, "Coffee and Conversations with the Principal on Super Tuesdays", Responsive Classrooms, Family Math Game Night.

"Book Buzz with the Principal" is a monthly initiative whereby selected students from every class meets with the principal to discuss a favorite book along with informal conversations about their school experiences thus far. "Fabulous Fridays: is a monthly initiative whereby parents are invited to visit their child's classroom and participate in a special event. The "Book of the Month Club" is a school wide initiative whereby a specific book containing a special lesson on good character development is celebrated and discussed with the children. The "Coffee and Conversations with the Principal" is a parent engagement initiative whereby, parents are invited to join the principal and several staff members for an enlightening discussion on a relevant and timely topic related to education. "Responsive Classrooms" is a school wide positive behavior initiative that will encourage a uniform language and code of behavior in our school. Lastly, "Family Math Night" is an event in which we'd like to engage our families in experiencing the excitement that is 'Math.'

2. Our English as New Language students comprise 14% of our student population. Their specific needs are language-based and require instructional strategies that support their oral and written vocabulary development in their dominant language as well as English. Our ENL's require pedagogical tools that support their learning. These include visual prompts, graphic organizers, Spanish and Asian language texts and audio/visual software programs.

Our Students with Special Needs comprise 12% of our school population. These students are dispersed among our Integrated Co-teaching classes and one self-contained 2nd. grade class., They have varying needs ranging from academic to behavioral. Many of these students have delayed reading skills which require explicit and systematic instruction. Since our students with special needs have multiple learning modalities, resources and materials must be modified to meet their needs. For those students who are transitioning from the most restrictive environment (12:1:1) to a least restrictive one , emotional, as well as academic support is needed. Our guidance counselor, school wide Responsive Classroom program and our RTI framework supports the special social/emotional learning needs of these special students.

3. With reference to the Framework for Great Schools, we believe over the past year, we have made the most progress in the area of creating and cultivating a "Supportive Environment" for both our students and staff. (Framework for Great Schools Report 2015). In moving forward this year, our key areas of focus are developing rigorous instruction, collaborative teachers and strong-family community ties.

14K250 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	716	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		66.2%	% Attendance Rate	94.1%
% Free Lunch		67.9%	% Reduced Lunch	0.9%
% Limited English Proficient		12.2%	% Students with Disabilities	14.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	11.1%
% Hispanic or Latino		74.0%	% Asian or Native Hawaiian/Pacific Islander	12.6%
% White		2.0%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		11.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	11.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		26.6%	Mathematics Performance at levels 3 & 4	30.8%
Science Performance at levels 3 & 4 (4th Grade)		78.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

According to our 2014-2015 Quality Review, the data indicates (1.1) that we need to improve upon developing an engaging and rigorous curriculum in all subject areas that is aligned to the CCLS. Several shifts in instruction have already been implemented. These include:

- Math Exemplars are being used along with "Go Math: across the grade levels
- Core Knowledge (k-2) and Expeditionary Learning (3-5) are being implemented school wide
- Teacher's College Writing Workshop used in grades k-5 and is standards-based aligned
- Writing Units are aligned to Reading Units of study

Part 2 – Annual Goal

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

By June 2016, 85% of students in grades K-5 will increase a minimum of two reading levels using the Developmental Reading Assessment-2 and 85% of students in k-5 will increase a minimum of one performance level at the end of each Teacher's College writing unit.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All Students will be assessed to determine their reading levels using the DRA-2 three times a year and as needed . Students scoring substantially below grade level will receive RTI and/or Academic Intervention Services.</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers Instructional Coach Administration ENL Team RTI Team SETTS & IEP Teacher</p>
<p>Grade lead teachers will work with their grade teams to ensure that unit plans in literacy meet the demands of the Common Core Learning Standards and student needs.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>All Teachers Instructional Coach</p>
<p>Learning Walk conducted in October to identify problems of practice in writing and plan next steps for professional leaning-creating cycles of inquiry</p>	<p>lead teachers</p>	<p>October 2015</p>	<p>Teachers Instructional Coach Administration</p>
<p>Teachers attend professional learning and turnkey to their colleagues.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>
<p>Implement Core Knowledge and Expeditionary Learning Curricula</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>All Teachers Administration Instructional Coach</p>
<p>Monthly Grade Parent Newsletters</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Teachers</p>
<p>Parent Engagement "Super Tuesdays"- monthly workshops held to inform parents of student and school data as well as ways to support their children in the home</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Core Curriculum											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016, students will increase by 4 DRA-2 levels and two writing levels in the TC writing unit.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

After a complete analysis of all available data, including the attendance rate results, we have found:

- attendance rate has somewhat declined, including a substantial increase in tardiness

Part 2 – Annual Goal

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

By June 2016, the attendance rate will increase to 97% and there will be an 8% decrease in student tardiness as measured by ATS and daily late book logs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Attendance Committee will meet monthly to monitor and assess student attendance and tardiness rates. Members will be charged with developing an attendance plan, including incentives, rewards and student recognition to improve school wide attendance.</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>All teachers, Administration Attendance Teacher</p>

			Attendance team members Parent Coordinator
Student of the Month Assemblies honoring individual and class attendance. Parents are invited to this event.	All Students and Parents	September 2015- June 2016	All teachers, Administration Attendance team members Parent Coordinator
School Spirit Day on Fridays to foster student attendance and punctuality	All Students	September 2015- June 2016	All teachers, Administration Attendance team members Parent Coordinator
Monthly Writing Publication Celebrations inviting parents to share in their's child's writing accomplishments.	All Students and parents	September 2015- June 2016	All teachers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Student Certificates, badges, refreshments for classroom celebrations											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016 attendance will increase to 96%, and there will be a 5% decrease in student tardiness.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

As indicated in the 2014-2015 Quality Review data and the recommendations made, we need to improve and initiate systems and structures that encourage our teachers to engage in structured professional collaborations on teams using an inquiry approach that promotes distributive leadership and focuses on improved student learning.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will have participated in six-week cycles of professional learning and inquiry based on their specific needs/goals, as well as school wide goals, as evidenced through observations and data collected through Learning Walks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Learning Walks to determine problems of practice and impact on student learning</p>	<p>Teachers</p>	<p>October 2015</p>	<p>Administration</p>

		January 2016	Teachers
		May 2016	Instructional Coach
Professional Learning Mondays and Study Group on Tuesdays	Teachers	September 2015-June 2016	Teachers Administration Instructional Coach Professional Learning Committee
Grade Team Meetings- Atlas Protocol for Analyzing Student Work	Teachers	September 2015-June 2016	Administration Teachers Instructional Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 100% of teachers will have participated and engaged in two cycles of professional learning and inquiry.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

According to the 2014-2015 Learning Environment Survey Report, 50% of parents expressed a need to participate in school wide events.

