

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M234

School Name:

P.S. 234 INDEPENDENCE SCHOOL

Principal:

LISA RIPPERGER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Independence School School Number (DBN): 02M234
Grades Served: Kindergarten—Fifth Grade
School Address: 292 Greenwich Street, Mahattan, NY 1007
Phone Number: 212-233-6034 Fax: 212-374-1719
School Contact Person: Lisa Ripperger Email Address: lripperger@schools.nyc.gov
Principal: Lisa Ripperger
UFT Chapter Leader: Francine Cornelius
Parents' Association President: Laura Benoist/Jen Zicari
SLT Chairperson: John Terilla
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s):

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 Seventh Avenue, Room 713, New York, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan, District 2 Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, New York, NY, 10001
Director's Email Address: Ychu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: 212-356-7514

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)
Lisa Ripperger	*Principal or Designee	
Francine Cornelius	*UFT Chapter Leader or Designee	
Kate Koster	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Irene Gariniaris	CBO Representative, if applicable	
Danielle Reilly	Member/	
John Terrilla	Member/	
Manisha Chawhan	Member/	
Meredith Rossbach	Member/	
Marisa Krohn	Member/	
Molly O'Shea	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 234 is a zoned community school in Tribeca serving 785 students from Kindergarten through fifth grade. Utilizing a constructivist, progressive approach, the school facilitates rich and meaningful instruction through semester long integrated content studies on each grade level. Explicit, rigorous education is delivered utilizing the workshop model across literacy and math content areas. PS 234 benefits from a supportive and involved parent body. Evidence of parental involvement is ubiquitous. Families are fully immersed in school and classroom life, regularly collaborating in learning experiences with students and teachers and organizing community-building events. The arts are a fundamental component of PS 234 students' academic life. Students in Kindergarten through third grade benefit from choral and dance education. Visual arts instruction is delivered through Studio in a School in Kindergarten and subsequently a full time arts educator in grades one through five. Instrumental instruction begins in third grade and fifth graders work with educators from the National Dance Institute.

The mission statement of PS 234 describes the school as a warm and academically supportive environment with a commitment to providing opportunities to learn in meaningful contexts. "P.S. 234, Independence School, focuses on children working together in an interactive setting. Children are viewed as individuals with specific strengths, needs and learning styles. We are committed to meeting our children where they are, and extending their learning as far as we can. Our curriculum of interdisciplinary studies accommodates these differences so that all children can achieve their potential. Studies at P.S. 234 are centered on core curricula in social studies and science. Through rich thematic units, students develop skills such as inquiry-based research, non-fiction reading and writing, oral communication and artistic expression. Enrichment programs in art, music, library and science often support the classroom thematic studies as well. Our literacy program includes components such as read aloud, shared reading, guided reading, independent reading, book clubs and writer's workshop. All classrooms from Kindergarten-Fifth Grade use the TERC Investigations in Number, Data and Space as their core mathematics program. Through inquiries, activities and games, and the use of manipulative materials, children construct mathematical ideas, explain their thinking and practice skills. All children in grades 4 and 5 may choose to play a brass, woodwind or string instrument. Fourth and fifth grade children who play instruments will have two lessons a week in a small group. Some lessons may be offered before or after school." (PS 234 website, 2015).

Twenty percent of the population requires an Individualized Education Plan and the school built its special education program considerably in recent years. Each grade level contains at least one Integrated Co-Teaching classroom and is fully invested in the inclusion of all students. Teachers and staff work in collaboration with service providers and family to provide students with special needs the support and skills necessary to be successful in the classroom and fully access grade level content curriculum. The school has demonstrated notable progress improving collaboration between teachers to support the needs of all students in the classroom, particular those demonstrating challenge academically and socially. (Collaborative Teachers, Framework for Great Schools, 2015). Streamlining the Response to Intervention process while realigning the purpose and expanding the support of Pupil Personnel Team has supported this work.

The school has progressed significantly in its establishment of a supportive environment by universally adopting the Responsive Classroom approach (Supportive Environment, Framework for Great Schools, 2015). With the support of a fully trained leadership team, targeted professional development focusing on supporting students' social and emotional well-being was comprehensively delivered throughout the academic year.

Developing formative assessment systems to promote and drive classroom instruction remains an area of focus in the 2015-2016 school year (Rigorous Instruction, Framework for Great Schools, 2015).

02M234 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	729	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	0.1%	% Attendance Rate		96.4%
% Free Lunch	5.0%	% Reduced Lunch		0.8%
% Limited English Proficient	1.3%	% Students with Disabilities		19.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		2.3%
% Hispanic or Latino	8.3%	% Asian or Native Hawaiian/Pacific Islander		12.7%
% White	69.0%	% Multi-Racial		7.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# 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)	1.9%	% Teaching Out of Certification (2013-14)		5.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		3.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	66.9%	Mathematics Performance at levels 3 & 4		74.6%
Science Performance at levels 3 & 4 (4th Grade)	98.3%	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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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.

PS 234’s 2012-2013 Quality Review report notes that while the school maintains rigorous curriculum and has well aligned and developed instructional practices, the school also demonstrates “a need for further development specifically aimed at aligning assessment to classroom instruction.” Additionally, The Framework for Great Schools notes that students should be engaged in “ambitious intellectual activity and developing critical thinking skills.” As we implement more frequent unit based formative assessments to drive instructional planning, we aim to ensure that the targeted usage of ongoing assessment strengthens language arts and mathematics curriculum, leading to increased achievement. The lowest achieving quartile of students and students with disabilities are a priority when developing and aligning curriculum and assessment.

Part 2 – Annual Goal

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

By June 2016, all teachers will use formative assessments, including TC Reading Assessments and CCLS aligned checklists, to drive the planning and implementation of targeted academic work. Based on this data driven skill and strategy instruction, 25% of the total number of PS 234 students approaching but not meeting academic benchmarks during fall assessments will meet benchmarks by midyear.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
PS 234's, Assistant Principals, and literacy coach will review school wide assessment data on a quarterly basis to determine grade wide instructional needs, pedagogical shifts, and plan professional development sessions accordingly.	Teachers	09/15-06/16	Principal Assistant Principals Literacy Coach
PS 234's literacy coach and Assistant Principal/math coach will lead grade-level teams bimonthly to develop formative unit based assessments in language arts and math and revise curriculum with teachers based on results.	Teachers Students approaching grade level standards	09/15-06/16	Assistant Principal Literacy Coach Teachers
Teachers will meet to monitor student progress toward standards bimonthly and make instructional adjustments accordingly.	Students approaching grade level standards	09/15/-06/16	Assistant Principal Literacy Coach Teachers
Teachers will utilize a combination of formative unit based assessment and ongoing informal assessment across content areas to strategically implement explicit small group strategy instruction.	All students	09/15/-06/16	Teachers
Teachers will communicate with parents about their students' goals and needs and curriculum development on a minimum of a quarterly basis, through conferences, open classroom visit, and narrative reports.	All students	09/15/-06/16	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.
1. Tax levy funding supports classroom teachers to develop assessments, plan curriculum and review student work during extended common, grade-level planning blocks.

2. Tax levy funding supports literacy and AP/math coach to meet monthly in extended planning blocks.
3. Tax levy funding supports substitute coverage to enable additional planning time for teachers.
4. Tax levy funding supports purchase of curricular materials and instructional resources to implement rigorous instruction.

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

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

Part 5 – Progress Monitoring

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

As students’ instruction is increasingly driven by data, 25% of the total number of PS 234 students approaching but not meeting academic benchmarks on their TC Reading Assessments during fall assessments will meet benchmarks by February .

