

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M004

School Name:

P.S. 004 DUKE ELLINGTON

Principal:

BONNIE WHITE JONES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 4 Duke Ellington School School Number (DBN): 06M004
Grades Served: Pre K-5th Grade
School Address: 500 West 160th St. New York City, NY 10032
Phone Number: (212) 928-0739 Fax: (212) 928-4142
School Contact Person: Gilberto Batiz Email Address: gbatiz@schools.nyc.gov
Principal: Adam Stevens
UFT Chapter Leader: Hassan Keys
Parents' Association President: Wallesca Lopez
SLT Chairperson: Pending
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Wallesca Lopez
Student Representative(s): N/A

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, Room 419, New York City NY 10027
Superintendent's Email Address: MRamirez4@schools.nyc.gov
Phone Number: (917) 521-3757 Fax: (917) 521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Field Support Center Director: Ms. Yuet Chu
Director's Office Address: 333 7th Avenue, New York City, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (917) 705-5856 Fax: (212) 356-7546

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)
Adam Stevens	*Principal or Designee	
Hassan Keys	*UFT Chapter Leader or Designee	
Wallesca Lopez	*PA/PTA President or Designated Co-President	
Segunda Nunez	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Maria Francisco	Member/parent	
Magaly De la Cruz	Member/parent	
Iris Rosario	Member/parent	
Berta Salcedo	Member/parent	
Ramon Acosta	Member/ parent	
Yurema Torres	Member/teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brent Nycz	Member/ teacher	
Edward Ovalle	Member/teacher	

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.

Our mission is to meet the academic, social, and emotional needs of all our students, including our English Language Learners and Students with Special Needs, through our various educational programs and resources. We seek to foster greater harmony within the school community by challenging all of our students, parents and staff to achieve their fullest potential, instilling in them a love for learning. We envision to developing lifelong learners and leaders who will demonstrate respect for themselves, as well as others. Our goal is to create an enriching environment that meets and exceeds the Standards, by providing students and the school community in general, with extensive educational opportunities that promote academic achievement along with racial, ethnic, and cultural sensitivity; tolerance; and cooperation.

What the school does well

The school ensures curricula is aligned to the Common Core and makes purposeful decisions aimed at building instructional coherence across the school to promote college and career readiness for all students.

- The school adopted core curriculum materials, Ready Gen for English language arts and Go Math, to insure consistency of instruction and full alignment to the Common Core Learning Standards from kindergarten to grade 5. Additionally, the school selected common core aligned textbook programs for science and social studies. With these instructional programs currently being implemented, the school's curricula provide uniform, coherent content across grades and subjects. Moreover, strategies embedded in these curricular programs emphasize rigorous habits and higher order skills aimed at college and career readiness focused on academic language, close reading, writing from sources, and critical thinking.
- Teachers regularly meet to collaboratively plan, look at student work, and discuss the curricula on each grade and across grades to monitor coverage and coherence in delivery. Connected to the school's vision of student learning for kindergarten to grade 5 and in sync with the instructional shifts, all students are immersed in tasks that require academic word learning, active listening, critical thinking, 'accountable talk', using evidence from text in oral and written statements, and reading widely and deeply.
- English language learners and students with disabilities in Integrated Co-Teaching classes receive the same rigorous curricula tailored for their needs and supported with additional vocabulary, grammar, reading and math programs.

The school provides actionable feedback to teachers aligned to the Danielson 's Framework for Teaching and the school's beliefs about how students learn best so defining and reinforcing expectations to promote teacher growth.

- Supporting teacher growth underpins the importance the school places on collaboration and clear expectations to foster learning. Calendared for the year, formal and informal classroom visits take place daily by individual administrators as well as collaboratively as a team to norm, to surface patterns across grades, and to see effective practice on different grades. Subsequently, administrators use a variety of written feedback templates matching the range of classroom visits conducted. Thus, united by the school's goal to improve teacher practice, classroom visits are frequent and varied in order to provide feedback and support as per specific elements of instruction and classroom practice. Walk-through focus on coherent lesson delivery and school-wide expectations, snapshots connect to specific Quality Review indicators, informal observations align evidence to the Danielson's Framework competencies, and formal observation reports provide a narrative account with detailed commendations and recommendations.
- Observation data determines school-wide professional development and specific coaching to teachers across grades and subjects. The administration shared that the support provided to teachers through coaching and professional development connects to what they see happening in classrooms and on which they provide feedback and next steps.

The majority of teachers participate in teacher teams that meet weekly to share best practices and look at student work/data in order to adjust instructional plans aimed at addressing diverse learner needs.

- Teacher teams meet weekly to discuss student work and plan instruction. During their common double-period, teacher teams follow a common, articulated agenda to review student work and determine next steps as well as plan for all subjects. The lead teacher on the grade facilitates and records agreed upon findings, next steps, and the detailed lesson plan information for all content. Teachers have access to team meetings notes, which are electronically captured and maintained in a binder for reference.
- Teams plan what to re-teach and share data tracking of skills to monitor progress.
- Using guided groups to support student learning is part of the school's instructional culture, and teams discussed how to best differentiate the new curricula. Such consistent effort on the part of teacher teams results in increased capacity to implement common core curricula and meet the needs of diverse learners.

The three elements of the Framework for Great Schools in which PS 4 has made the most progress are: The delivery of rigorous instruction; the creation of a supportive environment for our students; and the sponsorship of a collaborative environment among teachers. As concluded by the Quality Review and described by the framework, our instructional programs and practices are customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom and students are actively engaged in ambitious intellectual activities to develop critical thinking skills. Through the setting of the school in small academies with an administrative team to support teachers and students; the daily use of Project Wisdom, a character education program; and the encouragement of the use of a team project based instruction approach to promote students collaborations and challenging activities, the school has been able to establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Our initiative to offer teachers the opportunity to collaborate and support each others during the weekly grade planning sessions led by the grade lead teachers, offered them the occasion to demonstrate their commitment to the success and improvement of their classrooms and school and presented them the opportunity to participate in professional development within a culture of respect and continuous improvement; an essential element of the Framework for Great Schools.

This year 2015-2016 will be a transitional year in terms of the school leadership. Having a new educational leader who can translate his/her school vision to the students, staff, parents and other members of the school community will be one of our major challenges. Therefore, next school year we will focus on the following elements of the Framework for Great Schools: Effective School Leadership; Strong Family-Community Ties; and Trust.

06M004 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	684	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.9%	% Attendance Rate		90.6%
% Free Lunch	79.5%	% Reduced Lunch		1.1%
% Limited English Proficient	41.4%	% Students with Disabilities		18.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		8.2%
% Hispanic or Latino	89.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	17.41	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		10.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.8%	Mathematics Performance at levels 3 & 4		14.9%
Science Performance at levels 3 & 4 (4th Grade)	73.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
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.

Our most recent data for the ELA and Math Standardized tests revealed the following:

Year	Standardized State ELA Test	Standardized State Math Test
	Levels 3 & 4	Levels 3 & 4
2010	30%	30%
2011	36%	32%
2012	34%	45%
2013	12%	10%
2014	13%	14%
2015	14%	18%

As we can see, the number of students performing on levels 3 and 4 in the state standardized ELA test showed a modest increase of 1%, while in Math was 4 %. This represents the beginning of an ascendant trend that resulted from the gradual but consistent students and teachers’ acclamation to the Common Core Learning Standards (CCLS). From the data analysis and the teachers’ observations performed in the classrooms, we can conclude that even when we have made great progresses in our process to adopt the standards, there is still a need to complete the final tunings in the classrooms routines and teaching methodologies to fully adopt and adapt to the CCLS; which require to intellectually engage students in more complex and rigorous tasks and processes.

The Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The standards for reading and writing basically required for the students to analytically read literary and non-fiction selections and make accurate generalizations, informed opinions, and thoughtful claims about the text that can be clearly and strongly supported by evidence. One of the most useful strategies to achieve the higher levels of analytic reading proficiency required by the Common Core Learning Standards is Close Reading, which is the main component of our current language arts program Ready Gen.

The practice of Close Reading invites students to read repeatedly guided by discussion of text dependent questions. Text-dependent questions require students to return to the text to support their answers. This rereading fosters deep thinking, the ultimate goal of text-dependent questions. With this strategy guide, teachers prepare questions that

challenge students to think at deeper levels each time they do a close reading. When practices such as close reading are consistently implemented, students become better equipped to handle increasingly difficult texts. Over time, and with practice, they will apply the approaches used in close readings to the extended readings that they do independently.

Congruently, the standards for Mathematics establish that students should see and perform mathematical processes in relation to the world they live in. They must look beyond the numbers to analyze and explain mathematical operations in relation to the concepts, theory and rationales of our number system. They describe mathematically proficient students as children who:

- Start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
- Analyze givens, constraints, relationships, and goals.
- Make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
- Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.
- Monitor and evaluate their progress and change course if necessary.
- Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.
- Check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?”
- Understand the approaches of others to solve complex problems and identify correspondences between different approaches. All of these elements are what we need to constantly observe in our classroom in a vertical and horizontal consistently basis.

All these elements are presented in Go Math, our existing mathematics program; which has been developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Essential Questions and Big Ideas with depth of understanding as the goal. Interactive lessons utilize research based instructional approaches and differentiated instructional resources to ensure success for all students. As mentioned before, we have still evidenced the need for our teacher to modify their teaching strategies and methodologies, to make sure that the students are granted the opportunities to receive a rigorous instruction that transform them into more proficient readers, writers, and mathematicians, as described by the CCLS. They need to move students beyond the simple recalling and citing of facts from a story to higher levels of thinking. Students need to read between the lines so they can determine, analyze, explain, and critic the author and the validity and relevance of the piece.

Correspondingly, teachers need to push students to move beyond the simple performing of a math operation to a more complex ways of critical thinking. Children need to be encouraged to determine and analyze the different ways to approach and solve a mathematical problems and its application to everyday life events. In order to achieve these higher levels of thinking in ELA and Math, the teachers need to continue improving the way they pose questions to students, present their lessons, and plan learning outcomes that help children to practice all the skills required by the CCLS and achieve intellectual fluency and confidence.

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.

Goal #1: By June 2016, 90% English Language Learners (ELL’s) and Students with Disabilities (SWD) will show one year literacy progress as measured by the NYSESLAT and Accelerated Reading (AR) assessments. We

expect to have 15% of our ELL's at the entering levels, 20% at the Emerging level, 20% at the transitioning level, 35% Expanding and 10% at the Commanding level.

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><u>Continue the Implementation of Ready Gen and Go Math Programs with and Emphasis on Scaffolding Strategies for ELL's and SWD-</u> These two curricular programs are aligned to the CCLS. By maintaining the fidelity to the strategies, and tasks suggested by the programs we will guarantee a rigorous instruction that engages students in critical thinking, as required by the standards. Each unit of study presented by these programs will culminate with a CCLS aligned portfolio task and/or project that will require students to collect, analyze, and present evidence to support their claims. We will use the scaffolding and modified activities for English Language Learners and students with disabilities suggested by both programs to address the needs of these two particular subgroups and offer differentiated instruction.</p> <p>In addition, we will provide teachers and students in the bilingual classes with Literacy materials in native language to support our Ready Gen Core Curriculum. This will incentivize the instructors to provide more</p>	<p>Regular, Special Education, and English Language Learner Students</p>	<p>September 9, 2015-June 28 2016</p>	<p>Classroom, Cluster, and Intervention Teachers and Paraprofessionals.</p> <p>Bilingual Coordinator, Lead Teachers and Administrators</p>