Part 2 – Annual Goal

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

By June 2016, there will be an increase of 5% in Parent Engagement as evidenced by attendance at workshops and meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct a parent interest survey to determine parent needs</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Continue to engage parents through school wide events: Fabulous Friday, Costume Parade, Thanksgiving Feast, Holiday Recital and Craft Fair, Coffee and Conversations with the</p>	<p>All Parents Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, teachers Parent Coordinator</p>

Principal, Family Curriculum Night, Dad's Take Your Child to School, Math Family Game Night, Fall Harvest Festival			Parent Association SLT
Learning Leaders Program to involve parents throughout the school day in the cafeteria, library, classrooms and recess	Parents	October 2015-June 2016	Parent Coordinator
Implement Monthly Parent Workshops on "Super Tuesdays" to inform parents of the CCLS, new literacy curriculum, homework support, reading and understanding an IEP, supporting their child's reading/writing progress in the home	All Parents Teachers	September 2015-June 2016	Administration Teachers Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, there will be an increase of 3% in parent attendance as evidenced by attendance/sign-in sheets.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Assessments-DRA-2 NYS Sate Exams	Foundations Wilson	Small group One-to-one	During the school day
Mathematics	Assessments-Benchmark and Chapter exams, performance tasks, NYS Math exam	Go Math! Math Exemplars	Small group One-to-one	During the school day
Science	Assessments-in class observations	Hands-on activities designed by classroom teachers and science cluster teacher; IIM materials Science Club	Small group One-to-one	During the school day
Social Studies	student portfolio work	Additional primary and secondary sources; IIM materials	Small group One-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom Observations & RTI	At-risk counseling	At-risk counseling in small groups or one-on-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none">• Include teachers in the hiring process• Administrative team attends Job Fairs and other citywide hiring events• Assign mentors/buddies for new and struggling teachers• Provide high quality and engaging professional development to teachers• Provide differentiated professional development to meet needs of all teachers

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• Differentiated professional learning for literacy and math for all staff• On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric• Implementation of professional development strategies and techniques as evident by administrative observations and student work• Continuous improvement of teachers as evident by administrative observations and teacher feedback

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

This transition requires both planning and collaboration. Easing and strengthening this transition is vital to ensuring the ongoing benefits of Pre-K educational experiences. We will initiate meetings to encourage and foster inter and intra staff communication in order to begin planning for this transition.

A smooth transition can be achieved by providing age-appropriate curriculum within all the early childhood grades. Opportunities for communication and cooperation can be facilitated throughout the year. A variety of continuity and transition activities can support the “moving-on” experience.

Communication Tips for Staff

Pre-K teachers possess important knowledge about their Pre-K students, which could prove helpful to their future Kindergarten teachers. One of the basic ways this information can be shared is through use of a transition form. We will create, adopt and use transition forms.

In addition, transition tools for parents (Parent-School Relationships) will be created and/or shared. We will communicate the requirements of the school system and the resources available.

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.

Collaborative inquiry teams, Professional Learning Committee and grade level teams engage in the decision making process in regards to the use of appropriate assessments .

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	454,100.00		
Title II, Part A	Federal	232,800.00		
Title III, Part A	Federal	12,128.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,180,733.00		

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of

parents and community in the school. **[PS 250]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 250]** will support parents and families of Title I students by:

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

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

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

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

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[PS 250] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS250</u>	DBN: <u>14K250</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

The freestanding English as a Second Language program at the George Lindsay School (PS 250) serves as a multi-lingual K-5 community through the use of a combined push-in and pull-out model. Content instruction aligned closely with grade level curriculum is provided for English Language Learners (ELLs) using ESL methodologies. There are 106 ELLs in PS 250. There are 2 certified ESL teachers and one teacher with a NYS Bilingual Common Branch certification in the school.

In order to increase academic achievement and improve English language proficiency among our students, we use our Title III funding for the following:

- an extended day for ELLs in grades 2-4

- after school programs are aligned with New York State Common Core Learning Standards

- ELL students are usually grouped by language proficiency levels of beginners, intermediate, and advanced, here students will be grouped heterogenously to foster cooperative and peer assisted learning.

- programs last 6-8 weeks long and meet twice per week for 2 hours per session

- sessions meet Wednesday and Thursday from 2:30 - 4:00

- focus is to provide additional instruction in all four modalities: speaking, listening, reading ,and writing

- parents will be notified of culminating performance via notices sent home, school website, and phone calls from parent coordinator

- ESL Through Drama

Students learn and practice language structures and vocabulary using a variety of dramatic techniques and theatrical activites including: role-play/simulations, pantomime, guided improvisation, writing and performing mini-skits, and jazz chants. Each Session will focus on a multicultural theme. The last session will be a culminating performance project.

- Drama is a highly effective vehicle for teaching ELLS :

-promotes language acquisition through meaningful interactions

-makes language learning exciting and accessible

-motivates and builds self -confidence

- dramatic activities incorporate multiple learning styles (kinesthetic, visual, auditory etc..) ensuring that students' learning potential is heightened

- games/ activities foster a playful, non-threatening, supportive environment key to enhancing ELLS learning

-activities provide ample opportunity to foster self-expression, creativity and independent thinking

-promotes teamwork, cooperative learning, social awareness, empathy (acting requires "walking in another person's shoes")

-developes fluency, pronunciation and effective delivery of language in a contextualized meaningful way

- results in higher retention of language learning because of enhanced engagement level

-

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-

-

Part C: Professional Development

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

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

Begin description here: _____ There will be ongoing professional development for ESL teachers, as well as, other staff members responsible for the delivery of instruction and services for ELLs. Professional development providers will be Theatre teacher and ESL teachers on Mondays during allocated staff development time from 2:25 -

3:40. _____ The objective is to deepen our staffs' sensitivity and understanding of the specific needs of our ELL students, given that our ELL population is growing and most teachers have ELLs in the classroom. Teachers receive PD that will support them in more fully engaging ELLs. PD would include the following topics: understanding the stages of language proficiency in order to adapt instruction to meet the students proficiency level, effective scaffolding techniques, supporting ELLs by creating a welcoming environment, using language partnerships, visuals aids, graphic organizers and thinking maps to support cognitive processing, IIM method to support independent research, Safari Montage and using additional resources.

Part D: Parental Engagement Activities

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

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

Begin description here: _____

We strongly believe that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. Consequently, we engage our parents in multiple ways during the school year. Important notices are sent home in different languages. Our ELL parents are invited to participate in school committees such as the School Safety, Attendance Committee, Pupil Personnel and our School Leadership Team. They are encouraged to join the Parents Association and attend their meetings. Translators are provided at all meetings. Parents are also invited to our Fabulous Friday Events and the Parent Coordinator Workshops. We also offer Math training workshops for parents, as well as, E-Chalk training, which explains how to access the school website and obtain useful information. During Parent-Teacher conferences Spanish and Chinese translators are available.

Our ELL parents are invited and encouraged to participate fully in school activities. Parents are notified via notices sent home, school website, and phone calls from parent coordinator for any school activities and culminating performances.

-
We have alliances with several Community Based Organizations which provide services to ELL parents. The St. Nicholas Alliance runs not only a student after school program here, but also has workshops for parents and a literacy program. Cornell University Extension runs a series of nutrition workshops which our ELL parents attend. We also have a partnership with Woodhull Hospital that provides an Asthma program for our students and ELL parents.

Part D: Parental Engagement Activities

Our parent coordinator serves an integral roll in facilitating communication between parent, community based organizations and members of the school community. She maintains regular contact with our ELL parents addressing their concerns and questions . She also facilitates workshops and is instrumental in discerning the needs and interests of our parents.