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

PS 234’s 2012-2013 Quality Review report noted the school’s success in making instructional and organizational decisions to support all learners as well the quality of teacher collaboration. As we continue to develop and revise the curriculum we aim to ensure that it provides equal access and due rigor for all students, notably students with disabilities. The Framework for Great Schools states that teachers should be “committed to the success and improvement of their classrooms and schools.” Through collaboration across grade levels, teachers will design and implement effective differentiated instruction to ensure the progress and achievement of all students, notably students with disabilities and the lowest achieving quartile.

Part 2 – Annual Goal

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

By June 2016, teachers will develop and implement comprehensive supports and extensions across academic areas to maximize content understanding across subject areas and provide entry points for all students. 75% of curricular plans in math and literacy will include targeted strategies, supports, and tasks to differentiate classroom work to support all learners. Written documentation of these plans will evidence differentiation.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
PS 234's literacy coach and Assistant Principal/math coach will lead grade-level teams to develop points of entry for all students in language arts and mathematics on a bimonthly basis. Targeted remediation and extension tasks for individual lessons and units of study will be developed during grade level meetings.	Teachers Students approaching benchmark standards Students exceeding benchmark standards	09/15-06/16	Assistant Principal Literacy Coach
Teachers will use ongoing formative assessment to effectively implement developed remediation and extension work appropriately to targeted students in need of differentiated support in literacy and math.	Students approaching benchmark standards Students exceeding benchmark standards	09/15-09/16	Assistant Principal Literacy Coach
Teachers will meet with parents of students on a minimum of a quarterly basis to provide individualized curricular goals, including extensions or differentiation, where necessary.			

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.

1. Tax levy funding supports classroom teachers to develop and review curricular differentiation tasks during extended common, grade-level planning blocks.
2. Tax levy funding supports literacy and AP/math coach to meet monthly in extended planning blocks.
3. Tax levy funding supports substitute coverage to enable additional planning time for teachers.

4. Tax levy funding supports the purchase of instructional materials to differentiate curricular tasks.

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

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

Part 5 – Progress Monitoring

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

As the instruction of targeted subgroups is appropriately scaffolded and differentiated, students assessed to be in the top and bottom quartile of students in literacy and math achievement will demonstrate measurable gains of at least one reading level or progress in one benchmark standard, in literacy and math formative 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

--

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

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

Part 5 – Progress Monitoring

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

--

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

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

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

Part 1 – Needs Assessment

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

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.

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

Part 4 – Budget and Resource Alignment

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

--

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

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

Part 5 – Progress Monitoring

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

--

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

Section 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)	Evidence of insufficient progress after receiving Tier 1 supports; students who continue to approach, instead of meet benchmark standards after intervention	Foundations (Wilson) Preventing Academic Failure (PAF) Guided Reading	Small group	During the school day
Mathematics	Evidence of insufficient progress after receiving Tier 1 supports; students who continue to approach, instead of meet benchmark standards after intervention	Do the Math	Small group	During the school day
Science	Evidence of insufficient progress after receiving Tier 1 supports; students who continue to approach, instead of meet benchmark standards after intervention	Differentiated instruction	Small group	During the school day
Social Studies	Evidence of insufficient progress after receiving Tier 1 supports; students who continue to approach, instead of meet benchmark standards after intervention	Differentiated instruction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor,	Evidence of insufficient progress after receiving Tier 1 and 2 supports in the	Non-mandated counseling; non-mandated speech and language	Small group	During the school day

<i>School Psychologist, Social Worker, etc.)</i>	classroom; students who continue to demonstrate a need for targeted support services after screening by appropriate personnel			
--	--	--	--	--

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 2	Borough Manhattan	School Number 234
School Name PS 234 Independence 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 Lisa Ripperger	Assistant Principal Elizabeth Sweeny, Erica Davis
Coach Kara Pranikoff	Coach
ENL (English as a New Language)/Bilingual Teacher Katie Stranahan	School Counselor Kate Lederer
Teacher/Subject Area Mary Ellen Bizzari, SETSS	Parent type here
Teacher/Subject Area Francine Cornelius, K Teacher	Parent Coordinator Magda Lenski
Related-Service Provider Andrea Figliolo, Speech	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	704	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	7	0	0	2	0	1	0	0	0		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												0
Chinese		1			1									0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1		1								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)														0
Emerging (Low Intermediate)		1												0
Transitioning (High Intermediate)	1	2			1									0
Expanding (Advanced)		2		1		1								0
Commanding (Proficient)	9			2	1									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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		1			0
4		1			0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The New York City performance assessment to assess ELA literacy skills is used. Teachers perform running records throughout the year to assess a student's growth in literacy. In grades K-2, teachers use the TC running records, and in grades 3-5 teachers use the Serravallo reading assessment. The data produced by these assessments allows classroom teachers and the ELL teacher to streamline instruction to the reading level and needs of the students. For example, students who struggle to retell stories in the reading assessments receive scaffolded instruction that pushes retelling language and different strategies to retell stories. The ELL teacher can access students' NYSITELL and NYSESLAT scores through ATS to determine the breakdown of test results. By analyzing the "Exam History Report," we can also see patterns of individual student performance. This is very helpful when it comes time to group the classes and also to see what areas need improvement. We use the results of these assessments to implement specific interventions for ELLs that may have certain areas that require attention prior to the NYS exams. If a student needs additional help with scope and sequence, the classroom teacher and ELL teacher will plan collaboratively to differentiate the curriculum so that it is accessible and engaging for the student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Certain information is revealed by the data patterns across proficiency levels and grades. Eight out of nine ELL students at P.S. 234 are transitioning or expanding, while the remaining student is emerging. Typically, the NYSITELL shows that newly registered students in upper grades are entering or emerging levels. It looks like there is a gradual increase in proficiency from emerging to expanding students across all grades. However, the NYSITELL shows that most of the incoming Kindergartners who were tested are at a commanding level and do not require services. The one Kindergartener who is mandated to receive ENL services had a much higher listening score than speaking score. Therefore, the instruction for that student will be directed toward helping her to generalize age appropriate vocabulary and grammar skills. When looking at the NYSESLAT scores from last year, we noticed the weakest area for the ESL students was writing, which revealed that the ENL curriculum will incorporate a program targeted specifically towards writing skills. The strongest area was the speaking and listening, which shows that students are able to communicate and understand spoken English.

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

The school uses information from the AMOA tool to highlight areas of strength and weakness in our ELL program. The tool helps us make projections of where our students will be in different content areas, and in particular, where the ELLs will fall with regards to their proficiency levels. We use the tool to help identify any students who may be at risk in order to provide effective interventions and scaffolds to boost their academic performance and educational outcomes. These interventions are discussed between the ELL teacher, classroom teacher, and parent. We also use the tool to see where we have successes. While the tool did not provide information with regards to the AMOA 1 status, the tool showed a history of success in the AMOA 2 status. P.S. 234 consistently has met the goal that was set for the number of students to achieve a commanding level of proficiency. This data underscores the success of our ELL program and how the ELL teacher and classroom teachers are able to effectively deliver instruction that helps ELLs makes gains in English proficiency to the point they reach a commanding level on the NYSESLAT. With this information, we plan on continuing to deliver a strong ENL program to our students and to provide the scaffolds for our at-risk population.

4. For each program, answer the following:

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

a. As most of our students speak in languages that do not have translated versions, it is difficult to analyze ELL students' success in taking English tests versus tests in their home language. Additionally, many of our ELL students in the upper grades do not read and write in their home languages. The students with disabilities have difficulties with tests both in English and in their home language. General Ed students typically have an easier time in their native language, especially when provided with a translator. However these ELLs have been successful in English speaking tests as well. Our students with language processing problems or other special needs are struggling in both assessments, regardless of language.

b. Results from NYC performance assessments, NYS ELA and Math test scores, as well as supplemental assessment tools help in planning instruction that target each student's needs. We use these results to develop goals for ELLs that target and support the development of their academic strengths and weaknesses. The ELL curriculum stems from these goals, and therefore is directly impacted through the periodic assessment of ELLs. Furthermore, we support our students by providing a bilingual library, with the second translation available mostly in Spanish, although we do have other languages including Russian, Danish, and Chinese. We are able to use the internet as a means of translation as well.

c. The school learns a lot about students from the various assessments that are given to the students. These assessments highlight where individual student strengths and weaknesses lie. This data helps teachers modify daily lessons in order to best support each ELL student. As previously stated, these assessments also greatly influence the ENL curriculum, which is geared toward the individual needs of the ELL population at PS 234.