<p>native language literacy, and therefore prevent students from becoming long term ELLs.</p> <p>Teachers will use <i>Estrellita</i> to teach phonics and phonemic awareness in native language in the lower grades. Correspondingly, they will use <i>Trofeos</i> and <i>Senderos</i> for comprehension in alignment with Ready Gen Core Curriculum in the upper grades. This will provide teachers with a framework and materials to better implement and follow essential bilingual guidelines. We will also adopt a researched based ESL curriculum (A-Z Reading) to enhance the guided reading and ESL lessons. This a program will provide teachers with an explicit time and period of the day when it will be taught. Teachers will be asked to provide administrators monthly feedback and progress monitoring utilizing this program. This will help measure growth and track progress via running records.</p>			
<p><u>Continue the Implementation of Literacy and Math Stations/ Centers as a Medium to Offer Tier II Intervention</u> - In addition to the daily lessons imparted as part of the Ready Gen Program and Go Math, teachers will be required to perform daily guided reading and math activities as part of a daily centers period. During this period, students will be grouped according to their specific needs to work on pre-designed center activities that help them to overcome their difficulties and assist them in working on their problematic areas, including online programs such as A-Z Reading, Accelerated Reading, Accelerated Math, Rally, and IXL; a math skills practice program. We will use the modified tasks suggested by the program to scaffold and differentiate the instruction for ELL students and students with disabilities.</p>	<p>Regular, Special Education, and English Language Learner Students</p>	<p>September 28 2015-June 28 2016</p>	<p>Classroom, Cluster, and Intervention Teachers and Paraprofessionals.</p> <p>Bilingual Coordinator, Lead Teachers and Administrators</p>
<p><u>Ongoing Progress Monitoring Using Weekly Tests</u> - Students will continue receiving weekly and monthly reading and math tests to assess their progress. Data analysis will be conducted weekly during grade planning sessions. This analysis will be used to measure students' progress, especially on reading and math fluency. The review of students' reading, writing and math journals logs will provide samples of students' ability to comprehend rigorous assignments. Online programs such as Rally A-Z Reading, IXL and Accelerated Reading and Math will offer opportunities to measure the students' progress with an immediate feedback and analysis for additional intervention.</p>	<p>Regular and English Language Learner Students</p>	<p>September 28 2015-June 28 2016</p>	<p>Classroom, Cluster, and Intervention Teachers and Paraprofessionals.</p> <p>Bilingual Coordinator, Lead Teachers and Administrators</p>

<p><u>Offering Professional Development in the CCLS and Scaffolding Activities for ELL's and SWD-</u> Develop, design, and implement professional developing activities to train teacher on the use of the Common Core Standards in relation to the Ready Gen and Go math programs, as well as strategies and techniques to become highly effective teacher , as determined by Charlotte Danielson’s Framework for Teaching. Teachers will also receive specialized training in the use of scaffolding strategies and techniques to offer entry points to English Language Learners (ELL's) and students with disabilities. Special Education Teachers and Paraprofessionals will also receive additional Professional Development in: Integrated Co-Teaching-ICT, ELA and Math Centers, Great Leaps, Characteristics and Strategies of Different Learning and Behavior Disorders.</p> <p>Many teachers are not fully aware of the new PART 154 Regulations regarding English as a Second Language Instruction and Bilingual Programs. The newly state adapted Blueprint for English Language Learners document states as one of its principles that, "All teachers are teachers of English Language Learners and as such need to plan accordingly. In order to support teachers in adapting and incorporating these mandates into their dally instruction, we are going to develop a series of Professional Development sessions that will be conducted during Mondays by the Bilingual Department to inform all staff about updated policy. This information will not only familiarize the staff about policy and guidelines, but it will also allow them to incorporate good practices in their classrooms. During these professional development sessions, there will be time allotted for staffs’ questions and concerns.</p>	<p>Classroom, Cluster, and Intervention Teachers and Paraprofessionals</p>	<p>September 28, 2015- June 17,2016</p>	<p>Bilingual Coordinator, Lead Teachers and Administrators</p>
<p>English as a Second Language (ESL) Push-In Model-</p> <p>The ESL pull out program will be switched for a more effective push-in model. This push in model needs to be based on collaboration. ESL teachers and classroom teachers need to have common understanding of the students they teach. Both instructors should know the needs of their students based on constant assessment and NYSESLAT data. Joint planning in advance is critical to the success of this push in model. Classroom teachers and ENL teachers need to establish goals for each student. Working in unison during common planning sessions, they can determine students’ strengths and weaknesses and plan ahead to meet the needs of all their students. A concerted effort will be placed in</p>			

guided reading where the ENL teacher and classroom teacher will have a daily opportunity of working together with small groups. The ESL teacher will aid the classroom teacher by adapting the curriculum to different proficiency levels within the classroom. This will allow both instructors to have clear expectations to adhere to.			
Revise ICT Classes Instructional Model- Communicate via professional development with teachers in CTT classes. Clarify the teacher's role in this model-where both instructors have to be actively engage with the students. This will provide the extra support and differentiation that the students need in order to progress. Both teachers need to be teaching and helping students in every content area. While one CTT teacher may take the lead during the lesson , the other teacher is actively engaged and will provide <u>constant</u> support and differentiation.			
SWD and ELL After School Program- The school will design and hold an after school and Saturday program to invite ELL students and students with disabilities to receive additional instruction, as per their specific needs.	English Language Learner Students	October 2016- April2016	Bilingual Teachers, Librarian, and Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Bilingual Coordinator, Lead Teachers and Administrators will work in conjunction to make sure that the Ready Gen and Go Math Curriculum is implemented with fidelity and in a consistent basis. This will be monitored by continuous observations, learning walks, and planning session, where the lessons and pacing calendars are discussed. Teachers' schedules will be adjusted to allow teachers on the same grade to have two preparation periods back to back to conduct these planning sessions. Lead Teachers, a bilingual coordinator and librarian positions will be maintained to facilitate the professional development and planning sessions. Funds will be allocated to buy the necessary components of the instructional programs, as well as the additional resources for center time such as the online programs and the guided reading libraries.											
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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The progress of the students will be measured in a weekly and monthly basis through a series of quizzes, unit tests, and monthly portfolio pieces. We will also have progress monitoring checkpoints using Ready Gen and Go Math Assessments, as well as Rally,A-Z Reading, and Accelerated ELA and Math, to determine the progress of the students and the necessary adjustment to this initiative. The checkpoint dates will take place in the mid of: November, February, April, and June.

By the end of February 2015, ELL students will show at least a half year of progress in ELA and Math, as measured by the benchmark and middle of the year assessments.

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.

PS 4 is a school where the environment can be described as welcoming and child friendly. According to our latest school survey, 95% of the parents are satisfied with the education that their children have received; and 89% of teachers feel that order and discipline are maintained in the school. The adopted Go Math and Ready Gen curriculum offer a rigorous program, where students feel challenged.

The school has also incorporated the **Project Wisdom Program**, as way to build students’ characters. This character education curriculum is one of the most respected character education programs in the nation. It includes weekly deliverables and access to a database of quality materials that are proven to build character and social-emotional competencies. The centerpiece of the Project Wisdom Program is a collection of daily thought-provoking messages designed to be read over the Public Address System (PA) that encourage everyone on the school. It offers a complete online library of three series and each series contains enough broadcast messages for an entire school year. The program is divided into three sections:

1) For the School Project Wisdom Online Library of Daily Broadcast Messages - The centerpiece of the program is a series of thought-provoking inspirational messages that are narrated over your PA system. In just one minute a day, we can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate. The program gives access to daily broadcast messages that have been conveniently batched by weekly or monthly themes, journal pages, quotation booklet, parent resources, white papers, and more.

2) For the Classroom Easy-to-Implement Lesson Plans- The entire staff will also have access to highly-rated and easy-to-implement online collection of lesson plans. These materials help students build character and develop social-emotional competencies while addressing important and relevant issues such as bullying, cheating, and academic achievement. Each plan contains thought-provoking discussion generators and follow-up activities for each grade level.

3) For Educators Professional Support and “Just For You Messages”- During the school year, every registered user will be sent by email the following weekly Professional Support: 1) one of our highly-rated Just For You messages. These concise, thought-provoking messages are written to foster professionalism, promote ethical and caring leadership, boost morale, and improve classroom management, and 2) featured easy-to-implement lesson plans. Also throughout the school year, all registered users receive a Teacher’s Story, best practices and uplifting stories shared by educators just for educators.

So far, the school has been able to incorporate the “Words of Wisdom” section in its everyday schedule, with a noticeable impact in the children’s behavior. However, the implementation in each one of the classrooms is uneven. It is our intention to expand the program by using the other two components of the program, so the students and teachers get even more familiarized with the concepts presented and being able to incorporate them even more in their everyday school activities.

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.

Goal #2: By June 2016, the school will develop a school wide approach (Project Wisdom Program activities, as a way to support their intellectual, social, and emotional growth) to establish behavioral supports using the Positive Behavior Intervention System (PBIS) , and social emotional counseling in collaboration with school-based sports and arts programs to result in a 25% reduction in the number of incidents occurring in the school as evidenced through ORRS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Project Wisdom Updating - Expand the implementation of the Project Wisdom Character Education Program to incorporate weekly classroom lesson plans, and professional development activities to foster an environment of collaboration and cordiality among the students and professionalism among the staff members.</p>	<p>Students in Regular and Special Education Programs and members of Staff</p>	<p>September 9, 2015-June 28 2016</p>	<p>Classroom Teachers, Administrators, and Librarian</p>
<p>Librarian- Support the position of the Librarian to coordinate the full implementation of Project Wisdom Program and the Positive Behavior Intervention System (PBIS), including the training of the teachers and the celebration of special monthly assemblies focusing in the themes presented by these programs. In these assemblies students will have debates and prepare essays to be read based on the topics discussed in the program.</p>	<p>Students in Regular and Special Education Programs and members of Staff</p>	<p>September 9, 2015-June 28 2016</p>	<p>Librarian</p>
<p>Teachers’ Training in Discussion Techniques -Continue the training of teachers in the use of higher order thinking questioning techniques and Turn-and-Talk</p>	<p>Classroom and Intervention Teachers and paraprofessionals</p>	<p>September 9, 2015-June 28 2016</p>	<p>Admin and Lead Teachers</p>

Strategies, as an effort to promote intellectual argumentation in a polite and respectful fashion.			

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.											
The success of this goal will depend of a conjunction effort between classroom teachers and administrators. All the components of the Project Wisdom Program will be purchased and implemented.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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.
The success of this initiative will be measured by the active participation of the students and teachers in the monthly assemblies celebrated at the end of each month and the essays and projects prepared for that occasion. Another devise that will offer a medium to determine the success of the program will be the incorporation of questioning and discussion techniques into the everyday lessons, as rated during formal and informal teachers ‘observations. By February 2016, we expect that 50% of the teachers had been already trained in the use Positive Behavior Intervention Support System (PBIS) and implemented it in the classrooms. The final success of this initiative will be measured by the reduction of at least 25% in the incidents reports at the end of the year; which by the end of February 2016, would be at least 12%.
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.

The Teaching Cycle can be easily and simplistically defined as the dynamic process that oscillates between reflective pedagogical thinking and enacting. Teachers plan, instruct, assess, and explore the implications of learning experiences to determine next steps within and across lessons and units aimed at improving student learning. It is through the continuous application of this cycle that teachers show their commitment to the success and improvement of their classroom and the school in general. To collaboratively perform this process, our school has offered the teachers the opportunity to have weekly grade common planning sessions. During these sessions students’ data is analyzed to determine new approaches, strategies and methodologies to impart the curriculum in an accessible way to all the different learners in the classrooms. These meetings also offer the teachers the occasion to participate in professional development activities led by the lead teachers, coaches and school supervisors within a culture of respect and continuous improvement

Correspondingly, Charlotte Danielson’s Framework for Teaching offers a clear definition of teacher’s effectiveness as a series of quality indicators that guarantee that all students receive quality and rigorous education in a consistent basis regardless of their grades, classrooms, and programs. The data collected by our teacher’s evaluation, demonstrated that teachers still need a deeper understanding of Danielson’s Rubric, especially in the areas of Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction. It is our intention to offer continuous and differentiated staff development activities in these areas, as a way to improve the teaching practices and improve the quality of our instruction in general.