Part E: Budget

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

Allocation Amount: \$0

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 250
School Name George H. Lindsay		

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 RoseAnn LaCioppa	Assistant Principal Catherine Alicea
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Evelyn Torres/Kate Levin	School Counselor N/A
Teacher/Subject Area N/A	Parent Darel Marshall
Teacher/Subject Area N/A	Parent Coordinator Ana Ponce
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent N/A	Other (Name and Title) N/A

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	646	Total number of ELLs	103	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	15
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	76	0	14	23		1	4			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	39	25	8	0
4	39	43	20	13	0
5	51	40	21	5	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	39	0	2	0	20	0	8	0	0
4	53	0	52	0	21	0	7	0	0
5	50	0	34	0	22	0	12	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	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	5	0	29	0	52	0	41	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
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.

The assessment tools we use to assess the early literacy skills of our ELLs include: DRAs, Fountas and Pinnell reading levels, ongoing running records, Lab-R levels, NYSESLAT, NYSITELL proficiency levels, baseline and units assessments from Core Knowledge and Expeditionary Learning, and MOSL, for reading and writing.

If we look at the NYSITELL and NYSESLAT scores of the kindergarten ELLs, 72% tested into the Transitioning and Expanding level, and 28% fall into the Entering and Emergent levels.

As for NYSESLAT in 1st grade, 70% of our ELLs test into the Transitioning and Expanding levels, and 30% test into the Entering/ Emergent levels.

In the second grade the majority, 70% of our ELLs are at the transitioning/Expanding levels.

Across the kindergarten, the data shows that ELLs are approaching expectations for grade standards in reading and writing, with some exceptions. MOSL writing scores/ rubrics show many students require extra support in phonemic awareness, mechanics and in responding in a meaningful and organized way to grade level texts.

We are implementing Teachers College Writing Program which supports ELLs' language acquisition and literacy development through an instructional plan that includes: teaching explicit writing strategies, demonstrating revision, editing conventions and elaboration, phonemic awareness, spelling patterns, high frequency words in context (mini-lessons and shared/ interactive writing), explicit teacher modeling, encouraging students to respond to texts of many genres, and modeling fluency (Interactive Read alouds), practice response and reflection (Independent writing). We expect that this extensive modeling of writing and ample opportunities for

practice will result in improved writing skills.

Furthermore, given the CCLS emphasis on close reading and critical thinking throughout the grades, we need to build a stronger foundation in grades K-2. With this goal in mind we are increasing the opportunities for language rich conversations using accountable talk and academic vocabulary across the curriculum. Oral language skills are an essential component of students' language and literacy skills and form the foundation of writing skills. Integrating read alouds, shared writing, shared reading, and independent writing will ensure that students have ample opportunities for oral development and critical thinking through extensive turn and talks, teacher think alouds, small group work, etc.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

As for as our current ELLs proficiency levels according to scores From Spring 2105, the data patterns across levels reveal that the majority of our ELLs are at the expanding level. The data is evidenced in the chart below:

Grade	Entering	Emerging	Transitioning	Expanding	Commanding
1	4% (1)	24% (5)	24% (5)	48% (10)	
2	15 % (2)	15% (2)	15% (2)	55% (7)	
3	0%	23% (3)	8% (1)	69% (9)	
4	10% (1)	40% (4)	10 % (1)	40% (4)	
5	33% (4)	17% (2)	8% (1)	42% (5)	

Percentages of ELLs by grade at the Expanding level:

- 48% of 1st grade
- 55% of 2nd grade
- 69% of 3rd grade
- 40% of 4th grade
- 42% of 5th grade

If we look at the data across the levels, it becomes apparent that the majority of our students are making progress moving through the 5 proficiency levels in a logical progression from Entering to Expanding. The majority of our students, however, concentrate at the Expanding level, and do not reach the Commanding level.

While the distribution of proficiency levels on grades 1-3 shows students making the greatest progression in reaching the Expanding level, in grades 4 and 5 the percentages are lower in the Expanding level.

Furthermore, in grade 5 there is a regression, as indicated by the 33% of students in the Entering level. This regression, is partly explained by the fact that in the 5th grade there were 2 newcomers. Nonetheless, the pattern seems to point to the fact that it is harder to test out of ENL services in the upper grades. This does not negate the fact that 42% of our students did reach the Expanding level which shows significant and steady growth.

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

Although PS250 did not meet AMAO targets under Title 3, our ELLs did make AYP in ELA, mathematics and science. They have also shown growth as evidenced in NYSESLAT scores. In addition, Our ELLs are showing progress in their ability to articulate more complex thoughts around close readings, demonstrated by their participation in classroom discussions, small group work and collaborative projects. In order to continue to make improvements in our students' writing, we have initiated a school wide goal of improving the quality of writing. Writing instruction is now fully integrated across the content areas. And finally we are witnessing improvement in our students' mathematical thinking and their ability to articulate their thought process using mathematical terminology, as a result of our focus on Exemplars.

4. For each program, answer the following:

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

The pattern we noticed based on the 2015 NYSESLAT and LAB -R is that the majority of our ELLs are scoring at the Expanding level. To restate our data across all grades :

Grade level	Expanding	Proficiency level
1 st		48%
2 nd		55%
3 rd		69%
4 th		40%
5 th		42%

The conclusion we draw from this data is that our ELLs are making significant progress in the stages of language acquisition (from entering to expanding), but it is much more difficult for them to reach the commanding level.

The results of Periodic Assessment, in past years, helped teachers and school leadership by providing another lens with which to view the academic performance of our ELLs. Teachers could access information pertaining to ELLs in Aris and use this information to inform their instruction and to form small groups for differentiated instruction. The results could also serve to highlight gaps in students' learning and the teacher could use this information to tailor instruction.

For the 2014- 2015 school year our school has decided not to use ENL Periodic Assessment in an effort to streamline our assessment process and to optimize teacher instructional time.

The use of the home language is supported in several ways, including a collaborative/ co- teaching model in which The ENL teachers push-in to the classroom and strategically use the home language (at present this occurs with Spanish) as one type of scaffold to ensure that content is made meaningful and assessible. In several classes we have teachers who are bilingual (Spanish and English) who also strategically use Spanish to allow for greater access points to instruction. We also use a collaborative patternship model in the classrooms where ELL students are paired up with students who speak their home language. This makes it very clear that the home language is valued and respected and that English is not meant to replace or erase the home language. Our goal is to create an environment where both English and the home language/ culture are equally valued and celebrated. The school climate is one in which diversity and multiculturalism is embraced, as evidenced by the focus on celebrating different cultures through such events as Fabulous Fridays, and a core curriculum (Core knowledge and Expeditionary Learning) which highlights diversity, cross cultural learning and appreciation.

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](#).]

Within the Response to Intervention Framework, our school uses data we have gathered on our ELLs to identify, as quickly as possible, those in need of academic support. Our main goal is to create a strong, supportive, and responsive classroom environment so as to minimize the need for further intervention.

At the Tier I level, PS 250, is implementing the following schoolwide initiatives and instructional practices which pertain to all students including our ELLs. These schoolwide initiatives carefully consider the language acquisition, cultural, and socio-emotional needs of our ELLs.

Given that all students, and especially ELLs, need a positive, inclusive and respectful environment that supports the students' social and emotional growth, as well as their academic learning, we will be implementing The Responsive Classroom Approach .