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](#).]

With the multiple means of data that we are able to collect from the AMOA, tests including the NYSESLAT, NYSITELL and other assessments such as running records and baseline assessments, we are able to identify which English Language Learners need additional language support and in which areas this support is needed. As is aligned with the RTI, teachers are able to determine whether or not students are benefitting from the instructional program within a reasonable timeframe. Teachers are then able to build more effective instructional programs for students who are not benefitting, as they will be able to see in what specific areas the child needs additional support. This approach to RTI will also help the ELL teacher design more effective individualized plans for different students that is tailored to their individual needs. Another part of the data collection process which we believe helps to give a clearer picture is to have the classroom teacher and ELL teacher collaboratively assess the student and compare notes and observations. With the additional information and attention to detail, there will be a greater potential for effective instructional techniques to support these academically at-risk ELLs. If the classroom teacher and the ELL teacher agree there is need for further evaluation for a student who is not performing or growing as expected, additional interventions will take place, starting with in-class interventions and then outside support from a specialist if necessary. The PPT committee, which includes administrators, SETSS teachers, and other interventionists, helps to monitor students who receive additional at-risk support to see what progress the student makes and how to best support the child.

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

A child's second language development greatly impacts instructional decisions. We are able to identify how a child's second language development is progressing with the use of the various assessments we employ at school. If a student is a newcomer and has little English, the instructional decisions will lean heavily toward building vocabulary, as opposed to a more advanced instructional decision, such as a lesson that focuses on grammatical rules and/or exceptions to rules. Teachers consider a student's English language development in their instructional decisions. Depending on the level of English the student has, the teacher's lesson will look different. Instructional decisions for entering and emerging ELLs will include using more photos, pictures and manipulatives during

lessons to help engage students and scaffold the acquisition of new English vocabulary. Instructional decisions for transitioning and expanding ELLs will look much different; there will be a heavier focus on grammar rules and developing reading comprehension and writing skills that are connected to the content taught in the ELL's classroom. English language development is considered in instructional decisions by communicating to classroom teachers what each student's developmental stage is. They are given strategies to help them modify their instruction to encourage their ELL students' progression. As stated earlier, the use of visual aids, pre-teaching vocabulary and making connections between content areas are some strategies that we implement here. A child's cultural background can also be incorporated into instructional decisions. The ELL teacher sends a notice out to all teachers at the beginning of the year that has ideas to incorporate into the classroom when working with ELLs. Some suggestions include allowing the child to label parts of the classroom in his/her native language next to the English translation and encouraging the child to share items or talk about traditions from their home country. These ideas are structured to allow the children to feel empowered by speaking another language while helping them build on previous knowledge as they move forward in their English language acquisition.

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?

Not applicable to PS 234

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

School leadership and teachers may use the results of the ELL Periodic Assessments, NYSESLAT, NYSITELL, and other language based assessments to evaluate the success of our program. These assessments help provide our teachers and staff with detailed information about our students' strengths and weaknesses in English language development. By looking at student data over several years, such as NYSESLAT scores for individual students, we are able to determine whether or not our students are making progress in their English proficiency. These tests also serve as a resource to help the ELL teacher better plan for the small-group lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to get the students placed, but we can also focus on problem areas and lean less on the areas they excel in. This is not to say a student who scores high on reading will not read during small group instruction, but rather that writing will simply take up more of his time than reading will. We also use the classroom teachers' running records and other literacy assessments to monitor how an ELL progresses in English proficiency and whether or not they are making gains towards their reading goal for the MOSL. The school is learning a lot of information about ELLs from all assessments performed. As previously stated, we can see where certain students are falling behind, and we can see where they are excelling. These tests give us an idea of what each student is capable of. This data helps all teachers to plan and create different lessons with appropriate amounts of differentiation and scaffolding to help the ELL population be successful.

Part IV: ELL Identification Process

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

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

In order to identify whether a student is eligible for ELL services, the first thing we do at P.S. 234 is have the parent(s) fill out a Home Language Identification Survey at registration. A licensed pedagogue who is trained in the administration of the HLIS conducts the initial screening as well as the administration of the HLIS. The licensed pedagogue is typically the ELL teacher Katie Stranahan, but may also be one of the other licensed pedagogues who have been trained in the administration of the HLIS. As the HLIS is offered in a variety of languages, the HLIS is offered to the parent(s) in the native language if it is available. If a family speaks one of the languages that is offered in the translated version, they may complete one in their NL. The parents are told what the form is for and if needed, a translator is provided for interpretation. The trained pedagogue will conduct an informal interview at this point with the parents and with the child while they fill out the HLIS form. Translation is provided necessary. If a parent or guardian has selected another language for at least 1 of the first four questions and two of the second four questions, that student is then registered as having a home language other than English. The licensed pedagogue who administers the HLIS then formally interviews the child to determine if there is an English language acquisition need and whether or not the child will be tested with the NYSITELL. After the interview, the licensed pedagogue signs whether or not the child should be tested with the NYSITELL. If the pedagogue believes there is a language acquisition need, the student is then eligible for NYSITELL testing. Katie Stranahan, the ELL teacher, is the pedagogue who is responsible for conducting the NYSITELL testing and the initial assessment. The NYSITELL testing takes place within the first 10 days of when the student is enrolled in the school. Within those first 10 days of enrollment, the ELL teacher pulls the student from the classroom for the NYSITELL and administers the test to the student. For newly enrolled Kindegarteners, this is always done in a one-on-

one setting. For other grades, it is also typically done in a one-on-one setting to allow for the speaking administration of the NYSITELL to be completed at the same time as the other subtests. If students are identified as an ELL based on the NYSITELL and their home language is Spanish, they are then administered the Spanish LAB. After the students are tested, students who scored at or below NYSITELL cut scores will receive ELL services. If they scored higher than the cut score, they will have demonstrated a commanding use of the English language and will not be entitled to ENL. Letters are sent home to parents of all students who are administered the NYSITELL, explaining whether or not their children are entitled to receive ESL services. They are sent in the parents' preferred language.

Steps are taken to annually evaluate ELLs using the NYSESLAT. To ensure that all ELLs take the NYSESLAT, the ELL teacher generates the NYSESLAT eligibility report from ATS. The ELL teacher creates a schedule of when the 4 sessions of the NYSESLAT exam are administered.

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).

At this time we do not have any SIFE. However, at PS 234 we do have a system in place that would help us identify SIFE within 30 days of enrollment. We would interview the student using the oral interview questionnaire and the LENS questionnaire for those students who speak the languages in which it can be administered. Specifically for ELLs who may be SIFE, we would use the interview that we conduct during the completion of the HLIS and ask further questions about the educational history of the student. We would also look at the student's current and prior schoolwork, both in English and in the native language if we can access it. We would use age and grade appropriate assessments that are culturally sensitive to gain further information about whether or not the student is a SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students with IEPs begins in the same manner as all other students who register and enroll in the school. The ELL teacher looks at the Home Language Identification Survey to determine if the child would be eligible for testing for ENL services through the NYSITELL and considers the informal interview that is completed during the HLIS administration. If the parents indicate another language once in questions 1-4 and twice in questions 5-8, the ELL teacher then calls on the members of the LPT committee. These members come from the PPT committee and include the principal, a SETSS teacher, the ELL teacher, and a speech teacher. Within the first 20 days of enrollment, these LPT members look at the IEP to better understand the specific needs of the child and any mandated services that the child is to receive. We also look carefully at any bilingual assessments that were completed in order to determine if the student were stronger in a language other than English.