Part 2 – Annual Goal

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

Goal #3: By June 2016, 100% of teachers and supporting staff will participate in weekly planning sessions to analyze student work and collaboratively determine best practices to implement our curriculum programs with an emphasis in closing the achievement gap for English Language Learners (ELL) and Students with Disabilities (SWD) . Teachers will be supported in order to ensure that the instructional shifts in ELA and Math are incorporated into their planning.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Common Planning Sessions - Continue providing opportunities for grade teams to meet for a double period in a weekly basis to analyze students’ work and create lessons across content areas to address students’ needs. During these meetings they will carry out ongoing analysis of student’s data collected through the administration of various interim and progress monitoring tests, which will include unit tests, Rally reading and math progress monitoring assessments, Accelerated Reading (A/R), Accelerated Math (A/M), and end of the unit portfolio tasks and assessments to determine how the implementation of the good practices described. This data will be desegregated by the different subgroups represented in the school with a special attention to ELL and SWD. Good practices will be discussed in terms of differentiated instruction techniques and strategies that help to close the achievement gap for ELL's and SWD.</p>	<p>Classroom Teachers</p>	<p>September 9, 2015-June 28 2016</p>	<p>Administrators and Lead Teachers</p>
<p>Differentiated Staff Development- Teachers will also meet once a week during the extended day to receive professional development according to their needs on effective teaching practices; as described by Danielson’s Framework for Teaching Rubric. They will also get individual professional development during post observations and debrief sessions, staff training sessions, teachers’ mentoring and demo lessons. Special attention will be paid to train teachers in the use of techniques and methodologies to deal with English Language Learners such as Shelter Instruction Observation Protocol (SIOP) Model for ELL students and Great Leaps Intervention program for SWD.</p>	<p>Classroom/ Clusters and Intervention Teachers and Support Staff</p>	<p>September 9, 2015-June 28 2016</p>	<p>Administrators and Lead Teachers</p>
<p>Classroom Observations and Learning Walks -Perform formal and informal classroom observations with timely feedback, using the Charlotte Danielson’s Framework for</p>	<p>Classroom/ Clusters and</p>	<p>September 9, 2015-June 28 2016</p>	<p>Administrators</p>

Teaching as a reference to determine the teacher's effectiveness and areas for improvement. We will also perform learning walks and inter-class visitations, as a medium for professional development opportunities to observe good practices that help teacher to improve their practice.	Intervention Teachers		

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The success of this initiative will depend of the conjunction effort between teachers, lead teachers, coaches, and administrators. Classroom teachers will receive a common preparation period consisting in a two back to back preparation and professional periods weekly.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
We will measure the success of this initiative through the formal and informal teachers' observations; which be fully entered in Advance by June 2016, as well as their participation in the weekly planning sessions.
In February 2016, we will monitor the progress of this initiative, as measured by the 50% of the observations been already entered in the Advance Observation system. At that time, we should have also already offered 50% of the training sessions on Danielson's Framework of Teaching, as indicated in our Professional Development Plan.
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.

Staff members are aware of the school vision and translate it into daily practices with uneven results. This vision will be cemented in Danielson's Framework for Teaching, which delineates clear expectations and indicators for effective instruction. These indicators will be used to evaluate, rate, and train teachers accordingly.

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.

Goal #4: By June 2016, 100% of the teachers will be observed and received specific feedback at least four times, in order for them to incorporate the elements of effective teaching in their practices, as described and measured by the Danielson's Framework for Teaching Rubric. This will help to create a clear and transparent understanding of the school's expectations and vision on how students learn.

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) 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><u>Ongoing Teacher Observations-</u> Perform formal and Informal observations using Danielson’s Framework for Teaching’s Rubric, with a meaningful, specific and timely</p>	<p>Classroom, Cluster and</p>	<p>September 9, 2015-June 28 2016</p>	<p>Administrators</p>

feedback and professional development. The Rubric will offer clear and realistic expectations for instruction.	Intervention Teachers		
Monthly Faculty Meetings- Conduct faculty meetings to explain and articulate our school vision, plans, and expectations, as per the Comprehensive Educational Plan, in conjunction with its classroom and budget implications. During these meetings, a clear vision on how students learn based on Danielson's Framework for Teaching will be discussed. Teachers will receive specific training on the different components and indicators that require additional and deeper examination, as per determined by the class observations.	Classroom/ Clusters and Intervention Teachers and Support Staff	September 9, 2015-June 28 2016	Administrators
School Leadership Team -Maintain an active School Leadership Team (SLT), and perform monthly and extraordinary meetings where expectations are clearly and transparently communicated and joint decisions are made regarding the allocation of resources that assist the school to achieve its vision about how students learn.	SLT Members	September 9, 2015-June 28 2016	Administrators and SLT members

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.											
The school will maintain two assistant principal positions that, along with the principal will execute this action plan. No changes in schedule have been foreseeing other than the regular hours of professional extended day time and the chancellor’s conference days.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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.
The success of this initiative will be measured through the observations of teachers and the ongoing increase on the different indicators' levels described in Danielson's Framework for Teaching.
By February 2016, each teacher will have two observations performed, where specific feedback has been offered to improve their teaching practice, as described by Danielson's Rubric.
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 Child's Trends Organization, positive effects of parental involvement has been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. Involvement allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. Teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify at earlier stages problems that might inhibit student learning. Parental involvement in school, and positive parent-teacher interactions have also been found to positively affect teachers’ self-perception and job satisfaction. Research shows that students perform better in school if their fathers as well as their mothers are involved, regardless of whether the father lives with the student or not. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school.

One of our main focal points has always been the creation and maintaining of a welcoming and friendly environment for our children, parents and staff. A special emphasis has been placed, not only in preserving the facilities and premises in optimum conditions, but also in training our personnel, especially in the main office, to keep a friendly and customer service-oriented mentality, where our students and parents feel satisfied and pleased with our instructional programs and services.

During the last three years we have seen an increment in our parent involvement, especially fathers and male figures. This is basically as a result of two main initiatives we have implemented: “Class Mothers” and “Fathers Nights”. The Class Mothers is a team of parents integrated by several mothers who have become volunteers in our school to widespread news and reports to parents through telephone calls, emails, and personal visitations. They will meet in a regular basis to determine new ways to outreach for parents’ participation and involvement in the school’s initiatives and activities. We have also started to celebrate Fathers Night meetings with the objective of attracting more male figures to be involved in our students’ lives. During these meetings, children’s parents and male figures are invited to a series of workshops, sport competitions, and parenting trainings sponsored by Columbia Presbyterian Support Staff.

Another initiative we have implemented for parent outreach is the holding of a Parent Coordinator position, which helps us to disseminate vital information for parents and community members, encouraging them via phone calls, fliers, and one-to-one meetings to participate in the school’s activities. Even with these initiatives, the involvement of parents in the school’s activities, other than parents and teachers conferences, is still limited. Reason why we will continue working in establishing additional avenues and opportunities for parents and community outreach.

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.

Goal #5: By June 2016, parent involvement attendance at our parents conferences, PTA meetings, special assemblies, school wide parent workshops and monthly end of unit celebrations will increase by 10%, as measured and evidenced by parents' signatures and agendas.

- By June 2016 100% teachers will effectively implement the weekly Tuesday’s Family Engagement period allotted for communication with parents in order to discuss their children’s academic progress as well as their social emotional growth.

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>Parent Handbook- Create a Parent Handbook to send home to make parents aware of the school policies including attendance and lateness, discipline code, and instructional programs.</p>	<p>Parents</p>	<p>September 9, 2015- October 30, 2015</p>	<p>Administrators and Parent Coordinator</p>
<p>Parent Workshops -Develop and perform monthly workshops, not only about curriculum matters, but also on other topics such as nutrition, finances, parental skills, etc. This will be in addition of our two annual open houses and two parents and teachers conferences.</p>	<p>Parents</p>	<p>September 9, 2015- June 28, 2016</p>	<p>Administrators, Librarian, Parent Coordinator, Bilingual Coordinator, Lead Teachers, and Teachers</p>
<p>Class Mothers Team- Identify and recruit additional parent to serve as class mothers who become liaisons between the teacher and the rest of the parents to maintain/enhance parental involvement.</p>	<p>Parents</p>	<p>September 9, 2015- June 28, 2016</p>	<p>Parent Coordinator and Teachers</p>
<p>School Celebration and Extra-Curricular Activities Organization of theme and writing celebrations in the classroom, to invite parents to participate. Celebrate family nights, student competition, sport activities, cultural assemblies, and book clubs in English and Spanish to attract limited English proficient parents. Extend our Family Book Fair up to the evening so more parents can participate. Organize student/parent trips to cultural institutions, crafts fair, multicultural celebrations. We will continue our efforts to attract other school based organization to establishing partnerships with our school.</p>	<p>Parents</p>	<p>September 9, 2015- June 28, 2016</p>	<p>Administrators, Librarian, Parent Coordinator, Bilingual Coordinator, Lead Teachers and Teachers</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.											
The success of this initiative will depend in the conjunction effort of teachers, administrators, parent coordinator and parents. We will keep the positions of Parent Coordinator, Librarian, and Bilingual Coordinator to support in the implementation of this action plan. Funds will be budgeted for additional translation services.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
This action plans will be monitored in a monthly basis. The success of the goal will be measured by the attendance of parent to the different activities planned.
By February 2016, the Parents Handbook will be completed and distributed to all the parents in the school and 50% of planned parent workshops performed. We will evidence an increment of at least 5% in the number of parents attending to the parent conferences, PTA meetings, special assemblies, and parent workshops.
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)	Students who performed far below level in the State Standardized Tests and NYC Performance Tasks.	<ol style="list-style-type: none"> 1. One daily period of small group instruction during Guided Reading and Learning Center time, with activities designed according to the students' specific needs. 2. Use of Accelerated and A-Z Reading programs (two motivating online independent reading programs) to assess students' progress in a consistent basis, through a series of post story reading and vocabulary quizzes. 3. Use of the intervention Wilson Reading Program for one-to one and small group instruction, during pullout sessions and after school programs. 	Small Group and One-to-One	During the school day, after school, and Saturday programs.
Mathematics	Students who performed far below level in the State Standardized Tests and NYC Performance Tasks	<ol style="list-style-type: none"> 1. One daily period of differentiated instruction using Math Centers, which include Accelerated Math and IXL; two online based programs that provide extra practice through a series of 	Small Group and One-to- One	During the school day, after school, and Saturday programs.

		<p>differentiated activities based on the students' levels.</p> <p>2. Daily use of manipulatives to enhance students' comprehension.</p> <p>3. Weekly Math games and center activities to complement and expand students' understanding of math concepts.</p>		
Science	Students who performed far below level as per the Monthly Portfolio Tasks and Unit Tests	<p>1. Science Lab activities and experiments to complement and support the formal instruction.</p> <p>2. Use of manipulatives to enhance students' comprehension.</p>	Small Group	During School Day
Social Studies	Students who performed far below level as per the Monthly Portfolio Tasks and Unit Tests	<p>1. Use of manipulatives to enhance students' comprehension.</p> <p>2. Team Research Projects</p>	Small Group	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who present challenging and unmotivated behaviors, as per teachers' observations	<p>1. At risk students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis by our Guidance Counselor. Through the use of games, discussions, and role-playing activities, they receive counseling according to their specific emotional and social needs.</p> <p>2. After a screening process, students are seen in a one-to-one basis by the school psychologist and</p>	Small Group and One-to-One	During School Day

		<p>social workers to receive counseling services according to their specific needs.</p> <p>3. Referrals are submitted by the teachers for at-risk students to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital and their in-house psychiatric.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We are constantly in search of highly qualified teachers through job fairs and recruitment services, such as International Teachers and Teaching Fellow Programs. We have established partnerships with several universities and colleges for their students to complete their fieldwork, such as Fordham University and City College. In this way, we can identify possible candidates to become part of our staff.</p> <p>When we hire partially qualified teachers in license's areas of need, we require them to register in a college program to finish the requirements for their respective licenses. Once they receive their final course grades, we reimburse their tuition as an incentive for them to complete the requirements to become highly qualified teachers. We have developed a rigorous scrutiny process to fill up vacancies, which includes a meticulous interview with several members of the administrative staff and a demonstrative lesson.</p> <p>All our new teachers have mentors from their respective programs, as well as an internal mentors or buddy teachers, who help them with the establishment of daily routines and the planning of rigorous and engaging lessons.</p>

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).
<p>The school has developed a staff development plan for next year based on the needs determined by the teachers' observations and Charlotte Danielson's Framework for Teaching. This plan will be differentiated according to the specific teachers' needs. We expect that the multiple opportunities for specific and differentiated staff development will affect in a positive way the effectiveness of our teachers, making them to become highly qualified educators. This plan includes weekly planning sessions to develop and discuss curriculum activities aligned to the Common Core Learning Standards, and weekly training sessions about teaching strategies focusing on the different components of Danielson's Framework for Teaching. Teachers will be also sent outside of the school to receive additional training and professional development. The multiple opportunities for specific and differentiated staff development will help to professional develop teachers to become highly qualified professionals with an extensive repertoire of strategies to develop each student's potential.</p> <p>Using an analysis of the data gathered through the teachers' observations, students' progress reports, and parents and teachers' surveys, we have developed a schedule of professional development activities that include a diversity of topics such as:</p> <ul style="list-style-type: none"> • Questioning techniques w/ in-class demos and videos • Guided Reading • ESL Strategies and Techniques

- Technology uses including programs available which align with the curriculum.
- Reading Reform practices & techniques and include in-class observations
- How to effectively do Running Records and DRA
- How to more effectively implement and structure the “mini-lesson” to differentiated tasks initiation.
- How to “Unpack” Ready Gen: including all of the supportive texts within the package.
- Depth of Knowledge [DOK] wheel and incorporating it into lessons
- CCLS Aligned Portfolio Pieces

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Our Pre-K teacher uses a Common Core aligned curriculum and similar teaching strategies and methodologies, as the rest of our classroom teachers to impart instruction. She participates from the all the staff development activities and training sessions, as well. In this way, we guarantee the continuity of programs, teaching approaches, and students’ expectations.