We believe that our ELLs will become more engaged and excited about learning because they will feel like valued members of a collaborative community of learners. Morning meetings will be an intergral part of every classroom, as well as practices designed to make the classroom more joyful, stimulating, child centered, challenging, and developmentally appropriate.

To heighten motivation, and to foster students' ownership of their own education. Instructional practices will include

student choice, where students are able to choose an appropriate differentiated, learning activity which take into account proficiency levels , and culturally specific interests. The Responsive classroom initiative will provide a strong foundation for our ELLs by instilling the essential values of cooperation, responsibility/ ownership, and accountability. This in turn, as research has shown, will have a significant impact on the academic and social development of our ELLs, and will increase the number of students who are able to function productively in the classroom without the need of more intensive interventions.

Since the groundwork for RTI for ELLs is high quality core instruction, which centers on language and literacy development, we are launching new curriculum school-wide . Both Core knowledge and Expeditionary Learning have proven to be rigorous and effective in NYC classrooms. For the struggling ELLs we plan on developing intensive scaffolding methods, which take into account the students' cultural and linguistic background, language proficieny level and individual learning style. The integrated teaching model, where a certified ELL teacher co-teaches with the regular classroom teacher, will be an essential component in supporting our ELLs at the Tier I level.

We monitor our ELLs' progress regularly using multiple sources of assessment data. We use both formal and informal assesments,

including published writing pieces, unit assessments (which are differentiated for ELLs), information gathered from conference notes, participation in classroom discussions, homework assignments and portfolios. The key factor here is a responsive and flexible system in which consistent monitoring of progress goes hand in hand with adjusting instruction to target the particular needs of our ELLs, ensuring that instruction is tailored to the proficiency level, and learning needs of the student.

6. How do you make sure that a student's new language development is considered in instructional decisions?
PS250 uses an integrated co-teaching model supplemented by stand alone ENL which ensures that a certified ENL teacher is collaborating with the classroom teacher to provide an environment that nurtures and supports the students' new language development. Our school strongly supports differentiated instruction in all classrooms and content areas to ensure that our students' second language development is taken into consideration. All of our classroom teachers are aware of the ELLs in their room and make every effort possible to made the curriculum accessible to them through scaffolds, partnerships, groupings and diffentiation. The ENL teachers similarly employ ENL scaffolding techniques and diffentiation while focusing on integrating the four modalites into their instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not currently offer dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We did not meet AYP for ELLS. However, as noted previously, we monitor the success of our ELLs regularly in various ways including the following: NYSITELL/ NYSESLAT scores, MOSL, portfolios, recorded observations of ELLs engagement level in classroom instruction, ENL teacher narratives on ELL students. We continually review and evaluate the strengths and weaknesses of our programs by identifying trends and patterns in our data. This helps us to remain as responsive as possible to the changing needs of our ELLs.

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.
Initial identification of ELLs is a thorough process that adheres to the current policy mandates according to the ammended CR Part 154, as well as the essential federal, state, and city regulations that pertain to the education of ELLs. The following steps are included in this process as outlined below:
ELL Identification
The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL , (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs.
 1. Enrolling as a new student to New York City and was never in a New York City or New York State public school . Students who have never been to any NYC or NYS public school must complete the entire ELL Identification Process outlined in this document by beginning with the determination of the home language.
 2. Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years). Schools are required to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.
 3. Enrolling as a former New York City or New York State public school student
Students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete

the entire ELL Identification Process outlined in this document by beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

1 Prior to February 1, 2014, ELLs were identified through the Language Assessment Battery—Revised (LAB-R).
(from ELL Policy and Reference Guide 2015-2016)

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).

We follow the protocol below as detailed in the ELL Policy and reference Guide 2015-2016:

Within 30 days we make an initial SIFE determination. During the ELL identification process, if there is reason to believe that a student has had interrupted or inconsistent formal education. The SIFE identification process takes place for newly identified ELLs, ELLs in grades 3 to 5, and ELLs at the beginner/entering or low intermediate/emerging level of proficiency according to NYSITELL results. The process includes the oral interview questionnaire For SIFE students (with a gap of 2 or more years of formal education) and whose home language is Arabic, Bengali, Haitian, Creole, Chinese, or Spanish, we administer the LENS (Literacy Evaluation of Newcomer SIFE).

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).

NYSITELL eligibility for students entering with IEPs is determined by the LPT. The LPT consists of the Principal; Catherine Alicea, AP; Dana DiSanti, Special Ed.; Kate Levin/Evelyn Torres, ENL Teachers; and student's parent/guardian. The LPT relies on multiple criteria: interview in English and home language, review IEP, analyzing student's school work, and school based assessments to determine whether the student's needs are predominantly a result of language acquisition or whether the student's learning disability is the primary cause influencing the student's English proficiency. We use the chart in the ELL Policy and Reference Guide (page 51) in order to guide our process and to ensure that we adhere to the timeline (20 days) to accept or reject the LPT recommendation.

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.

In order to adhere to the deadline of distributing entitlement and non-entitlement letters within five school days of ELL determination; we ensure that parents are notified about the results of the NYSITELL and ELL status and that entitlement letters, non-entitlement letters and continued entitlement letters are sent to parents/guardians. We keep records of all letters sent to parents in our ENL files.

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).

We inform parents of their right to appeal ELL status within 45 days of initial enrollment by explaining the protocol for the process as outlined in the ELL Policy and Reference Guide (Re-Identification of ELL Status) in the parent orientation meeting. The ENL teachers (K.Levin, E. Torres) are responsible for this process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

This process involves parental choice. A number of structures are in place in order to ensure that the parents of our newly enrolled ELLs at P.S. 250 understand all of the program choices, options, and rights to which they are entitled.

Each parent of a newly enrolled student who qualifies for ENL services is invited (via written invitation and telephone in their home language of choice when available) to an ENL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent or guardian of each new student to attend. At the parent orientation session, informational materials (brochures from the NYC DOE website) are provided and the Parent Orientation Video for the NYC DOE website is viewed by the parents in the language of their choice. In addition, an ENL teacher or other bilingual school personnel offer additional counsel to parents in the language of their choice in order to clearly present all three program choices, and to ensure that parents understand the options that are available to them. The parent coordinator and the ENL teachers assist in the completion of parent surveys and program selection forms, to make sure that all parents complete them accurately and timely. When the program selection process is complete, the school sends out placement letters to confirm placement of students in appropriate programs. The HLIS and the Program Selections are kept in the ENL records.

We schedule a Parent Orientation as soon as we have identified our newly enrolled ELLs and send the Entitlement letters out to them. We follow up our letters with phone calls to our parents in order to ensure a greater turnout to our Parent Orientation. If a parent cannot attend the Parent Orientation, ongoing one-on-one Parent Orientations are conducted in order to complete the Parent Survey and Program Selection forms. In the case that a parent survey is not returned, the bilingual program is the default placement .

We continually monitor program choice so that if 15 or more parents/guardians in contiguous grades request TBE or Dual Language Program, we make sure to work with administration to best accommodate parent choice by opening up requested programs. In the

case where a TBE or Dual Language program opens up at P.S. 250, our ENL team reviews parent survey/program choice forms to determine parent interest. If it is discovered that a parent had previously chosen one of these programs, ENL teachers contact them to inform them that their program choice is now available at our school. The parent would then be given the choice to have the child moved into that program or remain in the freestanding ENL program. In the case of a classroom move per the parent's request, the ENL teachers would work with administration and the school secretary to make this happen. Although this has not occurred at P.S. 250 in recent years, we are prepared to handle this process if the case should arise.