Additionally, the LPT committee takes into account if the child is a SIFE. We look at the LENS and the oral questionnaire as well as any work completed in the home language to determine if the child has English language acquisition needs. The LPT committee completes a

further interview with the child and the parents to assess the child's English language skills. A translator may be present to accommodate the parents' language needs and interview the child in the other language. After the interview, the LPT committee discusses and decides whether or not the child should be tested with the NYSITELL based on the level of English proficiency. If the committee believes that the child may have English language acquisition needs, the ELL teacher will then administer the NYSITELL to determine if the child requires ENL services. If the committee believes that the child does not have English language acquisition needs, but rather the sole focus should be on the mandated services from the IEP, the LPT will recommend that the child be exempt from taking the NYSITELL. If the LPT recommends the child should be exempt, the principal will send a letter and the LPT NYSITELL Determination Form to the superintendent to either accept or reject the LPT recommendation. Within three days of that letter being sent to the superintendent, the principal will also notify the family of the LPT recommendation. After hearing the final notice from the superintendent, the principal will notify the family of the final status by sending a letter in their preferred language. For a student who is not administered the NYSITELL, all records will be kept in the ELL office using the appropriate spreadsheet and reason codes for not testing the child.

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

In order to ensure that entitlement and non-entitlement letters are sent home within five days of scanning the NYSITELL scores into ATS, the ELL teacher, Katie Stranahan, is responsible for tracking and recording dates as she tests enrolling students with the NYSITELL. Students who qualify for ENL services will receive entitlement letters, while students who passed the NYSITELL will receive non-entitlement letters. All letters are sent home in the parent's preferred language. We may hire translators for low incidence languages. The ESL teacher then will track the dates letters are sent home through recording logs. To facilitate the process of sending home the letters, the ESL teacher keeps copies of the entitlement and non-entitlement letters in the ESL office both in English and in other high incidence languages.

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 will be informed they have the right to appeal ELL status by the ELL teacher. This will be done in the parents preferred language, meaning a translator may assist in helping communicate this to the parent. This explanation will primarily be done during

the ENL Parent Orientation meeting. The ELL teacher will communicate the new policy and will clearly explain that parents may write a letter to request a re-identification process within 45 days of enrollment. The ELL teacher will provide parents with a clear timeline for the exact date by which the appeal must be entered. The ELL teacher will explain to parents what the appeal would mean for the services that would be provided to the student, as their appeal may result in no second language services for their child. If parents decide to move forward with requesting an appeal to the ELL status, the principal and the ELL teacher work closely together to review the student's work both in English and in the home language. The work with classroom teachers to assess the child in order to determine if the child requires second language support. If the principal finds the child is an ELL, the ELL status remains and the parents are notified in their preferred language. If the principal finds the child should not be considered an ELL, the principal notifies the superintendent who will review the case and make the final determination within 10 days. The parents are notified in their preferred language of the final determination. If the child is no longer considered an ELL after this process, the principal and the ELL teacher monitor the child's academic growth for six to twelve months to ensure the decision did not negatively impact the child.

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.

A Parent Orientation is held at the beginning of the school year by the Katie Stranahan ELL teacher, who is a certified TESOL teacher, the Parent Coordinator and the Assistant Principal. Parents are informed of the orientation within the first ten days of enrollment after the enrolling child has demonstrated a need for ELL services on the NYISTELL. During this parent orientation, parents are asked to sign in and are given 2 packets. One is the parent informational brochure for parents which is available in many different languages which are offered at the meeting along with English printed brochures. There's also a survey selection form they are given, but this is after they are shown the Parent Orientation video via the DOE website. This online video explains that as residents of NYC, they have 3 options: A freestanding ENL program, a Transitional Bilingual Education program, or a Dual Language Program. The ENL teacher let the parents know that we offer the Freestanding ENL program after they have filled out the parent survey and program selection forms and, that if they should desire one of the other programs, they should consult with our Parent Coordinator and tour other schools that offer programs they want. Parents are informed that if there are 15 or more students in one or two contiguous grades speaking the same home language and parents opt for a specific program, the school is then obligated to open such a program. Parents are also informed that they have the option of transferring to another school with the program of their desire if they wish. The ELL teacher and parent coordinator will help them find a school that has their preferred program. We also provide a list of TBE and dual language programs offered in the district. We are able to help find programs by emailing ellprogramtransfer@schools.nyc.gov as well. Parents are also informed that if they do not choose a program, that the default program will be TBE. The ELL teacher and Parent Coordinator will be able to reach out to families if ever a TBE or DL program becomes available. We will track parents' preferences and then contact them in their preferred language if enough families select the option to open up a TBE or DL in two consecutive grades. We will then offer the program to them. If they would like their child to be placed into the program, we will change the child's enrolled program from ENL to TBE or DL.

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

The ELL teacher is responsible for providing parents with the parent survey and selection form in their preferred language. Parents are given a choice to fill out the parent survey and program selection form right after the orientation in September, or they may take it home to consult with others and to bring it back exactly 1 week from the orientation meeting. If parents do not return the surveys and forms within one week, the ELL teacher calls home to remind parents to have the forms sent back. Copies of all program selection forms may be found in the ELL office and the originals are placed in the student's cumulative folder. The ELL teacher collects and stores copies of the forms in the ELL binder. Additionally, all copies of entitlement and continued entitlement letters, which are sent home at the beginning of September, are also located in the ELL office. In the past few years, most if not all parents have selected the Freestanding ENL option on the program selection form. This provides alignment between parent choice and program offerings, since the program that they always choose is already in effect. No additional steps have been taken at this time to change anything because the #1 choice is, and has been, Freestanding ENL. The ELPC screen in ATS confirms this and allows us to track if there are any other choices that parents make. If a parent chooses TBE or DL, the ELL teacher works with the Parent Coordinator to help find a program that fits the parent's choice. If ever a TBE or DL program becomes available, the ELL teacher will reach out to families who have previously chosen TBE or DL as their first choice and offer to place their child into the new program. As noted before, the first ELL parent orientation is during September. The ELL teacher is also available to meet with parents of newly enrolled students throughout the year. Parents are able to learn about the school community, state assessments, and general program requirements. The ELL teacher joins the parent-teacher conferences for all ELL students in order to ensure appropriate support for the child.

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

The ELL teacher is responsible for tracking the completion of the Parent Survey and Program Selection forms. Most parents complete these forms immediately following the Parent Orientation. As previously stated, the ELL teacher makes note of families who choose to take the forms home to complete and gives them one week to return the completed forms. At that time, the ESL teacher will reach out to the family in their preferred language to remind the family to send in the completed form.