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.

At P.S. 4 we guarantee that all members of the school community are heard and take part in the decision process as follows:

- We begin the year by forming a Measure of Student Learning Committee (MOSL) integrated by administrators and teacher representatives, which decides the New York City mandated assessments required by law, as well as any other additional methods of students’ evaluation for the year.
- We also created lead teacher positions by grade, who participate in the decision making process during their meetings with the administration and their respective constituencies.

- There is also a consultation committee, integrated by teachers, paraprofessionals, and other staff members, who meet in a monthly basis with the administration to express their concerns and offer ideas reading assessments, progress monitoring and several other issues.
- The School Leadership Team (SLT), which is integrated by parents, teachers, and administrators meets in a monthly basis. They guarantee that all the programs, initiatives, and school policies, including assessment, are developed following an inclusive model; where all the members of the school community are represented and actively participate in the decision process.

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	417,423.00	X	Goal 1: Part 3 Goal 2: Part 3 Goal 3: Part 3 Goal 4: Part 3 Goal 5: Part 3
Title II, Part A	Federal	108,805.00	X	
Title III, Part A	Federal			Goal 1: Part 3
Title III, Immigrant	Federal		X	Goal 1: Part 3 Goal 5: Part 3
Tax Levy (FSF)	Local	3,643,261.00	X	Goal 1: Part 3 Goal 2: Part 3 Goal 3: Part 3 Goal 4: Part 3 Goal 5: Part 3

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

PS 4 Duke Ellington School
Parent Involvement Policy (PIP) 2015-2016

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 and Teachers Association, and Title I Parent Committee, as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level in literacy, math, science, social studies 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 our parents and other members of our school community;

Our 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. Our 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 our 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-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, our 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 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 schools 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 our 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-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 to serve as a liaison between the school and families. The Parent Coordinator will provide and coordinate parent workshops, based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and 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, 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;

Our 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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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 updating web publication in a periodic fashion, 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;

PS 4 THE DUKE ELLINGTON SCHOOL

2015-2016

SCHOOL-PARENT COMPACT

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

I-School Responsibilities

Provide high quality curriculum and instruction consistent with State Learning 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, during the morning, afternoon, or 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, making sure that it 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 and during Parent-Teacher Conferences;

Provide general support to parents by:

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

II- Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that he/she 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 he/she is reading each day (for a minimum of 20 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, such as Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III-Student Responsibilities:

1. Attend school regularly and arrive on time;
2. Complete my homework and submit all assignments on time;

3. Follow the school rules and be responsible for my actions;
4. Show respect for myself, other people and property;
5. Try to resolve disagreements or conflicts peacefully;
6. Always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S.4 The Duke Ellington Schoo</u>	DBN: <u>06M004</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>130</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>7</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The student population of PS 4 is integrated by approximately 42% of English limited language learners according to our most recent demographic data. However, the majority of our students come from homes where English can be considered a second language. Notice that 91% of our children are Hispanic. In many cases this limits the support students can receive at home due to their limitations with Academic English Language.

Through our constant class observations and learning walks, we have noticed that a considerable number of our students lack the necessary verbal and vocabulary skills to support their learning process. Their language difficulties become more evident when it comes to their oral and written expression. Consider that from the students who took the NYSESLAT just 42% achieved proficiency in speaking and listening modalities and even a smaller 20 % in reading and writing. Many of them are afraid to participate in class discussions and ask questions because of their fears to be the object of criticisms. That is why it is crucial that we provide additional opportunities for students to receive instruction in smaller settings that create a low anxiety environment that promotes and values inclusion and participation, as well as higher levels of the thinking process. This setting will be provided by the creation and implementation of an afterschool and a Saturday program which will be fully funded through the funds received from Title III allocations. This program will be developed as follows:

After School Program:

-An after-school program to be in session on Wednesday and Thursday from 2:20 to 4:20 PM starting Wednesday, November 12, 2014 until Thursday, April 9, 2015. There will be a total number of 30 sessions.

- There will be 5 classes of 15 students each; one third grade class, two fourth grade classes, and two fifth grade classes. There will be a total of five classes. Each class will have 15 students. There will be a total of five teachers. During the first hour students will receive instruction using "A-Z Reading". Using this program, students will be engaged in reading at their independent level. They will have the opportunity to develop fluency by using expressiveness, intonation, and inflection, and further enhance comprehension of what they are reading. During the second hour, students will receive guided reading and writing instruction using center activities and projects from A-Z Reading.

The 8 teachers working after school and on Saturdays with our English Language Learners are fully Certified Bilingual teachers.

- Below are their names:

Rosa Salce, Ana Cruz, Daniela Cabral, Sonia Baez Torres, Milta Fernandez. 3 teachers out of the five will be working during the after school as well as Saturdays.

These teachers will be working after school and on Saturdays

Saturday Program:

Students will be in session on Saturdays from 9:00 to 12:00 PM starting Saturday, November 1, 2014, until Saturday, April 4, 2015. There will be a total number of 19 sessions.

- There will be 5 classes of 15 students each: one third grade class, two fourth grade classes, and two fifth grade classes. There will be a total of five classes. Each class will have 15 students. There will be a total of five teachers. During this program, students will receive instruction using "A-Z Reading". Using this program, students will be able to build reading skills in early grades which is vital for a lifetime of success. This online program is designed to tailor instruction to the needs and learning pace of every student. It is a one-of-a-kind scaffolded teaching approach that automatically adapts so every student receives the individualized practice and instruction they need. Early readers interact with engaging

Part B: Direct Instruction Supplemental Program Information

online episodes and read printable eBooks designed to instill key reading fundamentals like phonemic awareness, phonics, fluency, vocabulary, and beginning comprehension. Once students have demonstrated a solid grasp of the basics, they move on to episodes created to teach the four primary components of reading comprehension: finding facts, making inferences, identifying themes, and learning vocabulary in context. Through the use of this program, students will develop scripts, perform in groups, and practice using their voice to depict characters from texts. They will have the opportunity to develop fluency by using expressiveness, intonation, and inflection when rehearsing the play, and further enhance comprehension of what they are reading. There will be a culminating activity where the students will present to their classmates and parents in our school auditorium. On the second hour, students will receive guided reading and writing instruction using center activities and projects from A-Z Reading.

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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: _

-
-
-

Given the fact that our school has a significant number of ELL's we have been training all staff members: teachers, cluster teachers and paraprofessionals on ESL methodology.

Teachers that work with ELL's are receiving extensive training in all the Ready Gen components, as well as other areas. The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process.

We would like to use Title III funds to hire an ESL specialist from our Hunter College, who will be working closely with our Title III teachers that work with our ELL's during the after school. The purpose of this is to help them enhance and differentiate their instruction using ESL methodology. We would like to train the title III teachers that work with ELL's on the different stages of language acquisition and what students can do at each level. One of our focuses through this professional Development is to train teachers on how to incorporate specific language and content objectives in their planning.

The title of these series of professional development is: "Enhancing English Language Arts for English Language Learners". This professional development will be conducted on Fridays from 2:30 to 3:40. Teachers will receive trainee stipend for attending these sessions. These sessions will take place on Fridays from 2:30 to 3:40 on the following dates:

December 5th, January 9th and March 7th, March 14, and April 17

In order to supply quality teaching to English Language Learners we have already started to develop a series of workshops for all our teachers that help them to be more prepared to deal with the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands:

Date	Time	Title	Presenter
December 5, 2014	2:30-3:40	Scaffolding Difficult Text for ELL's	Martha Lahn

Part C: Professional Development

January 9, 2015	2:30-3:40	Using Data for Effective Instruction	Martha Lahn
March 7, 2015	2:30-3:40	Portfolio Assessment	Martha Lahn
March 14, 2015	2:30-3:40	Insightful Look at Student Work	Martha Lahn
April 17, 2015	2:30-3:40	Effective ESL Teaching Strategies	Martha Lahn

-
-
In addition, we will purchase a reading technology program called A-Z Reading designed to enhance vocabulary and comprehension skills with Title III funds. Teachers in this after school program will receive additional staff development to facilitate and provide feedback on this program. These workshops will take place the first Friday of each month from 3:00 to 4:00 PM starting on November and ending in February. There will be a total of 6 hours training divided in two different sessions. The first 3 hour session will take place on Tuesday, November 4th from 9 to 12. This session will be conducted by the Assistant Principal and the Bilingual Coordinator. The next 2 hour session will be on Tuesday, November 18 from 2:20 to 3:40. The second session will be conducted by the Program Consultant Andy Waters from A-Z Reading. *Note that these sessions are at no cost to our school.

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: _

In order to support and increase our parent participation in the school, we will use our Title III funds to sponsor a Parents English Conversation Classes during the ELL after school program. This is a class opened to all parents who wish to continue and/or improve their knowledge of English. Ms. Beltran, a Bilingual certified teacher will provide these classes for the parents. Funding for this teachers will come from Title III moneys.

- Number of parents expected to participate is 25
- Frequency will be 2x a week/2 hours/27 weeks.
- These classes will be given Wednesdays and Thursdays from 2:20pm to 4:20pm
- Proposed date of activity is November 2014 to May, 2015
- Instruction will be conducted by a Certified Bilingual Teacher.

Parents will be notified in writing through mail in English and Spanish. Posters will be visible at all main entrances and parent's corner in the school.

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

Allocation Amount: \$36024

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 06	Borough Manhattan	School Number 004
School Name PS 4M Duke Ellington School		

B. Language Allocation Policy Team Composition

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

Principal Adam Stevens	Assistant Principal Gilberto Batiz, Luisa Martin
Coach Beatriz Lorenzo	Coach
ENL (English as a New Language)/Bilingual Teacher R. Pizano	School Counselor Altagracia Estrella
Teacher/Subject Area D. Cabral	Parent W. Lopez
Teacher/Subject Area	Parent Coordinator D. Nunez
Related-Service Provider Minerva Cortorreal	Borough Field Support Center Staff Member Angela Rodriguez
Superintendent Manuel Ramirez	Other (Name and Title)

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	9	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	1
Number of certified ENL teachers not currently teaching in the ENL program	1	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	4

D. Student Demographics

Total number of students in school (excluding pre-K)	658	Total number of ELLs	273	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 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	2	1	1	2	1	2								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	273	Newcomers (ELLs receiving service 0-3 years)	139	ELL Students with Disabilities	64
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	134	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	80		3	73		27				0
DL										0
ENL	44		12	76		22				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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 spanish	25	23	31	35	27	20								0
SELECT ONE 4														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	26	12	21	24	7								0
Chinese	1			1										0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1			2									0
Haitian														0
French	2													0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	17	12	12	14	16	11								0
Emerging (Low Intermediate)	4	2	17	7	12	4								0
Transitioning (High Intermediate)	4	5	11	11	10	6								0
Expanding (Advanced)	12	36	7	19	14	9								0
Commanding (Proficient)	17	7	5	1	1	3								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				NA	7	2								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				1	1									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	50	36	16	1	0
4	42	37	12	4	0
5	24	38	5	0	0
6					0
7					0
8					0
NYSAA	2				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	21	33	22	9	13	2	8	0	0
4	21	24	26	10	15	0	2	0	0
5	20	10	26	7	10	1	1	1	0
6									0
7									0
8									0
NYSAA	2								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4	1	9	2	41	7	20		0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	22	25	7					
Chinese Reading Test								

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

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

The school uses common assessments and rubrics, as well as teacher-created assessments and classroom practices such as conferencing, guided groupings, questioning and global checks for understanding. Whole class questioning and on-going checks for understanding observed included whole class hands-up, thumbs up or other oral or visual signal. Coupled with a school-wide grading policy and student data tracking binders, teachers monitor student progress towards learning goals

To assess early literacy skills in English the school uses STARS Renaissance Early Literacy Skill tests for Kindergarten and First grade. This is an assessment test the measures alphabetic principle, concept of words, visual discrimination, phonemic awareness, phonics, vocabulary, sentence and paragraph level comprehension and numeracy. The results of the test showed that 62% of the students are early emergent and need intervention to obtain the necessary literacy skills.