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.
Once ENLs in our school are identified, our ENL teachers create and distribute entitlement letters to Parents. Copies of these letters are kept in the ENL office. As parent surveys/program selection forms are returned to the school, copies are made. The original is filed into each student's cumulative record and a copy is kept on file in the ENL office.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If a parent neglects to return the Parent Survey and Program selection form, the school contacts them until one is returned. In the event that a parent survey form is not returned, a note is made on the copy of the entitlement letter along with a log of the phone calls made. If the parent still fails to complete a parent survey and program selection form, the default program placement in ATS is a Transitional Bilingual Educational Program as per CR Part 154.2. All parents who do not return the selection forms within 18 days receive the default placement letter.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teachers (K. Levin, E. Torres) maintain dated records of ELL eligibility status in the designated ENL records keeping files in order to make certain that placement letters (in the parents/guardians preferred language) are distributed within 5 days of ELL status determination.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The original HLIS, and Program selection forms are placed in students' cumulative folders. Copies of ELL documents are kept in the ENL record files.
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 first step we take in order to ensure that all of the students who are eligible to take the NYSESLAT actually take the test (and are on our current roster) is to print out the RLER report in ATS. We use this report (which lists all the ELLs in the school) and compare it to our existing ELL roster. We then create a testing schedule by grade with the corresponding list of ELLs. Next, the Testing Coordinator along with the principal identifies certified teachers who will administer the NYSESLAT on each grade. Because of the number of ELLs, we usually test students by grade level (even though the test is the same for certain grade bands). The Testing Coordinator schedules a meeting to review testing protocol with the certified teachers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our ENL teachers rely on the RLER report in ATS to identify those ELLs who did not score Proficient/Commanding on the NYSESLAT. Once we have identified these ELLs, we add them to our ELL roster to ensure that they receive continued entitlement and transitional support. As per CR Part 154, former ELLs (within the 2 year mark) are also added to the ELL roster. In order to inform parents/guardians that their child will continue to receive ENL service, our ENL teachers create and distribute continued entitlement letters to these students. Copies of these letters are also kept in the ENL files.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The parental choice trend is for Freestanding ENL program. This year, we have 31 new ELLs and all 31 parents requested a Freestanding ENL/Integrated co-teaching program on their program selection form . As it turns out, the program model offered at P.S. 250 is a Freestanding ENL and integrated co-teaching program model. Therefore, 100% of our parental requests are aligned with the program model being offered in our school.
Even though our trend is toward a Freestanding ENL program, we are keeping track and are prepared, via the ASPIRA consent decree, to create a dual language or bilingual program, if 15 parents in one or two contiguous grades make that request. If a parent chooses an option available in the school (currently ENL), we make sure that the student is placed within 10 calendar days. We inform parents if their selection is not available at the school and provide them with two options: 1- enroll the student in the current available program (Freestanding ENL) or 2 - transfer the student to another school where the program choice is available. To facilitate the transfer we would contact the Department of English Language Learners and Student Support to coordinate the transfer.

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.

In order to meet the Language needs of our ELLs we follow the servicing and scheduling requirements in CR Part 154 (Grades K to 5) as detailed in the chart on Page 15 Titled " Part 154-2 (K-80 English as New Language (ENL) Units of Study and Staffing Requirements.

In order to best meet the needs of our ELLs while adhering to the requirements of CRPart 154.2, PS 250 provides ENI instruction through an intergrated co-teaching and a standalone models. The largest component of ENL instruction will be delived through the integrated model in which an ENL teacher co-teachers with the regular classroom teacher during literacy core content blocks. Within the classroom proficiency levels are mixed. During the Standalone instruction, however, the proficiencylevels are more homogeneous but the grade levels often are mixed. For example, our newcomers and emerging students from grades 3-5 are often grouped together. Transitioning and expanding students are frequently grouped together for purpose of targeted writing instruction. We attempt to remain relatively flexible with our groupings so as to better serve the evolving needs of our students.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?

We program all our students using STARS cross referencing NYSESLAT/ NSESTELL scores and students' proficiency levels to ensure that the mandated number of instructional minutes are provided according to proficiency levels. In order to comply with Part 154-2 mandates, the administration of PS 250 facilitates servicing by grouping ELLs together in designated classrooms. This makes integrated and standalone ENL scheduling more efficient. We ensure that we meet the servicing minutes requirements of entering, emerging, transioning, expanding and comandng by allowing for flexibility within grouping. Based on the 2015 mandates we provide ENLs with instruction in each programs according to proficiency level and required minutes as follows:

Entering : 2 units of study (360 minutes) : 1 stand alone, 1 integrated (ENL/ELA)
Emerging: 2 units of study (360 minutes) : 1/2 stand alone, 1 integrated (ENL/ELA) , Flexibility: 1/2 stand- alone
Transitioning: 1 unit of study (180 minutes): Integrated ENL/ELA 1/2 (90 minutes) Flexibility: 1/2 (content ared)
Expanding : 1 unit of study (180 minutes): 1 ENL/ELA or content area
Commanding: Flexible 1/2 intergrated ENL ELA or content area
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.

We use a variety of instructional approaches and methods to make content comprehensible including : scaffolding instruction by using a spiral approach, thinking maps, graphic organizers, drama techniques, targeting content area vocabulary instruction, extensive oral language development around core content curriculum , visual aids/realia, and pictures dictionaries. In order to support our students with meeting the CCLS language strand objectives and the demand for close readings and higher level thinking skills, we build background knowledge using multiple resources (smart board, high interest texts with enticing illustrations/ photos, sketches). We modify instruction where necessary and facilitate entry into content area discussion by focusing on explicit instruction in language by using conversation/sentence starters and front loading direct teaching of Tier III vocabulary . We provide a solid foundation in spoken language upon which to build the other language modalities. We intergrate shared/interactive writing as well as read alouds with accountable talk to maximize the opportunities for language modeling and developing critical thinking skills. When the need arises and where possible ,we also use the home language as support; several of our teachers are bilingual (English and Spanish).

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

We ensure that ELLs are appropriately evaluated in their home language in several ways including:

ENL teachers interview Spanish speaking students in their home language and continue to evaluate them at periodic intervals throughout the year. We also use informal running records using texts in students' home language (when available) to assess their literacy skills. ENL teachers evaluate Asian students by using an intepreter, when available, to determine fluency in their home language. In the case where there isn't a home speaking pedague, or aid , we ask a family member or a DOE interpreter to help us.

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

Certified ENL teachers use various assessments to periodically address ELLs in all four modalities of English acquisition throughout the year including the following:

Rubrics, student self-assessment checklists, protfolios, project based learning, unit assesments, and presentations.

To evaluate ELLs' reading skills, we first look at the NYSESLAT report to view the raw scores for the reading section of the test and to serve as a baseline in which to compare future NYSESLAT scores. We use DRAs about four times per year to check students' reading levels and comprehension. We use running records to monitor students' ability to read, decode, and comprehend the text at hand.