9. Describe how your school ensures that placement parent notification letters are distributed.
After the completion of the Parent Survey and Program Selection, the ESL teacher distributes the Placement Letters to notify the family in the family's preferred language. The ESL teacher explains to families to be expecting this letter at the Parent Orientation. The ESL teacher gives the letters to the classroom teacher to send home with the child. A copy is kept on file in the ELL office in the binder as well as in the student's cumulative folder. The letters are sent home in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
PS 234 retains documentation of all ELLs in the building. The HLIS, entitlement, non-entitlement, program selection, parent surveys, continued entitlement and transitional support letters are all in the child's cumulative record. PS 234 also maintains copies of all these documents in the ELL office. They can be found in the compliance binder. Copies of all HLIS forms can also be found in the main office. In addition to these forms, the ELL office also has copies of ATS reports that document various reports, such as the RLER, RLAT, and RLCB that monitor which students require testing and students' scores on the NYSITELL and NYSESLAT. These reports can also be found in the ESL compliance binder. The ELL teacher and principal are predominantly the ones with access to the documentation. However, the ELL binder can be made accessible to others.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ELL teacher, Katie Stranahan, is in charge of identifying and testing all ELL students in the school. The teacher is responsible for taking the students every day for class so she knows which students need to be tested. At the beginning of each week, the ELL teacher runs the RLER report in ATS to make sure that any new students to the school be tested immediately and, if appropriate, placed into an ENL class. Another thing she does to ensure all students are tested is run the RLAT report every week. This report will show if any new students from other public schools have transferred to the school recently, and what their LAB/NYSITELL and NYSESLAT scores are. These scores will help the teacher decide which ENL class is most appropriate for the new student. Once it is time to begin the NYSESLAT test, the ESL teacher sets up a schedule with all classroom teachers of ESL students for the 4 sessions to be administered on four different days. If any student should be absent for the first week of testing, the second week allotted for the NYSESLAT is used for make-up testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ELL teacher is responsible for tracking and recording the dates on which these letters are sent home. She runs the RLAT report on ATS to determine which students should receive which letters. Students who have passed out of ESL due to receiving a commanding grade on the NYSESLAT or due to receiving an expanding grade on the NYSESLAT and a 3+ or higher on the ELA will receive transitional support parent notification letters. Students who have previously been in ESL and did not pass out of the NYSESLAT will receive continued entitlement letters. These letters will be sent home in the parent's preferred language. The letters detail the ENL services their child will receive for the coming school year. Copies are kept in the ELL office and in the student's cumulative folder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The parents at P.S. 234 have chosen freestanding ENL the past 7 years. All surveys and forms we have received show the same results. In previous years, the same pattern has been noted, where all parents opt for freestanding ENL. The ELL teacher monitors parents' choices to ensure we build alignment between parent choice and program offerings as per Aspira Consent Decree.
The program models offered at P.S. 234 are aligned with parent requests, since the program that they always choose is already in effect. If a parent were to opt for Dual Language or TBE, we would have the parent coordinator help the parents tour and select another school that does offer the option they prefer. In the past two years, each of the 9 newcomers' parents chose freestanding ESL, which was 100% of the newcomers. If enough parents in two consecutive grades make the choice for a TBE or DL program, we will take steps to offer the program as per Aspira Consent Decree.

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.

At P.S. 234 we align all ELL programs with the comprehensive core curriculum. The ELL teacher, the principal, and other staff members are continuously working to develop a schedule for ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations. The ESL teacher works collaboratively with classroom teachers to ensure the students are getting the most out of their small groups during both standalone and integrated ENL.

For integrated ENL, the ESL teacher pushes into the classroom for the mandated number of minutes. The classroom and ESL teachers work together to identify best practices for teaching methods, instructional decisions and texts that tie into a thematic unit that the class is studying. The standalone ENL program is provided through a “pull-out” model. The program model that we have at P.S. 234 is a mix of heterogeneous and homogenous students. We try to group by skill level as well as grade level. For example if there is a 4th grader whose proficiency level is lower than that of the other 4th graders but the same as the 3rd graders, that student would be placed with the 3rd grade group. Our goal is to find the right balance for our ELLs with regards to their second language development and age appropriate content.

The ELL program is built around the four essential skills students must acquire: listening, speaking, reading and writing. The ENL instruction is content-based in both the standalone and integrated models. The content, materials and lessons are adapted to meet each student’s needs and provide scaffolding for language. The ELL teacher utilizes differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.
 - b. TBE program. *If applicable.*
Not applicable to PS 234
 - c. DL program. *If applicable.*
Not applicable to PS 234
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)?

Students are served with the mandated number of minutes according to proficiency level in the ESL model. The transitioning and expanding students are served with 4 periods of 45 minutes of ESL per week for a total of 180 minutes per week. The entering and emerging levels have 8 periods, or 360 minutes, a week. Entering, emerging, and transitioning students receive an equal distribution of time in a standalone model and an integrated model of ENL. The focus for expanding students is exclusively in the integrated model, as per the mandated services set forth by CR Part 154. The ELL teacher shares NYSESLAT data with classroom teachers to ensure that all ELLs are receiving the mandated number of ESL minutes.

a. ESL instruction is given to the students on two levels. On the entering and emerging levels, PS 234 provides 360 minutes of explicit instruction per week. On the transitioning and expanding levels, explicit instruction is provided 180 minutes per week. This is complemented by a minimum of 400 minutes of explicit ELA reading and writing instruction provided in the regular classrooms.
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.

The ELA and ENL content delivered is a mixture of heterogeneous and homogeneous levels, based on both the grade and proficiency level of the student. Provided entirely in English, this content is complemented by the balanced literacy model, which is aligned with the Common Core Learning Standards. Each of the content areas is made comprehensible by differentiating instruction for each of our students, providing different levels of scaffolding based on language proficiency, and literacy instruction in the content areas. A variety of resources are utilized, such as native language books, content area books and manipulatives to support the comprehensible input provided to ELL students. The ENL teacher works with classroom teachers to align the ENL curriculum to mirror what is happening in the classroom so she can provide content area support to the ELLs. The goal is to streamline the work and help ELL students make connections between their ENL and whole classroom work. The ENL teacher also helps classroom teachers modify and scaffold instructional approaches and methods to make content comprehensible. Some examples of these modifications include content area vocabulary webs, picture webs, and wordless books or movies.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that ELLs are appropriately evaluated in their native languages. We often use translators or school personnel to assist with evaluations. If we are referring an ELL student to have related services such as SETTS or speech, we request a bilingual evaluation for the student. If any of the standardized tests are available in a student’s native language, we make sure

to make that language an option for the student. If a translated version is not available, we hire a translator for the standardized tests that mandate native language assistance (NYS Math and Science exams). If any further investigation in the home or native language is needed, we have a translator come in to assist with whatever information we are trying to collect.

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

We ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using the NYSITELL and NYSESLAT test scores combined with the assessments performed by the ELL teacher and the assessments by the classroom teacher. The classroom teacher assesses the student's reading and writing on a consistent basis, and the ELL teacher measures speaking skills and listening skills in accordance with reading and writing. Reading and writing are constantly being practiced and monitored in both the classroom and ESL class. Listening and speaking skills occur naturally in the classroom while being monitored and checked in the ESL room throughout the year. The changes and progress are recorded in conference notes, student report cards and are also discussed during parent teacher conferences.

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

Instruction and intervention within the ELL subgroups is differentiated, depending on the fluency levels of the students. We try to pair the students with similar fluency peers, but this is not always the case. In some cases, we may provide one student with enriched text, and another student with a controlled text, as in the Wilson Reading System, in the reading section. Other times worksheets may be adjusted according to skill level.

a. P.S. 234 does not currently have any SIFE students, which indicates there is currently no program model in effect for those students. If we were to receive a SIFE student, we would place the student in an appropriate age range and have them in the group that best suits their needs. Appropriate scaffolding techniques would be applied.

b. Our plan for newcomer ELLs in the US less than 3 years involves a lot of vocabulary-based lessons, as well as grammatically-enriched lessons. With the newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the transitioning newcomers, we usually work on sentence syntax and the grammar rules, as well as reading comprehension. For the developing ELLs who have been in the US for over 4 years, the lessons are very different than the ones for newcomers. These ELLs work mostly on reading and reading comprehension as well as essay writing and topical writing and proofing/editing. The content of these lessons directly links to the content in the ELL's classroom. However, we support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

c. For the developing ELLs who have been in the US for over 4 years, the lessons are very different than the ones for newcomers. These ELLs work mostly on reading and reading comprehension as well as essay writing and general writing and editing. However, we support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

d. At P.S. 234 we do not currently have any students who have been here for over 6 years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, they would be placed in a writing-intensive ESL class. For ELLs who have special needs, lessons are tailored according to the individual's specific needs.

e. The ELL students who have passed out of ESL within the last 2 years do receive additional support from the ESL teacher. As mandated by the new regulations in CR Part 154, the ESL teacher will provide 90 minutes of services, using the integrated ENL model. These students are also provided with extended time on all standardized statewide tests, as well as the opportunity to take the test in a separate location. In some cases, glossaries or bilingual dictionaries may be used during classroom assessments. The ESL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students' progress.