To assess our native language speakers we use Estrellita, an accelerated Beginning Reading Program. This tool serves as a bridge to English acquisition, by laying down a strong foundation in Spanish literacy that later leads to a more successful transition to English. We implement Estrellita in all our Transitional Bilingual classes, special education and SIFE students. We use it during extended day, center time and after school. Last year, 75 students were on Estrellita and 70% mastered the program in a relatively short period of time. This program is especially effective for response to intervention to get our students back on track in Spanish literacy and their transition to English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Grade	2015 NYSESLAT Results						Total
	Entering	Emerging	Transitioning	Expanding			
K	17	4	4	12	37		
1	12	2	5	36	55		
2	12	17	11	7	48		

3	14	7	11	19	51
4	16	12	10	14	52
5	11	4	6	9	30
Totals	82	46	47	98	273
Percentages	30%	17%	17%	36%	

On 2015, 24 students reached the commanding level which represents 11% of the total number of students who took the test.

	Beg	Int	Adv	Prof.		
2014	19%	32%	30%	16%		
2013	15%		37%		32%	13%
2012	28%		30%		35%	7%
2011	24%		30%		34%	12%
2010	24%		31%	26%	8%	

The data shows that 82 out of 273 students are performing at the Entering level, which represents a 30% of our population. 46 students total are emerging, representing a 17%. 47 students are performing at the transitioning level, which also represents a 17%. There is a higher percentage of students that scored at the expanded level. A total of 98 students are expanding, representing a 36% of our population. However, only 24 students reached proficiency in the NYSESLAT and or NYSITELL, a 11% of our whole population.

From the data analysis and the teachers' observations performed in the classrooms, we can conclude that even when we have made progress in our process to adopt the standards, there is still a need to complete the final tunings in the classrooms routines and teaching methodologies to fully adopt and adapt to the CCLS; which require to intellectually engage students in more complex and rigorous tasks and processes.

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

The data analysis based on the spring NYSESLAT reveals the following:

Our school had a total number of 658 students with 273 are ELL's. This represents a 41%.

As per the AMAO1, 4 ELL students scored at or below 25th growth percentile and scored at level 1 or 2 on ELA. 8 ELL's scored at or below 25th growth percentile and scored at level 1 or 2 on Math. 3 ELL's have been held over the past 3 years. We have 45 ELL's with at-risk level 3 or greater, 15 ELL's with at-risk level 5 or greater. 4 ELL students have 5 or 6 years of service. 71 ELLs have 2 or more years of service but scored at first quartile on NYSESLAT. 31 ELLs scored at first quartile on NYSESLAT for 2 or more years in a row.

Our school did not meet AMAO 2. The target for this year in terms of proficiency is 15% with a difference of 4% (percentage points) between the target and our current status.

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

The comparison between ELL students and English speakers in terms of the state Ela and Math test is as follows:

ELA Levels		Total	1	2	3	4
English Speakers	183	62 34%	91 50%	26 14%	4 2%	
ELL's		85 72%	61 19%	16 9%	8 0%	0
Math Levels		Total	1	2	3	4
English Speakers	180	62 34%	70 39%	37 21%	11 6%	
ELL's		88 67%	59 27%	24 5%	4 1%	1

The data shows that even when ELL students are making progress in terms of the NYSESLAT, there is still a gap between them and the English speakers when it comes to the state ELA and Math tests. Only 9% of ELL students achieved proficiency levels in ELA in comparison to 16% of English speakers. Similar results are achieved in the Math state tests, even when many of the ELL students took the test in their native language Spanish. Notice that only 6% of them achieved proficiency in comparison to the 27% of English speakers. The results obtained during the interim periodic assessments follow the same pattern.

We have invited all our ELL students who demonstrated low performance to an after school program on Wednesday, Thursday and Friday, for 2 hours to provide them with extra help in both reading and writing. Also, our ELL students that have less than 3 years are scoring low. They show progress on the NYSESLAT as explained before. However, their performance in ELA and Math was very low. These students are also receiving additional instruction during extended day and ELL Academy.

b. Use of ELL Periodic Assessment: One of the main policies of our school is to differentiate instruction according to student's data. All the students including ELL's are constantly monitored for progress including the different levels of language acquisition. Teachers plan scaffold differentiated activities to address the need of each particular student. Teachers and administrators monitor data results to group students in small homogeneous sub-groups within the classroom. After a general task is modeled by the teacher, the students are sent back to their groups where they will practice the assigned differentiated tasks. At that time, teachers confer with their students individually and in groups. Students are aware of their strengths and weakness revealed by data and their group work during guided reading and independent work is centered in the areas of difficulty. Struggling students attend the extended day and work in what they need with the classroom teacher or other assigned staff during this time. This year a more profound emphasis will be placed in the use of guided reading strategies to differentiate instruction for English Language Learners.

c. Native Language Uses: After looking at our data, we come to the conclusion that all our ELL's need to work on fluency in both English and Spanish. There is a direct correlation between those students who read with fluency and doing consistently better in all standardized tests. Since our ELL's in transitional Bilingual test in Spanish in mathematics as well as Science, we aimed for the same level of fluency in their native language. Our former ELL's, who show stronger native language skills, are doing consistently better than the ones with limited native language proficiency.

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](#).] The school uses the information collected during the registration process in the Home Language Form to determine those factors that could have an impact on the student's English language learning process. During this initial screening, we identify the linguistic needs of our ELL's and we assess whether their literacy skills and competencies are meeting grade level benchmarks in both English and Spanish. We flag any at risk or below benchmark students and subsequently we get together as a team to determine what instructional support is needed for the student.

Our school has implemented Ready Gen as the ELA curriculum. This program contains a strong component that offers scaffolding activities for ELL students that help teachers to differentiate the instruction, as a medium to offer intervention, as per the Response to Intervention schoolwide plan. It is our goal to utilize this curriculum to strengthen the instruction in the classroom and better prepare

our students to fulfill the demands of the Common Core Learning Standards. This is the first intervention offered as Tier I, according to our Response to Intervention Plan (RTI). We believe that low academic achievement is in direct correlation with a curriculum that does not meet the needs of our ELL's. We support our ELL's in their native language by offering the same core curriculum in Spanish in the areas of mathematics, science and social studies as well as translated versions of the anchor texts utilized during the Reading Workshop.

Our Tier II intervention strategy is designed to offer struggling students, including ELL children a series of center activities in Reading and Math to address their particular needs. There are two periods of center time in the pre-designed teachers' schedules to perform these center activities, as per our school policies. The Tier III intervention is structured as a series of pull out programs to deal in a more individual basis with struggling students. We measure the progress of these intervention programs through a series of periodic assessment that include Estrellita Assessment, DRA, NYC Performance Test, and Weekly/Monthly/Quarterly Diagnostic Tests. We use this data to make educational decisions about our ELL's instruction and services; as well as whether or not consider a referral for special education services.

Our intervention team members take into account language development and background. We constantly monitor the student's data to place those who are at risk for academic difficulties to receive intervention from the beginning of the year in September. All ELL students are invited to an afterschool and an action plan is determined according to their literacy skills.

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

Our school understands the need of using the right methodology for the ELL's. We have adopted the Sheltered Instruction Observation Protocol (SIOP) model that teachers incorporate in their lesson to maximize students learning. Language and content objectives are embedded in the lesson to maximize student's comprehension. This provides the necessary scaffolding for language acquisition at different stages.

The instructional focus of our school is to develop language proficiency especially for ELL students. We encourage teachers to offer multiple opportunities to the students to develop language through the use of accountable talk and turn and talk strategies. Students are encouraged to discuss higher order thinking questions in their small groups when they need to express their opinions and defend it using evidence for the text. They are offer accountable talk stems such as I agree, I disagree, I can add, etc. to frame their conversations. Teachers perform a series of read aloud to model the language and the right intonation in order to build reading fluency. After listening to these stories students are encouraged to discuss them using a literacy circle approach where they are encouraged to express their points of view and support them with evidence. These discussions are followed by a performance based assessment written task that gives children the opportunity to express their opinions usually in essay format. They are also encouraged to produce pieces of literature using anchor and supporting texts as mentoring authors to produce similar pieces imitating one of the author's crafts studied in class.

When we think of second language development, we must take into account that different students have different learning styles. Motivation and the quality of classroom interaction contribute a great deal to learning a second language. Teachers have received extensive training in the SIOP model. By using this methodology, it allows plenty of opportunities for meaningful classroom interaction with others in the second language. Teachers promote instructional conversations and collaborative classroom work, which is essential to language acquisition and development.

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?

N/A

N/A

N/A

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

According to our assessment, ELL students are not demonstrating adequate progress in acquiring the English Language as determined by the results of the NYSESLAT test. This progress in language acquisition has not been transferred as adequate results in the new Reading and Math Standardized tests, which have been aligned to the more difficult Common Core Learning Standards (CCLS). One thing we have been trying to implement to align our instructional programs with the CCLS is to develop thematic units of study with more rigorous tasks. Through this approach, more vocabulary development activities have been created to expose our ELL students to a more sophisticated academic language as per demanded by the CCLS.

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.

At the time of registration, our Bilingual Coordinator, who is a certified Bilingual teacher trained in cultural competency and the needs of English Language Learners administers the Home Language Identification Survey (HLIS) to determine the student’s home language along with an interview with both the parent and student in English and the home language.

The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The HLIS gets entered onto ATS. If the parent speaks a language that no staff can understand, over-the-phone interpretation services are offered through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The completed HLIS form is placed in the student’s cumulative file and remain a part of the student’s permanent record. If the student’s home language is English, the ELL Identification Process ends at this point. If the student’s home language is not English, the ELL Identification Process continues where the student is identified as a potential ELL.

If the student’s home language is not English, the ELL Identification Process continues and the Bilingual coordinator prints the NYSITELL answer document for the student using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

If the student is identified as an ELL based on NYSITELL results, the ESL teachers administer the Spanish LAB at the time of initial enrollment during the same 10-day testing window. The Spanish LAB is used for instructional planning in providing bilingual and English as a new language (ENL) services to these students.

The Bilingual Coordinator prints Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

These procedures outlined above are completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program.

Students with interrupted/inconsistent formal education (SIFE) are identified within 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined above to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the Bilingual Coordinator proceeds with the SIFE Identification Process as outlined below:

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire.
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

Initial SIFE status is indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. SIFES students are identified within 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are

Newly identified ELLs, and

- In grades 3 to 5, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. We administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

The Office of English Language Learners has created a video entitled, SIFE. We use this video as a resource to improve our own learning environment to ensure that our community is supportive of the SIFE students in our school.

Parent Coordinator and ESL personal in charge of admissions have been trained in administering the Oral Interview Questionnaire as well as the LENS to determine if an ELL has had a gap of two or more years in their formal schooling. This Oral Interview Questionnaire is used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information is highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction. LENS results offers teachers and staff detailed descriptions of a student's skills and abilities in reading, vocabulary, and math

We use LENS to properly assess SIFE students in accordance to their literacy and math strengths and weaknesses levels. This enables the teacher to plan instruction according to the student needs. SIFE students are identified and evaluated within the first 30 days of enrollment.

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).

The following 4 steps and placement into the ELL program chosen by the parent must be completed within 20 school days for students entering with IEPs).

Step 1: Administer the Home Language Identification Survey

The school must administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English.

Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

The school's ELL coordinator completes the HLIS with the parent and ensure timely entry of this information into the designated ATS screens. The school ELL coordinator is

- Trained in cultural competency, language development, and the needs of English language learners
- Proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands

A. The completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record

B. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2

Step 2: Determination of NYSITELL Eligibility

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

A. A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, schools must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue must do the following:

1. Interview the student in both English and the home language
2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, continue to step 3.

If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status

B. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- An assistant principal
- A certified IEP teacher with a bilingual extension
- The school psychologist
- The School social worker
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

The result of Step 1 (see above)

The student's history of language use in the school and home or community

The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) which includes assessments administered in the student's home language

Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review • The principal must accept or reject this recommendation

o If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

o If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the

decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 53) must be completed and placed in the student's cumulative folder.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE.

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.
- Within 5 school days of ELL determination, the school bilingual coordinator inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language
- Entitlement Letter
 - Non-Entitlement Letter
 - Continued Entitlement Letter
- If the student is 18 years or older, the student must also receive a copy of the letter. Dated and signed letters must be retained in the student's cumulative folder.