To evaluate ELLs writing, we first look at the NYSESLAT report to view the raw scores for the writing section of the test. Then we look at the students' writings (both drafts and published pieces) using a common core aligned rubric to formally assess writing skills and to get a picture out where our ELLs are in relationship to CCLS. However, we also make sure to use rubrics that are specifically designed for ELLs taking into account their language acquisition stages, and learning style.

To evaluate ELLs speaking and listening, we use the NYSESLAT report to view the raw scores for these sections and to serve as a baseline. The ENL and classroom teachers engage in an ongoing assessment of students progress by observing and evaluating students engagement level and progress during the multiple oportunites for classroom and small group discussion across the curriculum throughout the day.

Teachers maintain binders and /or conference notes to keep track of informal and formal assessments in all four modalities.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

For all ELL subgroups our goal is ensure that curriculum is supported with research based scaffolds based on the academic, social and linguistic needs of the individual student.

It is crucial that teachers foster both the socio-emotional and acdemic development of SIFE students. Many SIFE students require extra support in order for them to have a healthy acclimation process and make an effective transition. Instructional strategies will vary depending on the level of home language proficiency. Whenever possible we look for entry ways to grade level curriculum by utilizing ENL methodology, scaffolding etc. in an effort to make content meaningful. We attempt to bridge the gap between home language/culture and school language/culture by taping into students interest areas and making explicit cultural connections. SIFE students are grouped together with their peers in age appropriate homgeneous classrooms. Whenever possible we build on the home language literacy skills in order to secure a foundation upon which to transfer new language skills.

Newcomers are serviced with the intention of giving them the Basic language skills (BICS) needed to function and feel

comfortable in their new environment while acquiring sufficient English language skills to participate as fully as possible in the classroom. We use ENL methodology as mentioned above which centers on embedding lessons with multiple layers of scaffolding: role play/drama, realia, maps, photos, videos, manipulatives, preview/review lesson format, graphic organizers, dialogue journals with the teacher or peers, etc. As holds true for all our instruction, but particularly important for our ELLs, teachers make sure to present information in many ways to engage students with different learning styles.

Newcomers are placed in age appropriate heterogeneous classrooms so as to offer them multiple opportunities for language acquisition and enhance extrinsic motivation and peer support. Newcomers are also pulled out in small homogeneous groups to best hone in on their specific language acquisition needs.

Developing students need extensive and explicit instruction in content area academic vocabulary in order to render grade level texts comprehensible. They also need extra support in developing writing skills across the content areas. We are focusing on raising the level of discussion around close readings (while integrating academic vocabulary), because not only will this improve the critical thinking skills of our students, but it will also form the foundation for better writing.

Long term ELLs are services under the premise that each student progresses at his/her individual rate through the language acquisition stages. According to the natural order of language acquisition, students develop BIS first and CALP second. Our long term ELLs, however generally seem to get stuck at the intermediate and advanced levels proficiency because they lack the crucial academic language necessary for their reaching the commanding level. Long term ELLs display significant gaps in reading complex grade level texts, and their writing lacks the language necessary for more complex expression. Because long term ELLs often have an insufficient command of academic language they often become hesitant participants in the classroom. In order to address these issues we are differentiating and scaffolding instruction so that literacy skills targeting academic vocabulary, grammar and syntax, and reading comprehension, are embedded in all instruction.

We are also focusing on teaching explicit study skills and metacognitive practices that develop behaviors that are essential for academic engagement and success.

Former ELLs are provided with continued support through our integrated co-teaching model. Former ELLs often have similar needs as Long term ELLs (as outlined above), therefore we follow a similar instructional focus on developing higher level literacy skills and academic vocabulary. We focus on raising the level of expression in writing and speaking so that students are able to articulate coherent arguments and point of view. We believe that as their language becomes more sophisticated they will develop the confidence to express themselves as independent critical thinkers.

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.

For students re-identified as ELL or non-ELL, based on approved re-identification appeal within 45 days of student enrollment, the school ensures the student's academic progress has not been adversely affected by adhering to the guidelines articulated in CRPart 154-2.3. The ENL staff together with the principal monitor the adaptation and progress of the re-identified students. The parent/guardian is consulted and the principal will ensure that additional support services are offered to the students as outlined in CRPart 154-2.3

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?

At PS 250 we have a relatively small population of ELLs who are designated as SWDs. This population receives individualized instruction from the classroom teacher, the SETTS teacher, paraprofessionals, and the ENL staff, as prescribed by their IEP.

Teacher collaboration is essential to ensure congruent and focused planning. This year will be the first year we are implementing our new school wide curriculum (Core knowledge k-2 and Expeditionary Learning 3-5). We will make sure both curriculums are assessable to ELLs/SWDs by applying the appropriate scaffolding strategies as mentioned above. We will also use our large guided reading library to support and allow differentiation. Our SETTS teacher provides ongoing PD on teaching SWDs . Our resources also include native language texts.

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?

Chart There are several ways that our school uses curricular, instructional and scheduling flexibility to meet the diverse needs ELL-SWDs with the least restrictive environment. In order for ELL-SWDS to receive a rigorous education, the Special education and ENL teachers confer with the grade level teachers to produce curriculum maps and give input into the lesson planning (modifying and scaffolding instruction) as well as monitor students' academic and socio-emotional progress. Schedules are designed to facilitate an intergated co-teaching model and to make sure that ELL-SWD receive their mandated services. Curriculum is scaffolded specifically to meet the academic challenges and learning styles as articulated in the students' IEP. When appropriate we also make use of a computer software- based curriculum (Award Reading). This program motivates many ELLs and helps them build reading comprehension, phonics, word study and sight words.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