Former ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math outside of being English Language Learners. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs and former ELLs to determine if they should be receiving

additional services in these areas as well as ESL. If they are deemed eligible by the interventionists, then they will have AIS to serve their needs in either, or in some cases both areas. The ELL teacher always meets with the current teacher of her former ELL to discuss possible at-risk services.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For students who were re-identified as ELL or non-ELL, the principal, the ELL teacher, and the classroom teacher work together to monitor the student's academic growth for six to twelve months. The ELL teacher and the principal are the staff who manage the re-identification process after the ELL teacher manages the initial identification process. This review of the student's progress is to ensure that the re-identification decision did not adversely affect the student. We use both formal assessments, such as running records, as well as informal assessments like observations and conferencing notes to provide a holistic picture of the student's academic growth. If the principal and teachers believe that the re-identification decision adversely affected the student, the student will receive at-risk academic support. This support may include time in a small group, pull-out setting with the ELL teacher or time with other ELLs during the integrated ENL program. If the student continues to have difficulty in this six to twelve month time period because s/he does not have a commanding level of English language proficiency, the principal will reverse the decision and re-identify the student. The principal will consult with the superintendent about this decision. If the student is re-identified, the parents will be notified within 10 days through a written letter that will be in the parents' preferred language.

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?

Instructional strategies and grade level materials that teachers use with ELL-SWD's provide access to academic content areas and accelerate English language development. The ELL teacher works collaboratively with the classroom teacher to ensure appropriate and relevant context related texts are used in the ELL classroom. For example, if the class is doing a unit on the American Revolution, the ELL teacher picks out texts that talk about the same things as the classroom texts, but in a clearer, simpler way. By utilizing non-controlled, simpler texts the ELL teacher scaffolds the content to ensure that the students understand what his/her classroom peers are learning, but on a level which they can understand. The ELL teacher also provides an account on Raz-Kids that scaffolds reading instruction to the student's individual reading level. This technology is an excellent resource for our ELL population that provides access to content, while building on language skills in an interactive and engaging way.

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?

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of the ELL-SWD's within the least restrictive environment. Students are grouped by both grade/age level and by comprehension levels. If there are entering or emerging ELLs in grades K-1, they will be grouped together while transitioning or expanding students in those grade bands are grouped together as well. Various proficiency levels are grouped accordingly in K-1, 2-3, and 4-5. The curricular and instructional flexibility is dependent upon the fluency levels of the students in each group. If the levels are low, the focus is mainly on getting the appropriate context-related vocabulary. If fluency levels are intermediate or advanced, the focus shifts to understanding grade level vocabulary and grade level context of the unit. More focus is on grammar and a writing intensive element.

Chart

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

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

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

Chart

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 Dually 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.

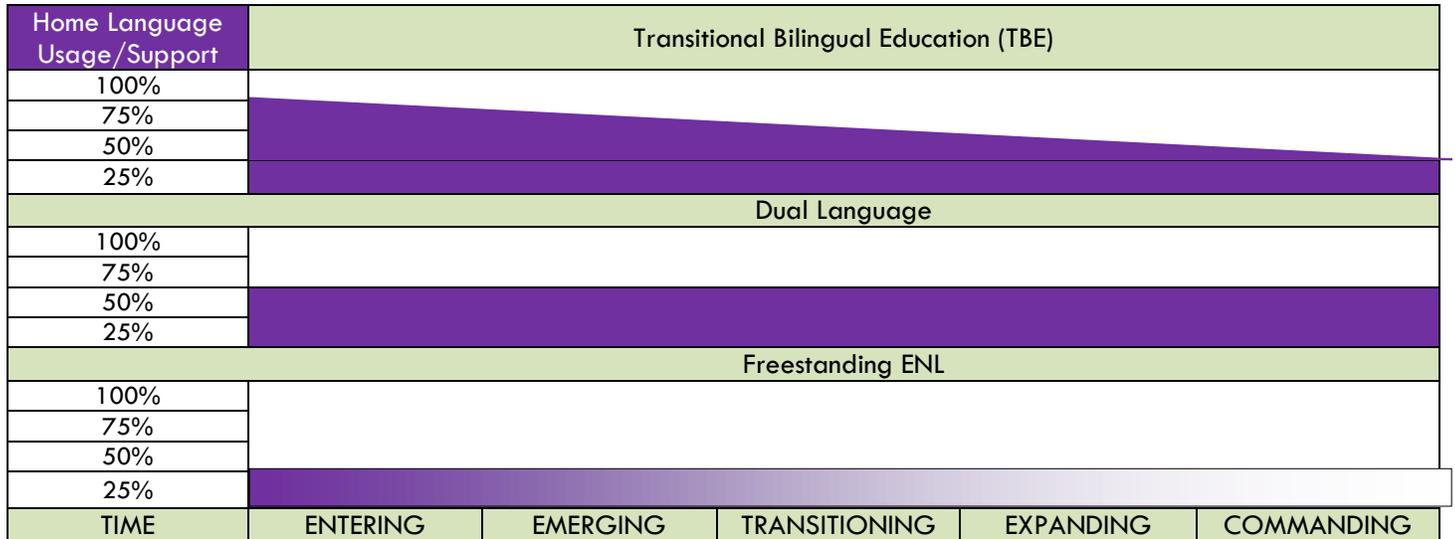


*Note “other approved services” does not apply to New York City at this time.

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. All the ELL students are continually assessed to examine the effectiveness of the instruction and the intervention program for all content areas. Additional at-risk intervention is available for instruction in Spanish for those who qualify.

There are targeted intervention programs available for ELLs who need the assistance in math, social studies, science and ELA prep. Intervention teachers evaluate and assess what each ELL student may need for the year and, depending on scores, the interventionists work with students who may benefit from additional support outside of the ESL class and the general classroom. Various curriculums are then started and an ongoing monthly assessment is provided for each student who has intervention services. For ELA work, an ELL may see an interventionist to work specifically on decoding or comprehension skills. Another intervention teacher provides support in math. All the work is done in English. Assessment tools include running records, reading levels, anectodals and conference notes. Additionally, the content area standardized tests are used as well, supplementarily.

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

One way we can tell that the ESL program is effective is by looking at the passing rate for ELLs who take the NYSESLAT. Over the past few years the passing rate has been averaged around 25-30% of all ESL students on this exam based on the RLAT report and the AMOA. Furthermore, the vast majority of our students show growth from year to year on the NYSESLAT or from the NYSITELL to the NYSESLAT. This is an appropriate and strong indicator that the program is effective. The current program is meeting the needs of ELLs in both content and language development. This is evident in the assessments administered by both the ESL teacher and the classroom teacher and is also evidenced by the ELA scores which show progress. We are able to make this growth because the ELL teacher and the classroom teachers work collaboratively to ensure students make gains in their content and language development. The ELL teacher helps teachers develop strategies for working with ELLs that ensure their success and make the content accessible. Our teachers are very skilled in being able to differentiate to meet the needs of the ELL population. Samples of student writing are kept on file in both classrooms and evidence of the writing samples is also sent home so that parents may also track progress.