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).
- Parents may appeal their child ELL status within 45 days of school enrollment. The protocol in place is that the parent writes a request to the principal. The school reviews all documents pertinent to the child as well as student work in English and the home language. School may administer the NYSITELL if the original determination was that the student should not be administered the NYSITELL. After looking at the NYSITELL results in Listening, Speaking and Reading, the principal in consultation with the recommendation with qualified personnel determines whether to change the ELL status or not. Written notification must be sent to the parent in the parent's preferred language. If the notification is not to change the ELL status, no further actions are necessary. If the recommendation is to change the ELL status the process continues. Relevant documents are sent to the Superintendent for review and final decision. All notification and documents are kept in the students cumulative folder and filed in the Bilingual Coordinator's office.

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.
- When a new ELL enrolls, the bilingual coordinator inform parents of the three instructional models available in New York City. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded and filed. The orientation is conducted in a language that the parent or guardian best understands. After parents are informed of all three program models at the parent orientation, parents are asked to fill out a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.

The parent must return the completed and signed form within 5 school calendar days if they rather do it at home. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program since we offer it in our school. Documents and attempts to gather initial parent selection preference are maintained using existing procedures established by our school.

The bilingual coordinator is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered regardless of whether that choice is currently offered at the school.

Since Parent Survey & Program Selection Form is a formal record, is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in our school, we must place the student in that program immediately and provide the student with a full schedule.

- If a parent's program choice is not currently available in our school, we must inform the parent that the selection is not available and provide the parent with the following two options:

- o Keep the student enrolled in our school in an available program; if the parent chooses this option, we should immediately place the student in that program and begin serving him/her; OR

- o Transfer the student to a different school where the parent's selection is currently available. To do so, we need to contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment.

While the school awaits the transfer, the student is be placed in an ENL program in the school until the transfer is complete.

- We make every effort to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained in our school records. While waiting for a parent to complete the form, the school places the student in a bilingual program, and provide mandated ENL services based on the student's proficiency level

- Parent choice is recorded in the ELPC screen within eighteenth school calendar days after initial enrollment.

- Once the student's program has been determined based on the steps outlined above, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

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

Since Parent Survey & Program Selection Form is a formal record, is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in our school, we must place the student in that program immediately and provide the student with a full schedule.

- If a parent's program choice is not currently available in our school, we must inform the parent that the selection is not available and provide the parent with the following two options:

- o Keep the student enrolled in our school in an available program; if the parent chooses this option, we should immediately place the student in that program and begin serving him/her; OR

- o Transfer the student to a different school where the parent's selection is currently available. To do so, we need to contact the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment.

While the school awaits the transfer, the student is be placed in an ENL program in the school until the transfer is complete.

- We make every effort to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained in our school records. While waiting for a parent to complete the form, the school places the student in a bilingual program, and provide mandated ENL services based on the student's proficiency level

- Parent choice is recorded in the ELPC screen within eighteenth school calendar days after initial enrollment.

- Once the student's program has been determined based on the steps outlined above, we send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed

Documentation of these letters are kept in the students cumulative folder and accessible for state audits to be reviewed.

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

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. The school Bilingual Coordinator notifies parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages) of the three instructional models available in New York City.

- To inform parents of these options, the bilingual coordinator provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages).

- After parents are informed of all three program models at the parent orientation, parents are asked to fill out a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days.

If the parent does not return the form within 5 school calendar days, the student is placed in a transitional bilingual program. The Bilingual and Parent coordinator keep documentation and include attempts to gather initial parent selection preference. This documents are filed in the Bilingual Coordinator's office for easy access.

oThe bilingual Coordinator is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered regardless of whether that choice is currently offered at our school.

o Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

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

ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in the school, The bilingual coordinator places the student in that program immediately.

• If a parent's program choice is not currently available in the school, the bilingual coordinator inform parents that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response.

Option 1:Keep the student enrolled in our current school in an available program or

Option2:Transfer the student to a different school where the parent's selection is currently available.

To do so, the Bilingual Coordinator contacts the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment.

Our Bilingual Coordinator assures that Placement parent notification letters are sent by entering The Parent Choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) within the time frames.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original letters and documents are kept in the child cumulative folder. See below.

1. Home Language Identification Survey
2. Entitlement/Non-Entitlement
3. Parent Survey and program selection
4. Placement
5. Continued Entitlement

In addition, copy of the above documentation is filed in the Bilingual Coordinator Office for five years. Parents, staff and state or city audits have access to all this documentation

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.

We administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, we must administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students.

To ensure that all parts of the NYSESLAT are administered to all eligible students, our test coordinator completes the following steps:

Step 1: Identify Eligible Students

•Print out the RLER report from ATS for a list of NYSESLAT-eligible students.

•Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.

•Upon receipt of your NYSESLAT materials count the number of booklets and answer documents; for information on when materials should arrive. In case we do not have sufficient numbers of materials, we contact our Borough Assessment Implementation Director

•To administer the speaking subtest during the administration window, the school testing coordinator assigns a sufficient number of staff and adjust our school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the

speaking subtest during the administration window.

- To administer the reading, listening, and writing subtests since there are only 10 school days during which we may administer the non-speaking subtests; our school testing coordinator assigns a sufficient number of staff and adjust our school schedule to ensure that we are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.

- Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 2: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

- Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

We send a letter home informing the parents about the NYSESLAT administration dates. This letter is sent home in their parent native language. During testing we keep records of those students that might be absent for one or more sections. We provide make up time according to the state mandates and during those make up window we ensure that all ELL take the test in the four modalities. We had 100% participation rate last year.

- Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September letters are distributed to parents of students that are still entitled to receive either ESL or Bilingual Services according to the results of the NYSESLAT. Copies of this letters are kept in the child cumulative folder as well as in the Bilingual Coordinators office.
- 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).

In our school, the majority of these families come from Dominican Republic and their ability to speak English is very limited. These parents are excited to place their sons and daughters in a bilingual program for various reasons. First the need to interact and communicate with their son/daughter classroom teacher at such an early age is very important to them. This ability to communicate in their native language empowers them to help their children in the assimilation of a new culture and language and secondly, they are anxious to have their children become proficient in the two languages.

On the contrary, parents of students who were born in the US and have attended a universal prekindergarten prefer a free standing ENL setting.

A few parents of children whose home language is Spanish would like a dual language program, but since this not a significant number to create this program, we inform them about other public schools where they could register their child. After given them the choice, they choose to place their children at our school.

**Newly Enrolled Students
Parents Survey-2015**

Grade	Free Standing	Dual	TB	Not Returned	Total
K	25	2	23	10	60
1st	2	2	1	5	10
2nd	0	0	3	1	4
3rd	0	0	1	1	2
4th	2	0	1	2	5
5th	1	1	2	2	4
Total	29	5	30	21	85

We have 85 new students this year. In full alignment with parental choice, 29 students have been placed in Free Standing ESL. 30 students have been placed in Transitional Bilingual. 5 advanced students whose parents selected dual were place in Free Standing ESL since that was their second choice. 21 surveys were not returned. 19 of these students were placed in transitional Bilingual and 2 in Free Standing ENL since they almost reached proficiency on the NYSITELL and since Spanish was not their language of dominance

according to the Spanish LAB results.

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.

Organizational Models-PS 4 provides a transitional bilingual and freestanding ENL model.

Program Models- Students in transitional bilingual classes and students in stand-alone ENL are grouped as follows:

One or two stand-alone ENL Classes per grade to group all ELL students whose parents chose English Only. In this model, students receive instruction in order to acquire the English Language needed for success in core content courses. This class provides academic subject instruction in English using ENL methodology and instructional strategies by a push in TESOL certified teacher.

We group students in freestanding ENL homogeneously according to their proficiency level. We service the students with units of studies and staffing requirement in complete alignment to part 154. We provide a standalone ENL model where a certified TESOL pushes in and service students according to their proficiency level in alignment with the new CR part 154. Beginner, Entering and low intermediates receive 360 minutes of ENL a week. Transitioning and Expanding receive 180 minutes per week and commanding students receive 90 minutes a week in ENL as part of the new CR regulations.

In this model the content are classroom teachers and the TESOL push in teacher participate in teacher teams that meet weekly to share best practices and look at student work/data in order to adjust instructional plans aimed at addressing diverse learner needs. Teacher teams meet weekly to discuss student work and plan instruction. During their common double-period, teacher teams follow a common, articulated agenda to review student work and determine next steps as well as plan for all subjects. The lead teacher on the grade facilitates and records agreed upon findings, next steps, and the detailed lesson plan information for all content. Teachers have access to team meetings notes, which are electronically captured and maintained in a binder for reference. Teams plan what to re-teach and share data tracking of skills to monitor progress.

Entering and Emerging students receive 360 minutes per week of ENL. While Transitioning and Expanding are service 180 minutes a week. Commanding students are serviced 90 minutes a week.

- b. TBE program. *If applicable.*

P.S 4 offers Transitional Bilingual Program to students to develop skills in their home language as they learn English. All instruction is Common Core Aligned to accelerate student achievement. This program places great emphasis in acquiring native language skills that will help the students transition in the acquisition of a second language. Our bilingual education program is comprised of three components: (1) a language arts instruction component, including home language arts and English language arts; (2) an English as a new language component; and (3) a bilingual content area instructional component (i.e., math, science, and social studies).

Highlights of a Transitional Bilingual Education Program

Our transitional bilingual education program includes the following:

- an ENL component designed to develop skills in listening, speaking, reading, and writing in English through Ready Gen
- a minimum of 2 content-area courses/subjects in the home language and English at the entering and emerging levels : Science

and Social studies

- a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture: social studies, science and mathematics are taught in their home language

In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In the low Intermediate/ Emerging, 60% of the Instruction is in the HL and 40% in English. High Intermediate students receive equal amount of Instruction in both languages. Expanding students receive 75% of the daily instruction in English and 25% in their Home Language.

TBE teachers are critical to ELLs' transition from home language to English since they serve as language models for both; therefore, they must demonstrate strong academic language proficiency when delivering instruction in either language. All our TBE teachers are fully certified to ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their home language first. We group students homogeneously in order to service them in alignment with their proficiency levels and the CR mandates. In the beginner/Entering class, the students receive :Science, Social studies and mathematics in their native language. The rest of the subjects are conducted in ENL.

c. DL program. *If applicable.*

N/A

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)?

The school looks at the result of the NYSESLAT-NYSITELL scores to provide the amount of instructional minutes according to their proficiency levels as mandated by CR part 154.

The instructional minutes varies:

1. Transitional Bilingual Program: 360 minutes per week in HLA for Entering and Emerging. 180 minutes per week in HLA for Transitioning and Expanding. 90 minutes per week in HLA for Commanding Students. Science, Social studies and mathematics are taught in HLA.

Ready Gen which is our core curriculum in all the classes in done in English as well as writing, physical education, music and technology.

2. Stand-Alone-ENL: 360 minutes per week for Entering and Emerging ELLs. 180 minutes per week for Transitioning and Expanding. 90 minutes per week for Commanding Students.

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.

Our school ensures curricula is aligned to the Common Core and makes purposeful decisions aimed at building instructional coherence across the school to promote college and career readiness for all students.

- Our school adopted core curriculum materials, Ready Gen for English language arts and Go Math, to insure consistency of instruction and full alignment to the Common Core Learning Standards from kindergarten to grade 5. Additionally, the school selected common core aligned textbook programs for science and social studies. With these instructional programs currently being implemented, the school's curricula provide uniform, coherent content across grades and subjects. Moreover, strategies embedded in these curricular programs emphasize rigorous habits and higher order skills aimed at college and career readiness focused on academic language, close reading, writing from sources, and critical thinking.

- ESL and classroom Teachers regularly meet to collaboratively plan, look at student work, and discuss the curricula on each grade and across grades to monitor coverage and coherence in delivery. Connected to the school's vision of student learning for kindergarten to grade 5 and in sync with the instructional shifts, all students are immersed in tasks that require academic word learning, active listening, critical thinking, 'accountable talk', using evidence from text in oral and written statements, and reading widely and deeply.

The Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics ("the Standards") are adopted by the ESL and the classroom teachers. They plan together to help ELLs students to

analytically read literary and non-fiction selections and make accurate generalizations, informed opinions, and thoughtful claims about the text that can be clearly and strongly supported by evidence. One of the most useful strategies to achieve the higher levels of analytic reading proficiency required by the Common Core Learning Standards is Close Reading, which is the main component of our current language arts program Ready Gen.