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

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



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

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

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

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

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

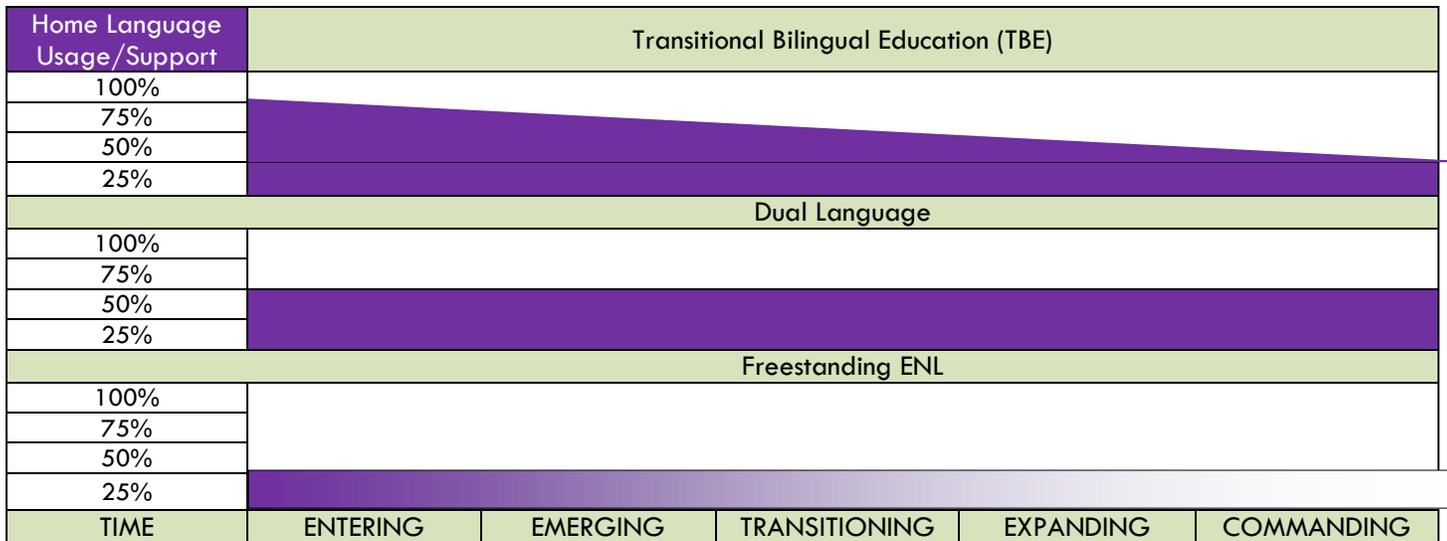


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We offer several after school programs to aid in the preparation of the state tests. There are typically three types of programs offered: ELA and Math test sophistication, and in the Summer we also provide an ENL program targeting integrated literacy skills. Whenever possible, we incorporate home language supports. In the areas of Social studies and Science we are re-organizing our programming in order to add targeted intergrated co-teaching support when and where it is most needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. We measure the effectiveness of our current programs by analyzing our baselines for our Measures of Student Learning (MOSL in literacy and Math, and benchmarks of performance assessments (chapter/ unit assessments, DRA levels, writing pieces with accompanying rubrics, etc...) These measure help us to see the areas in which our ELLs continue to struggle. We then attempt to tailor our instruction toward their specific needs. Furthermore, we identify growth areas. In the case where we do not note growth, the ENL teachers and classroom teachers create a plan to help target the gaps in learning. We are currently modifying our ENL program to better address the need for more support in understanding the new curriculum (Core learning and Expeditionary learning) . We are launching a more comprehensive Co-Teaching intergrated model this year, so that the specific lanaguage needs and proficiency levles of our ENLs are more effectively addressed at the time of instruction delivery.
12. What new programs or improvements will be considered for the upcoming school year? Since we are a multi-media and communications magnet school, some of the new improvements we are making school wide involve the continued use and integration of technology in our teaching. Every classroom has a smart board and a document camera with which to aid in teaching. Staff is continously learning new ways of incorporating this new technology in order ensure that our students are prepared for the continued technological developments in our world. We also have a new drama program which will focus on developing language and literacy skills. We have been awarded an ELL STEM grant .
13. What programs/services for ELLs will be discontinued and why? None of the programs/ services that we currently offer our ELLs will be discontinued. This is contingent upon the Budget.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All our ELLs are included and encouraged to participate in all school programs and supplemental services including : Afterschool programs (YMCA. Williamsburg community Center, Bushwick Center for Children, St. Nicks/TASC) Any school program that is being offered at PS 250 is open to all students regardless of ELL status. After school programs are offered to ELLs in grades 2-5 usually from February to May. The programs' main focus is on language and literacy development.
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. The ENL program uses a materials pulled from various programs and curriculum in addition to teacher created materials including the following:
- Core knowledge (we will be implementing this program, as well as, Expeditionalry Learning for the first time this year)
 - Expeditionary Learning
 - Award Reading
 - Teachers College Writing Curriculum
 - Exemplars
 - Independent Investigative Method (IIM)
 - Safari Montage
 - Multilevel Nonfiction Books (Lakeshore)
 - GO Math
 - High interest low level books
 - National Geographic Videos
- As previously mentioned, ENL teachers often include technology to support instruction. This is especially true for newcomers who at first must rely heavily on visual clues to aid in comprehension. This might mean a short video on elephants is shown to a group prior to reading a book about how elephants adapt to their environment. This kind of ENL strategy helps our students activate and/ or build prior knowledge before diving into a new topic.
- Document cameras are often used during writing or reading instruction to showcase and discuss anchor texts, students writing and for shared annotation of texts.
- iPads are used to develop literacy through words games, digital books, etc.

Guided reading books with strong picture support and predictable patterned sentences are frequently used, particularly with our Entering and Emerging students.

Given that our students need a lot of support with vocabulary/ unfamiliar words in order to ensure comprehension of a text (or spoken language) we use dictionaries (both picture and two languages) computer images, photos, flash cards, etc. which provide students with multiple exposures to targeted vocabulary words .

Hands on materials such as magnetic letters, white boards, sentence strips, index cards, are used for all sorts of literacy building activities.

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

The home language is used, whenever possible, in the classroom, by the ENL teachers and school personnel to provide support and clarification for our ELLs. This is especially necessary to assure that content and concepts in the subject areas are made comprehensible.

We have home language materials available as part of our ENL libraries as well as in our school library . These texts are used to maintain and foster home language literacy and fluency. Parents of ELLs are encouraged to read to their child, whenever possible in their home language. Parents and ELLs are encouraged to borrow bilingual and home language books from our libraries. Teachers, when possible and appropriate, use the home language to aid in communicating with our ELL population.

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

As per Chancelors Regulation A101, students are placed in age appropriate classrooms and small group settings. ENL teachers collaborate with classroom teachers about curriculum, specific lessons, vocabulary and language acquisition issues of our ELL students, so that every attempt is made to make grade level content comprehensible.

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).

When newly enrolled ELLs come to our school with limited or no English we make an effort to personalize their introduction by having the ENL teacher introduce them to their classroom teacher. The ENL teacher, whenever possible provides a guided tour of the school visiting the places they will be frequenting: restrooms, library, bathrooms, cafeteria etc etc A buddy system is set up to help the student with the transition. The buddy, whenever possible, speaks the students' home language. Because systems are in place (interview process, parent orientation Etc..) to optimize communication with the parents/guardians and the school community we hope to make the transition as smooth as possible. It is understood that many new immigrant students may experience culture shock and/ or go through a "silent period" so the ENL teacher makes sure to maintain ongoing communication with the classroom teacher and parents should any issues arise.

19. What language electives are offered to ELLs?

We do not offer language electives at our school.

20. For schools with dual language programs:

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
PS 250 offers ongoing professional development for all teachers of ELLs. Our school organizes professional development through our committee which is comprised of staff members who are particularly interested in promoting high quality and engaging PD opportunities. The office of English Language Learners and the Borough Brooklyn North Field Support Center also provide Professional development . Some topics include:
 - Danielson Framework/Advance
 - Analyzing MOSL Data through the lense of language acquisition stages
 - CityWide Instructional Expectations/ Quality Review Rubric
 - Common Core and language acquisition alignment
 - Core knowledge
 - Expeditionary Learning
 - Exemplars
 - Compliance Issues (Implementation of New CR -154
 - The Responsive Classroom
 - Teachers' College Wrting Project
 - Best practices/strategies for modifying and scaffolding instruction
 - Integrated Co-teaching Model
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 Division of English language learners and Student Support offers our ENL teachers resources and materials to help in supporting ENLs as they engage with CCLS and offers specific professional development for ENL teachers. Our Professional development committee, made up of staff members, oversees the process making sure that professional development includes:
 - Understanding language acquisition stages in order to better differentiate instruction and provide adequate scaffolds for ENLs (to increase and vary access points to CCLS)
 - Socio-emotional and culturally specific needs of our ENLs and implications for instruction
 - Best practices for integrated co-teaching
 - Integrating language and content in the delivery of CCLS instruction (aligning language acquisition to content)
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to support our staff in assising ELLs in their transition to middle school, PS 250 organizes informational parental meetings, school visits and middle school fairs. We work with guidance councilors to provide information to parents of our ELLs about middle schools that have comprehensive services for ELLs.
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.
The minimum hours of ENL training are meet through weekly Monday professional development (which includes supports and scaffolding techniques for ELLs), half-day workshops, and through our ENL department updates provided by ENL teachers. We have a professional development committee (comprised of dedicated staff members) who take charge of organizing professional development and making sure that we adhere to the mandated guidelines as per CR 154.2, to include 15% dedicated to language acquisition and best practices for integrated co-teaching as well as language and content area instruction for ELLs. Our ENL teachers receive 50% of their Professional development in aligning language acquisition levels to the content area. Our Professional development team keeps records of total hours, attendance, and agendas.