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

While we have utilized the push-in model in the past, there will be a much stronger emphasis on it for the upcoming school year. Due to the new regulations in CR Part 154, the integrated ENL model will become a much bigger part of the ENL program at PS 234. This will require even more collaboration amongst the classroom and ESL teachers to ensure the integrated ENL program is a success and a meaningful learning opportunity for the ELL population.

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

We will determine whether we will continue the use of the Wilson Foundations program that is currently weaved into the ENL program, as the program is currently implemented by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students. The data that supports this potential move is the repetitive nature in the Wilson reading system. Wilson is a very strictly formulated curriculum, and with the implementation of this reading system into the classroom, the ESL program may need to change or work around what's being done in the classroom in order to provide maximum opportunity for learner growth.

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

ELL students are afforded full access to all school programs, including the music curriculum and after school programs, which are held inside of the school building. They also have access to after school programs that are held next door at the Manhattan Youth Center. There are also enrichment programs such as the French Club and the track team that all ELLs may join. These programs are provided to students through fair student funding and Children's First Funds. P.S. 234 does not receive Title III funds due to the number of ELL students in the building.

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.

A variety of differentiated instructional materials are utilized within the ESL program. The students have access to a wide variety of reading materials, from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles), as well as the ESL library, which has over 500 titles, geared towards specific languages and cultures. In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Words Their Way, is modified to fit the specific learning needs of the students. Classrooms use Smartboards to further enhance student learning. Boardmaker is also utilized in the classroom and also in the ESL classroom. The ESL classroom also utilizes a variety of technology, such as iPads, videos, and electronic books to scaffold instruction and engage students in lessons. Each ELL student is given an account on Raz Kids to help support their reading development; this program is a wonderful and engaging technology resource we are able to provide our ELLs.

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

The students are supported in bridging their prior knowledge from a variety of cultures by utilizing math and content supports. For example, many students who have been exposed to math in different cultures find it easier to explain their understanding while

using blocks and other math manipulatives, as well as science concepts. Native language support is delivered differently in each group. For the upper grades, we do a study unit on home country holidays. We have students choose their favorite holiday in their home country, and then write an expository or informative essay about the holiday and its significance. The essays go through a revisional process, and are also accompanied by either a drawing or a piece of art that the student chooses to associate with the written piece. At the end the essays are presented to the class, and then hung on the wall for others to see. In lower grades we have different lessons incorporating using words in native language in different exercises. An example would be reading a book about school buses, discussing characteristics of school buses, and having the students record vocabulary words in both English and in the native language. This helps them to remember what the words mean in English along with incorporating the home language into the classroom day-to-day activities.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As mentioned above, to support age, grade and proficiency levels of the students, we align our material and instructional resources to meet their needs. There is a constant collaboration between the classes and the ENL program so that there is a consistency of message and content. For example, a 5th grade beginning English Language Learner will be matched with subject texts that would interest a 10 year old, while meeting the language needs of the same student by providing easier texts. This is coordinated frequently with the classroom teacher so that the students can actively participate in both programs. Required services both support the ELL ages and grade levels as well as having resources correspond to their ages and levels. Age appropriate texts are utilized, as a text that will peak the interest of a Kindergarten student will not have the same effect as it would on a 5th grade student. We choose books and writing activities based upon age and grade level, as well as proficiency. As an example, the kindergarten ESL class will have a study unit on butterflies, while a third grade group will study the subway system and history in New York. Both lessons can be adapted to suit different proficiency levels while also providing appropriate and important core curriculum material from each grade level.
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).
Due to the comprehensive nature of our ESL program, we need to be proactive in contacting and informing ELL students who will be attending PS 234. Our office staff flags those families whose home language is not English and affords them additional information and support through the resources available to the parent coordinator. Official documents and information about the school is available in a variety of translated languages. The parent coordinator contacts all potential ELL parents before the start of school to give them each others contact information, if they are interested in getting to know other new to America parents. Since many of their children are in very similar situations, this is a very good way to find friends and make playdates for their children. It can help force the children to speak English together if they do not have the same native language, or it can provide a comfort level to one another if they share the same home language.
19. What language electives are offered to ELLs?
French club is available after school to all students who would like to join, K-5
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)?

Not applicable to PS 234

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.)
Staff development is important for teachers of ELLs at our school. The ELL teacher and any other teacher who would like to participate take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. The ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. Throughout the year, the ESL teacher attends workshops that focus both on instructional techniques and on updated regulations. She is then able to turnkey the information to both teachers of ELLs, as well as the administration to ensure we take the necessary steps to follow compliance regulations. She provides PD to staff on how to scaffold instruction for ELLs, how to meet mandates, and how to access resources that improve instruction and communication with parents. Additionally, the guidance counselor attending professional development on students in transition. Specific dates include: 10/7/15 (ELL Start Up Meeting), 10/26/15 (Literacy in Social Studies and Science for ELLs), 11/3/15 (ELL Election Day PD)
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?
There is professional development for all personnel who work with ELLs. Articles selected by the ESL teacher and the administration are handed out periodically from various reputable research sources on awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings are discussed and analyzed. Included in the staff meetings are APs, classroom teachers, coaches, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, the Parent Coordinator, guidance counselors, the special ed and ICT teachers, the psychologists and also all coordinators. Specific strategies for supporting ELLs are shared. The guidance counselor receives PD each year on how to support students in transition to help assist ELLs who are experiencing different kinds of changes. Aside from the staff meetings that are held, the ESL teacher is consistently collaborating with all classroom teachers, special education teachers, speech and language teachers and also the guidance counselor in order to keep up communications about the various ELLs in the school. In these meetings, teachers share revealed and devote time to implementing strategies and methods to improve student achievements while delivering Common Core-aligned instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support is provided to staff to assist ELLs as they transition from one school level to another. The previous teacher, the new teacher and ELL teacher discuss the student at length, and they help to give the new teacher insightful strategies and methods that helped the student progress in the years past (I.E. a sticker chart). Teachers old and new are especially collaborative in this way, constantly speaking to one another about ways to help scaffold the students who require it. We also consult with the guidance counselor in order to help ELLs transition.
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.
There is a minimum of 15% of professional development for ELL training for all staff. We have records to maintain these requirements which have been met. During the professional development days, when students are not in attendance, and during Monday afternoons that are designated for professional development, there is a certain amount of time allotted for ESL information and training. This can last between one to two hours, depending on the session. Over the course of a teacher's 175 hours of professional development, we will have met or exceeded the 15% assigned to ELL training. Some of the training may come from the ELL teacher from network meetings, and some of it may come from APs. Teachers are given important information, including testing accommodations, ways to provide scaffolding and differentiated instruction to ELL students in the classroom, math word problems, etc. Some examples of topics from this year include how to work with newcomers in the classroom, supporting different content areas with newcomers and also ELLs with special needs. The ELL teacher will devote portions of the weekly time devoted to professional development to help show best practices for ELL students and how to integrate these practices into the classroom. She will also use the time to inform the faculty and staff of regulations that affect the ELLs in the classroom. The ELL teacher also documents development is ELL specific professional development. Records of these meetings are kept in the ELL office.
Specific activities and meetings are as follows:
10/7/15-ELL Start Up Meeting with DELLSS
11/3/15 - ENL Best Strategies Professional Development Day with District 2 ENL/ESL Teachers
Monthly ENL Dinner Groups that focus on regulations and best practices
Three Monday PDs devoted to 3 tiers of ELLs: entering and emerging, transitioning, and expanding ELLs
Election Day PD on how to communicate with parents of ELLs

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?