The practice of Close Reading invites students to read repeatedly guided by discussion of text dependent questions. Text-dependent questions require students to return to the text to support their answers. This rereading fosters deep thinking, the ultimate goal of text-dependent questions. With this strategy guide, teachers of ELLs prepare questions that challenge students to think at deeper levels each time they do a close reading. When practices such as close reading are consistently implemented, students become better equipped to handle increasingly difficult texts. Over time, and with practice, they will apply the approaches used in close readings to the extended readings that they do independently.

• English language learners and students with disabilities in Integrated Co-Teaching classes receive the same rigorous curricula tailored for their needs and supported with additional vocabulary, grammar, reading and math programs. Transitional Bilingual Model. Students in these classes receive Instruction as follows:

Reading/ Writing- This subject is presented in English with a Spanish summary at the end of the lesson or a preview at the beginning. Students also receive translated versions of the anchor text for additional reference and support. Teachers use Ready Gen Program.

Math- Teachers present the lesson in Spanish using Go Math Spanish version. A summary in English is presented at the end of the lesson.

Science- Teachers present the lesson in Spanish using a translated version of the Harcourt Science Program with an English summary at the end.

Social Studies- Teachers present the lesson in Spanish using a translated version of the Houghton Mifflin Program with an English summary at the end.

Students in Stand-alone ENL receive all the instruction in English through the use of ESL strategies and methodology. They also receive the additional support of using glossaries, dictionaries and Spanish versions of anchor texts.

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

In grades k-2 we use the assessment from Estrellita which is a weekly progress monitoring. This assessment is just for the students that are at the initial stages of native language acquisition: decoding/syllabication level. The students that can read in their native language are assessed through teacher made tests in every content area in accordance with the LAP. We use Accelerated Reader in native language as our independent reader indicator.

In Mathematics, we are using Go Math and the curriculum and assessment is all in their native language. The New York City Performance Mathematics assessment is also given in their native language as well as the Science and Mathematics State tests along with ELE (El Examen de Lectura en Espanol).

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

As per indicated on the NYSESLAT results, our students are having more difficulties in the areas of listening and writing than reading and speaking. Teachers have been trained and instructed to use the four modalities of the language during instructional time: listening, speaking, reading, and writing. They are constantly assessing students through read aloud, accountable talk to measure their progress in listening and speaking. Reading and writing growth is assessed during weekly, monthly and quarterly progress monitoring tests.

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

ELL and SWD use the same rigorous curriculum as the other classes. Teachers are mandated to differentiate instruction to address each child's particular needs and levels. Centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology. A specific period of a day is being scheduled in each teacher's program to guarantee the implementation of this policy.

- a) SIFE Students- Besides the regular programs described before, SIFE students receive an extra period of ELA/Math instruction in small group through a “pull-out” program. They are also participating of a Saturday Academy program receiving instruction in ELA and Math.
- b) Newcomer ELL’s (less than 3 years) - Besides the regular programs described before, new immigrant students with less than three years in the system, participate in a Saturday Academy program receiving instruction in ELA and Math. They are also receiving native language instruction and ESL after school twice a week after school.
- c) ELL’s receiving services 4 to 6 years- Besides the regular programs described before, ELLs with 5 to 6 years also participate of a Saturday Academy program receiving instruction in ELA and Math.
- d) Long term ELL’s (more than 6 years) - We have two long term ELL's this year. Besides the regular programs described before, this students receive an additional period of intervention from a reading specialist every day. They also participate in a 3 hour Saturday Academy program receiving instruction in ELA and Math from November till March 2014.
- e) ELL’s with Special Needs-Besides the regular programs described before, ELL’s with Special Needs receive small group instruction in ELA and Math through a Saturday Academy program.

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans. We make every effort to determine which accommodations are most suitable and beneficial for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated with the exception of the nyseslat.

Testing accommodations for ELL students on the NYS ELA and content-area assessments include the following:
Some ELLs are eligible for a one-time exemption from the New York State English Language Arts Exam in grades 3 to 8.

Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments.

- Separate location (all exams)
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.

Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words.

- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. We may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.

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.
Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who
 - Have a home language other than English, and

- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. School consults with parent or guardian.

Re-Identification of ELL Status Process

- We have established a protocol and assigned qualified and trained staff(SBST) to manage both the initial and Re-identification Process.

- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

6. School conducts and reviews the results of a school-based assessment, administered by the SBST of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the SBST, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian . If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation are sent to the superintendent for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the SBST, the parent/guardian, and the student.

If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse

Chart the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL and SWD students use the same materials as the rest of the classes. Teachers are mandated to differentiate instruction to address each child's particular needs and levels.

Centers have been created to support instruction in ELA following the Florida Center for Reading Research methodology.

A specific period of a day is being scheduled in each teacher's program to guarantee the implementation of this policy.

Ready Gen, Go Math and Harcourt are implemented in every classroom this year.

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?

ELL and SWD students in a least restrictive environment are placed in a Collaborative Team Teaching (CTT) class with two teachers to ensure that instruction is differentiated according to their levels and specific needs. One of the CTT teachers is fully certified in Special Education and works diligently and collaboratively with the other teacher to meet the student's IEP goals.

The school makes sure that the special education students have as many opportunities with their non-disabled peers during the school day. Some of the periods are in the morning for breakfast, during lunchtime and physical education. In addition we make sure that they attend all trips and assemblies together. We also look at their IEP's as well as teacher opinion and stream the special education students that are ready to transition back into regular education classes. Streaming special education students has resulted with an increase of CTT classes where students get to spend their entire day with their non-disabled peers. We continue to look for as many opportunities to have the disabled students spend as much time as possible with their non-disabled peers.

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 (Chart 154-2.1(a)(1)(ii)(B) (SUM))	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

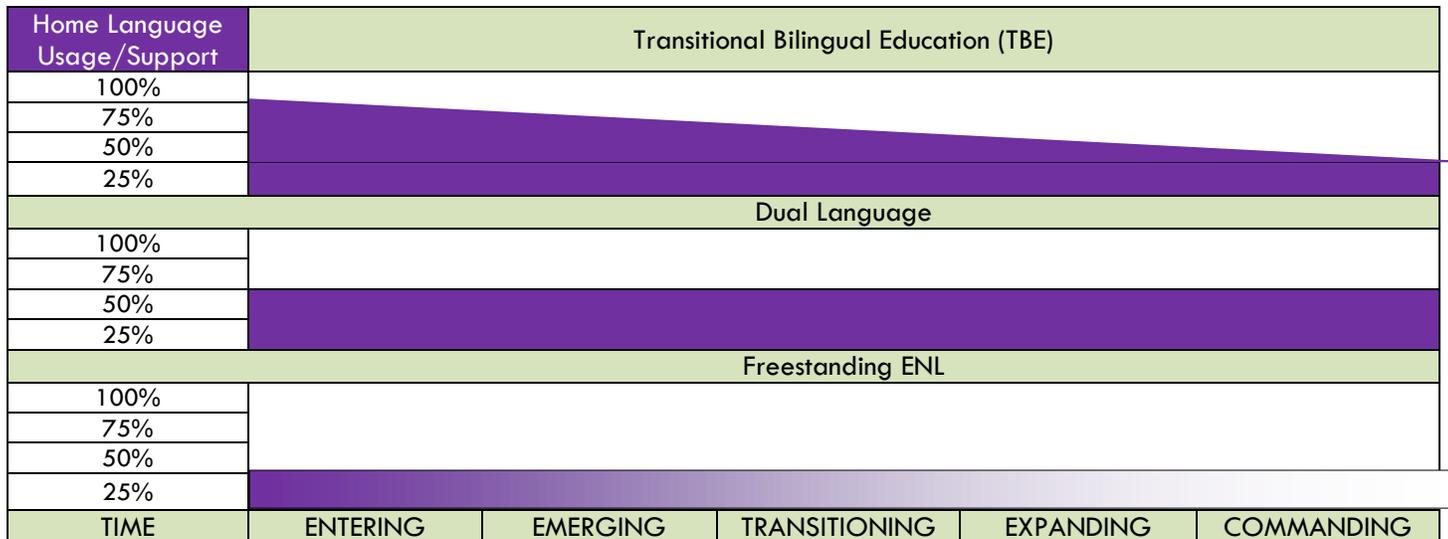


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We will continue the Implementation of Ready Gen and Go Math Programs for our ELLs- These two curricular programs are aligned to the CCLS. By maintaining the fidelity to the strategies, and tasks suggested by the programs we will guarantee a rigorous instruction that engages students in critical thinking, as required by the standards. Each unit of study presented by these programs will culminate with a CCLS aligned portfolio task and/or project that will require students to collect, analyze, and present evidence to support their claims. We will use the scaffolding and modified activities for English Language Learners suggested by both programs to address the needs of these two particular subgroups and offer differentiated instruction.

In addition to the daily lessons conducted as part of the Ready Gen Program and Go Math, teachers are required to perform daily guided reading and math activities as part of a daily centers period. During this period, students will be grouped according to their specific needs to work on pre-designed center activities that help them to overcome their difficulties and assist them in working on their problematic areas, including online programs such as A-Z Reading, Accelerated Reading, Accelerated Math, Rally, and IXL; a math skills practice program.

Our students, including ELL's and SWD receive several intervention programs as indicated below

1. One daily period of small group instruction during Guided Reading and Learning Center time, with activities designed according to the students' specific needs.

2. Use of Accelerated and A-Z Reading programs (two motivating online independent reading programs) to assess students' progress in a consistent basis, through a series of post story reading and vocabulary quizzes.

3. Use of the intervention Wilson Reading Program for one-to one and small group instruction, during pullout sessions and after school.

One daily period of differentiated instruction using Math Centers, which include Accelerated Math and IXL; two online based programs that provide extra practice through a series of differentiated ol programs.
Manipulatives to enhance students' comprehension.

3. Weekly Math games and center activities to complement and expand students' understanding of math concepts.
Social Studies Students who performed far below level as per the Monthly Portfolio Tasks and Unit Tests

1. Use of manipulatives to enhance students' comprehension.

2. Team Research Projects

3.Small Group during School Day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Students who present challenging and unmotivated behaviors, as per teachers' observations

1. At risk ELL students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis by our Guidance Counselor. Through the use of games, discussions, and role-playing activities, they receive counseling according to their specific emotional and social needs.

2. After a screening process, ELL students are seen in a one-to-one basis by the school psychologist and social workers to receive counseling services according to their specific needs.

3. Referrals are submitted by the teachers of ELL students to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital and their in-house psychiatric: Small Group and One-to-One or during school day

Science- Harcourt, Houghton Mifflin-HLA

Social studies-Harcourt, Houghton Mifflin-HLA

AIS- Academic Intervention Services for ELA and Math

Tier 2- Centers Activities in ELA/MATH: ENL and HLA

Technology Support- Computerized Programs for ELA and Math such as IXL, MyOn, Accelerated Reading, and A-Z Reading

ELL Academy- Additional Support in ELA and Math: Wednesdays, Thursdays and Fridays, ELLs have been invited to receive extra help for 2 consecutive hours

Saturday Academy- Additional Support in ELA and Math

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

All programs are language based. During Academic Intervention, the focus is on guided reading and fluency. During centers, the focus is targeted ELA and Math skills based on formative assessments and diagnostic tests. The use of computerized programs provides us with a diagnostic that allows students to work on areas of weakness. As students meet and master skills, they move up on levels. Finally during the ELL academy the focus is ENL and language arts.
12. What new programs or improvements will be considered for the upcoming school year?

Since last year we have started the implementation of Ready Gen and Go Math programs which are fully aligned to the Common Core Learning Standards. We are still learning how to unfold this new curriculum providing scaffolds and differentiation for our ELL students
13. What programs/services for ELLs will be discontinued and why?

Since we have adopted a new core curriculum, we will discontinue Harcourt Reading Program and Everyday Math Curriculum.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 - The school adopted core curriculum materials, Ready Gen for English language arts and Go Math, to insure consistency of instruction and full alignment to the Common Core Learning Standards from kindergarten to grade 5. Additionally, the school selected common core aligned textbook programs for science and social studies. With these instructional programs currently being implemented, the school's curricula provide uniform, coherent content across grades and subjects. Moreover, strategies embedded in these curricular programs emphasize rigorous habits and higher order skills aimed at college and career readiness focused on academic language, close reading, writing from sources, and critical thinking.
 - Teachers regularly meet to collaboratively plan, look at student work, and discuss the curricula on each grade and across grades to monitor coverage and coherence in delivery. Connected to the school's vision of student learning for kindergarten to grade 5 and in sync with the instructional shifts, all students are immersed in tasks that require academic word learning, active listening, critical thinking, 'accountable talk', using evidence from text in oral and written statements, and reading widely and deeply.
 - English language learners and students with disabilities in Integrated Co-Teaching classes receive the same rigorous curricula tailored for their needs and supported with additional vocabulary, grammar, reading and math programs.