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?

We encourage and foster ELL parent involvement. We use in house Translators (staff members) whenever possible and Translation and Interpretation Services when necessary to make this happen. ENL teachers aim to create open lines of communication with Parents of ELLs by establishing a positive repoire and ongoing communication. Some of the ways we foster parental involvement include:

- Curriculum Night: At the beginning of the year, all parents are invited into the studnets classroom to learn about the various curriculum and to discuss ways to support their child's academic growth
- The ENL teachers have an open door policy in order to provide every opportunity possible for parents to discuss their child's language development and progress
- We plan on offering individualized meetings with parents of ELLs in May and June in order to clarify and discuss langauge proficiency assesments/results, progress, goals etc

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. An integral component of PS 250's vision, as articulated in the Mission Statement, is the believe that the school home connection is essential to the academic success of students. " PS 250 recognizes the vital and crucial role that our students' families play in their academic success. We believe that engaging our parents in professional learning, school events, and ongoing conversations,will lead to our students reaching their fullest potential". In effort to fulfill this mission we are increasing our outreach to parents in the following ways:

- Classroom teachers send monthly News Letters which highlight parental involvement events.
 - We plan on offering workshops for parents of ELLs about following topics:
- strategies to enhance language acquisition and support home language
- literacy enrichment at home
- We are working with the parent coordinator to organize a group of parents to attend the New York State ELL Parent Conference (10/29/2015)

We also are working on increasing the number of ELL parents who attend our Fun Fridays. During these Friday (once a month) parents work with their child in the classroom on special activities/ projects. Our fun Fridays often center around a cultural theme such as Hispanic Heritage, or Chinese New Year. Classroom teachers are keeping logs of parents who attend Fun Fridays, making phone calls to encourage parents who have not yet attended to take advantage of this opportunity. During all events/ activities we keep attendance logs and follow established protocol involving contacting parents to encourage them to participate in scheduled events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We partner with the following programs or Community Based Organizations to provide workshops or services to PS 250 parents including our ELL parents :

- Woodhull Hospital (Asma care)
- Our local branch of Brooklyn Public library
- We also invite our parents to take English classes at our neighboring schools (PS 157 and Grant Street Campus H.S.)
- New York State ELL Parent Conference

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

We evaluate the needs of the parents in several ways including: parent surveys, feedback from teachers' ongoing conversations with parents, and monthly principal meetings with parents. We collaborate with the parent coordinator to review the NYC Learning

Environment Surveys as well as other internally generated surveys. To often parents express frustration because they are unable to help their child with their school work, so we are considering offering a workshop on strategies for parents to support academic learning. Parents have also expressed their concerns about understanding the CCLS and new curriculum initiatives, so we will be offering a workshop on this.

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

In order to better meet the needs of our parents we are working on offering the above mentioned workshops which address the needs of the parents. Our goal is to strengthen communication and collaboration between parents and school so that parents feel like engaged and welcome participants in their child's education.

D. Additional Information

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

Paste response here:

School Name: George H. Lindsay**School DBN: 14K250**

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)
RoseAnn LaCioppa	Principal		9/16/15
Catherine Alicea	Assistant Principal		9/16/15
Ana Ponce	Parent Coordinator		9/16/15
Evleyn Torres/Kate Levin	ENL/Bilingual Teacher		9/16/15
Darel Marshall	Parent		9/16/15
N/A	Teacher/Subject Area		9/16/15
N/A	Teacher/Subject Area		9/16/15
N/A	Coach		9/16/15
N/A	Coach		9/16/15
N/A	School Counselor		9/16/15
N/A	Superintendent		9/16/15
	Borough Field Support Center Staff Member _____ N/A		9/16/15
N/A	Other <u>N/A</u>		9/16/15
N/A	Other <u>N/A</u>		9/16/15
N/A	Other <u>N/A</u>		9/16/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14k250** School Name: **George Lindsay**
Superintendent: **A. Winnicki**

Before you begin, please check the following:

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

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

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

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

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

The data and methodologies we use to assess language preferences of the parent community for both written and oral language communication include tallying the results of question 1 and 2 in part 3 of the HLIS, reviewing ATS reports and Emergency Contact cards containing pertinent information regarding home language. We also maintain contact with the classroom teachers in order to obtain any relevant information regarding parent communication.

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

The vast majority of our parents preferred language for written and oral communication is English. The second most preferred language is Spanish, followed by Chinese (Mandarin, Cantonese, as well as other Chinese dialects). Finally, the most preferred language is Arabic.

Part B: Creating a Communications Calendar

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

The following documents we typically disseminate include: 1) Beginning year : Welcome letter, Handbooks, Curriculum Night, supply lists 2) Middle and throughout year: Fabulous Friday, parent-teacher conferences (November, March) newsletters, calendars, after-school program, New York State testing dates, letters from school leadership .

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

The formal and informal meetings we typically have with parents throughout the year are: parent-teacher conferences, curriculum night, guidance counselor, speech teacher, IEP meetings and ongoing calls to parents relating to student's progress.

Part C: Providing Language Assistance Services

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

PS 250 will meet identified translation needs by designating a translation and interpretation team to oversee the process. The team will ensure that all pertinent documents are translated in the preferred languages. Whenever possible we will rely on in- house translations. We currently have several staff members who are able to provide Spanish Translation services and one staff member who is able to translate for our Chinese parents. We intend to use the Translation & Interpretation Unit to provide services in Arabic, however, if the need arise we will use an outside vendor.

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

As stated above, we plan on meeting identified interpretation needs by utilizing a combination of in-house translators, and Translation & Interpretation services when necessary. Whenever possible we will

use in-house translators, however, for Arabic services we intend to use the Translation and Interpretation Unit and/or an outside vendor if necessary.

Part D: Training Staff on Policies and Procedures

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

We intend to designate a portion of professional development time to informing our staff on using translation services. Our language translation team will ensure helpful pertinent information is distributed during this PD including (Language ID Guide, Palm Card etc.)

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

PS 250 plans to fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663 by designating the Translation and Interpretation Team as overseeing the process ensuring that notifications are translated and that information is disseminated in a timely fashion.

Part F: Monitoring and Quality Control

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

There is a parent survey that we will use to aid us in gathering information from parents about the quality and effectiveness of the services provided. We will use the survey to highlight areas in which we can improve the quality and availability of services.