All ELL's have been invited to participate in an after school program, three times a week for a total of 6 hours. During this time they are provided with small group instruction. Teachers of ELLs during the after school are fully certified bilingual or TESOL to be able to reach and meet the students needs in all subject areas. The language used for instruction is in complete alignment to the program has been placed according to parents choice. Teachers during the afterschool share, communicate and exchange information to better serve the ELL students :homogeneous grouping for better differentiation occurs in order to maximize learning.
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.

We provide our ELL's with ELA and MATH center activities in an everyday basis. In technology we have purchased the following programs for our ELL'S: IXL, Myon, Accelerated Reader, English in a Flash, and A-Z Reading.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our Bilingual Classes have received the support of having a Spanish speaker teacher who translates, summarize or preview the lesson according to the mandated periods of LAP instruction. We also acquired the novels to be used as anchor text for our reading Program in Spanish to offer additional support. In addition Math instruction is being taught in Spanish using the program's Spanish version. Students in Free Standing ESL have also access to books in their native language related to the topics discussed in class. They are also provided with dictionaries and glossaries as well as reference books in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All the programs are leveled according to students' instructional level. All the programs have a built in assessment. The assessment diagnoses students' levels. The programs determine at what levels the students will begin. For example: all students were given the DRA, Degrees of Reading assessment to determine student's independent level. Students are then put in small guided reading groups according to levels. Students then do guided reading. After 6 weeks, students are progress monitored to determine if they

have improved and ready to move to the next level.

All the programs that we use have similar assessments built in

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).

P.S. 4 does not offer any additional program for newly enrolled students before they start the school year.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process. In order to offer quality teaching to English Language Learners we have already started to develop a series of workshops for all our teachers that help them to better understand the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands:

 - English Language Learner Policy and Reference Guide: October 9,16, 23
 - Using Data including NYSESLAT for Effective Instruction: September 21, 22, 28
 - Portfolio Assessment: November 2, 9, 16, 23
 - Insightful Look at students Work: December 7, 14, 21
 - Effective ESL Teaching Strategies such as Total Physical Response, Natural Approach, and Thematic Units of Study: Jan.4,11,18,25
 - Using Sheltered Instruction Observation Protocol (SIOP) to meet the needs of ELL students: February 1, 8
 - Guided Reading and Developing Oral Fluency: March 1, 7, 8,14
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?

PS 4 has offered a series of workshops in the use of the Common Core Learning Standards to plan rigorous lessons to all personnel including Bilingual and ESL teachers. During common planning sessions, teachers use the CCLS to develop activities accordingly that demand high order thinking strategies as described by the Depth of Knowledge. Teachers also access Engage New York in a continuous basis for additional support and ideas on planning instructional tasks aligned to the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As students progress from the lower grades to the upper grades, the level of content area taught is increased. By the time they get to fifth grade, ELL students are able to work independently in projects and activities to apply the skills learned in the classroom. Students are required to incorporate the use of technology so that they can develop more independence in the transition to middle school.

Our school guidance counselor works closely with middle schools providing a wealth information to our fifth grade students during school assemblies. Our guidance counselor and principal host a fair for all our fifth graders and their families. During this evening fair, middle schools offer our fifth graders critical information that is very relevant and helpful when choosing their future middle school. Guidance counselors also arrange class trips to visit intermediate schools in the neighborhood to get information on the program they offer. Parents receive orientation on the several programs offered by middle schools and the process to apply to them including talented and gifted programs.
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.

Under new CR Regulation Part 154, we will be offering 15% of total hours of ELL-specific PD for all teachers and 50% total hours ELL-specific PD FOR Bilingual Education and ENL teachers

The 2015-2016 professional development committee was comprised of a "wholistic " mix reflecting the school staff.

Due to the large number of ELL and immigrant students in our school, all our staff is mandated to participate in the following workshops. This professional development takes place during the chancellor's conference day as well as during the common planning sessions throughout the year starting in the month of September.

 1. SIOP Model
 3. Using the NYSESLAT data to differentiate instruction
 4. Using the data analysis and AMAO estimator tool to identify growth and proficiency levels
 5. Alligning the core curriculum in ENL/Bilingual Classroom
 6. Bloom's Taxonomy for ELL'S- High order thinking questioning
 7. A-Z Reading/RAZ Kids

8. Baseline Performance Tasks

9. Organizing and planing implementation of center activities

10. Examining students work for grouping

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?

Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.

The school has a calendar scheduled to meet the mandates of ELL Department. Throughout the year various meetings are conducted in order to keep the parents of ELL and ELL with Disabilities informed of assessments, progress monitoring and programs geared towards ELL population. In addition to regular school hours ELLs are invited to an afterschool program on Wednesday, Thursday and Friday for two hours to strengthen their language acquisition and development in all modalities of listening, speaking, reading and writing. Parents keep a close communication with teachers and administration to ensure academic success.

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.

Our school teachers and staff meet with the parents on a regular basis. Every Tuesday from 2:20 to 3:00, during parent engagement, teachers hold meetings with parents. During this time, we engage parents by providing and empowering them with resources that would benefit their children.

Teachers keep records of attendance, phone calls and letters of these meetings in their classrooms. In addition to parent-teacher conferences, Back to School Night, Curriculum Week, Quarterly Progress meetings are conducted to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas.

The Bilingual Coordinator plays a crucial role informing parents on language development and in the child's home language in the case of students enrolled in a bilingual education program as well as an ENL program. Records of attendance are kept in the teacher's classroom and in the Bilingual Coordinator's Office.

If the parent is in need of assistance in their home language, the school language coordinator has provided teachers and all staff with the various resources offered by the Department of Education Translation and Interpretation Unit. Teachers and staff members communicate with those parents by calling over the phone interpreter. All documents sent to me by the school are translated to Spanish by the Bilingual Coordinator who is a Certified Translator.

All ELL-related documents are kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

We also maintain an ELL Folder of Critical Documents which contains these documents in the Bilingual Coordinator's office. Critical ELL documents include the following:

- Dated and signed copies of each student's o Home Language Identification Survey
- o Parent Survey and Selection Form
- o Program Placement Letter
- o Entitlement/Non Entitlement letter
- o Continued entitlement letter

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

One of our main goals is to increase parental involvement. We know that the success of our students depends on the coordination of efforts among parents, teachers, and students. Since PS 4 strongly believes in parental involvement, we encourage and welcome parents to become active participants of their children's education. We established an open communication with the parents throughout the school year with parent workshops, newsletter, assemblies, letters, and after school events. Translation is available in Spanish and Creole.

Parents were surveyed and asked about their needs and ideas. This survey was the foundation to design our parent involvement activities this year. These activities can be summarized as follows:

- Many parents will continue learning English as a Second Language in order to help their children as well as themselves assimilate into our culture.
- Due to the influx of computers on our everyday life, our parents have requested technology classes. We will continue offering Computer Classes on Saturdays for Parents. These classes will help parents to assist their children in the use of computers at home, as well as been more competitive in the highly technological job market

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our 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.

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, our 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 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 schools 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 our 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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;

P.S 4 has established partnerships with several community organizations that augment and support our instructional and after

school programs. They offer training to parents, including parents of ELL students, on various topics. These community- based organizations are:

- Community League After-School
- UFBCO Extended Day Care Center
- Rena Day Extended Day Care Center
- Mott Hall Service Learning Program
- Fordham, Hunter, and City College Student Teaching Internship Program
- Teaching Fellows Program
- Columbia Presbyterian Hospital In-House Psychologist and Counseling Services
- Healthy School Healthy Families Program

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

Our parent coordinator facilitates communication between school, parents and community organizations. Through her daily logs, she keeps the school informed about their interests as well as their concerns. She conducts outreach to engage parents in their children education with whom she maintains ongoing contact. She helps families during registration informing them about school policies and outreach programs. She offers monthly workshops based on topics of interest or concerns. She serves as a facilitator at all times increasing parental and community involvement, and creating a welcoming school environment to parents, students and staff

Every year parents fill out a questionnaire about their specific interests and needs. Based on this survey, we determine the topics for their training sessions including parents of ELL students.

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

We design activities to address parents' needs and topics of interest. Every month we develop at least one parent training session as well as other outreach activities. These activities can include school performances, trips, cultural celebrations, and ESL classes. Every year parents fill out a questionnaire about their specific interests and needs. Based on this survey, we determine the topics for their training sessions including parents of ELL students.

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: <u>The Duke Ellington School</u>		School DBN: <u>6M004</u>	
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)
Adam Stevens	Principal		10/2/15
Luisa Martin	Assistant Principal		10/2/15
Denise Nunez	Parent Coordinator		10/2/15
Daniela Cabral	ENL/Bilingual Teacher		10/2/15
Belkis Poche	Parent		10/2/15
Rosa Salce	Teacher/Subject Area		10/2/15
Jose cantu	Teacher/Subject Area		10/2/15
Beatriz Lorenzo	Coach		10/2/15
	Coach		10/2/15
Altagracia Estrella	School Counselor		10/2/15
Manuel Ramirez	Superintendent		1/1/01
Angela Rodriguez	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M004** School Name: **The Duke Ellington schoo**
Superintendent:

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.

As per the adult preferred language report from ATS (RAPL) , 80% of our parents prefer to communicate in Spanish; 19% in English; and 1% in Arabic and French. We have also use the Home Language Identification Survey (HLIS), emergency cards, parent's surveys, parents meetings and workshops to determine the preferred language of communication of our parents.

We measure and assess the effectiveness of our programs through our Annual Parent Survey, as well as informal interviews and meetings with parents. Last year parents filled out the Annual Parent Survey and indicated that they were pleased with the translation program we have in our school.

We make sure that all the information parents receive from the school is properly translated into a language they could understand; mostly English and Spanish. There is a small number of parents who also receive oral information in French throuh one of our staff members who is fluent in that language. Parens have also expressed their satisfaction with our Parent and Bilingual Coordinators, who are constantly in contact with them in a language they understand.

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 parents' preferred languages for both written and oral communications are as follows: English Oral and Written-19% Spanish Oral and Written 80% ; Arabic and French Oral 1%..

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 are distributed in English and Spanish every year: Parent Notification Letters, Calendars, Surveys, Flyers, Newsletter, After-school programs, Special Events, Assemblies, Report Cards, Progress Reports, and Invitations.

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 face to face meetings are as follows: Meet the Principal, Dads Walk a Child to School Day, Parent Teacher Conferences, Family Engagement, Curriculum Night, PTA Meetings, and Special Assembly Programs.

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.

All the documents are translated into Spanish by the Bilingual Coordinator who is our official Interpreter. The school has also acquired a simultaneous translation device, which is used in a regular fashion during parent meetings and assemblies.

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.

Our school meet the identified translation needs indicated in Part B by our in-house staff.

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.)

As per the adult preferred language report from ATS, 80% of our parents prefer to communicate in Spanish; 19% in English; and 1% in Arabic and French. We have also use the Home Language Identification Survey, emergency cards, parent's surveys, parents meetings and workshops to determine the preferred language of communication of our parents.

Teachers have received the language access kit from the NYC Department of Education. This kit contains resources to help address language barriers within a school such as a multilingual welcome poster, a language identification guide for school staff and an info card to know how to access an over the phone interpreter. This kit has been discussed during faculty conference and workshops, as well as this Translation and Interpretation Plan.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The primary language spoken by the parent of each student is determined within 30 days of student enrollment. If such language is not English, our school ensures that parents get language assistance in order to communicate effectively by providing translation and interpretation services.

Parents sometimes rely on a relative or an adult friend for interpretation services for their group or one to one meetings with different staff members. All parent notification letters are translated in house by the Bilingual Coordinator who is our official translator.

If the parents wish to be contacted in a language not spoken or written by a school staff member, our school contacts the Translation and Interpretation unit to acquire these services. We provide parents with a large multi language poster so that they may find their language and identify it for us, so we can make the necessary steps to service them in the language of preference.

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)

After each parent workshop, a survey is distributed to determine the quality and satisfaction of the parents regarding the school translation protocols. Feedback is used to adjust these procedures and add additional services.