1. In addition to the parent orientation meetings and the DOE scheduled parent-teacher conferences throughout the year, PS 234 also provides individual meetings with the parents of ELLs under the CR Part 154 regulations. The ELL teacher, Katie Stranahan, is responsible for scheduling and conducting these meetings. During these meetings, the ELL teacher and parents meet to discuss the language assessment results and goals for the individual student, or students in the case of siblings. The ELL teacher shares the results of the latest NYSESLAT or NYSITELL exam and what the English language proficiency goals are for the student. These goals take into account the four English literacy skills: speaking, listening, reading and writing. In addition, the ELL teacher communicates a classroom goal for the child that is based on content learning that occurs both in the ENL curriculum as well as in the classroom. In addition to explaining the goals for the student, the ELL teacher also uses this time to elaborate more on the ENL curriculum and how she will help the student reach or exceed those goals.

In order to address the interpretation and translation needs of the parents, appointments are made for translators if they are needed. The parent coordinator has a running file on all present and previous P.S. 234 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation and oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.

2. Katie Stranahan, the ELL teacher, is responsible for recording the date of these meetings and taking notes of what was discussed. These records can be found in the ELL compliance binder in the ELL office. Additionally, all other meetings are recorded, including face-to-face interactions and phone calls. Copies of letters sent home by the ELL teacher can also be located in the ESL compliance binder. These include mandated letters as well as informational letters written by the ELL teacher. These records demonstrate that P.S. 234 meets the needs of parents to feel accommodated and involved in their child's learning.

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

Paste response here:

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

The parent involvement level at P.S. 234 is extremely high all around, whether or not it is concerning the parents of ELLs. Even parents of English speaking children contribute to ELL students needs. For example, they will donate books that the ESL teacher might have asked for, or put educational material or books into her room for her to see if it might be useful for the students. Parents of ELLs are also highly active. There are a few who are PTA members and a few who volunteer their time occasionally to help at school. At the ELL Parent Orientation meeting at the beginning of the year, many parents had conversations and exchanged numbers so they may be in contact with each other as well. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school. Some activities that all parents, including parents of ELLs, are involved in are Publishing Parties, Parents as Learning Partners and PTA meetings. Parents receive notification of the above mentioned activities via backpacked letters home and the school website. These letters are translated into the preferred home language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We encourage all students to participate in one of many after school programs (i.e. after school programs, Gill Sports, Manhattan Youth, etc). However at this time there are no workshops specifically targeted for parents. The school does not receive Title III funding, which would be a way to finance such programs. Whenever there are any workshops provided to parents, translation is offered through the NYCDOE Translation and Interpretation Unit and/or staff members who speak the language.
5. How do you evaluate the needs of the parents?

In order to evaluate the needs of the parents, the classroom teachers as well as the ELL teacher are in constant contact with these parents. As stated earlier, the first time the parents register their child at school, they are given a Home Language Identification Survey which lets the school know what languages are spoken by the child and what is predominantly spoken in the home. The home language is entered into the ATS system so that the ELL teacher, secretary and parent coordinator may all access a list of languages other than English whenever it is relevant. The parents have all of the teachers' phone numbers and email addresses in case they should ever need to get in touch to talk about a concern or to ask a question. Parent-teacher conferences are held, and in many cases, follow-up meetings are held with parents after each parent teacher conference to check up on student progress and parent thoughts. During parent teacher conferences we sometimes have translators in the room with parents who would like one. In low-incidence language, if we are unable to find an individual to come in and assist, we will utilize the DOE translation system via a phone conference. The needs of the parents are assessed by handing out surveys at the beginning of the year to

parents. Throughout the year the PTA accepts any suggestions or needs that parents would like to share via a comment/suggestion box. Translations are available in this form. Workshops are also provided.

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

P.S. 234 has parental involvement activities, which address the needs of the parents as well as the children. We have several occasions when the parents are invited into the school to partake in various activities. If parents have requested that materials be sent home in the home language then these newsletters and documents are translated first and then sent home. We have music performances and special classroom events and celebrations, like publishing parties, when the parents come in and review student work and celebrate the hard work their children did. Translation is offered through the NYCDOE Translation and Interpretation Unit and/or a staff member who speaks the language. Parents needs include wanting to be involved in the students education, wanting to be in the know about what's happening with their child at school, and what types of outside supports available to them. We provide every type of support a parent could want, with the exception of the after school workshops with Title III funding.

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.

Use of Native Languages and Cultures

Native language and culture is continuously portrayed in students' independent writing and presentations. There are a number of foreign language books also available for newcomers, as well as for special projects. Students are encouraged to share their cultural knowledge with others. There is a holiday project every year where each child composes an essay about their favorite holiday in their home country. They then present their essay (accompanied by a drawing or some type of significant art) to the rest of the group. The work is celebrated by hanging it on the bulletin board outside of the classroom for the rest of the semester for other students to enjoy. It's essential to make sure the student knows his or her culture is of great importance. This philosophy is especially important in the ELL classroom.

We will allow newcomers the opportunity to write in their native languages. This will help them to begin expressing ideas, while they learn more and more and eventually begin participating solely in English.

A wide variety of materials are used to support ELLs in the classroom, including 1 pocket chart, magnetic journals, classroom, resource room and school libraries for both fictional and non-fictional books, leveled readers, a listening library, picture dictionaries of all levels and sizes, big books for the younger students, graphic organizers, word walls, Wilson Readers and additional materials, Words Their Way materials, and also computer programs.

Part VI: LAP Assurances

School Name: PS 234, Independence School

School DBN: 02M234

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

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M234**

School Name: **PS 234 Independence School**

Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

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

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

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

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

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

The language needs of the parents at P.S. 234 are identified using a variety of methods during interactions with parents. First we manually go through the HLIS of all new registrants to determine which new admits speak another language. We also look at the preferred language the parents put on the HLIS forms to determine if the family needs information set home in another language moving forward. Additionally ATS (Report RHLA) and CAP are consulted for initial identification of home languages other-than-English spoken by parents of our students. Teachers and administration notify the ELL teacher if there is a need for translation services. Appointments are made for translators if they are needed. The parent coordinator at P.S. 234 also has a running file on all present and previous P.S. 234 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation as well as oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.

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

The vast majority of parents indicate English as their preferred language for written and oral communication on their Home Language Surveys, even if they indicate another language is spoken in the home. Below is a list of languages that are represented by our parent population that indicate our

language translation and interpretation needs.

Chinese/Any - 2

Spanish-4

Our school has a diverse range of languages. Currently there are over 15 different languages represented in our school. Findings are reported on a regular basis at parent orientations and staff development meetings. Additionally, the Home Language Identification survey is quite useful in determining who may need written or oral translations as well as what languages are needed. Currently, ELL's make up about 1.28% of our schools population, so written and oral translation service needs are low, which makes the services easily provided.

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.)

Throughout the year, the school disseminates many documents that are distributed to families. To provide parents with the information in the appropriate language, many of the documents are translated. These documents include letters that are sent home for academic intervention services, which may be related to the ENL curriculum or other academic support we provide. We also distribute information regarding the state tests and scheduling of parent teacher conferences. Furthermore, we provide parents with information about after school programs and ways for parents to become involved, such as publishing parties or volunteer opportunities in the school. Many teachers send home newsletters about the curriculum or events happening in the classroom. All of these documents can be made available to families in their preferred language. Some are already provided by the DOE and are available on the website. In this case, we use the documents supplied by the DOE and are able to make copies on site. In other cases in which the paperwork is specific to P.S. 234 or a classroom teacher, we need to have the documents translated. In that case, we ensure there is at least a two week window to have documents translated before they are sent home.

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.

At PS 234, we try to involve and communicate with families in a variety of ways. This may happen in formal settings, such as curriculum night in September and the parent-teacher conferences that are held on the dates set forth by the chancellor. The ELL teacher also provides a parent orientation to families of enrolling ELLs in September and another one-on-one meeting to discuss English proficiency goals. Other formal meetings include IEP meetings, PTA meetings and workshops for parents. We also provide Tuesday afternoons as directed parent contact and involvement time. During this time, teachers may meet with parents for a variety of purposes, including discussing student performance and goals.

Informal meetings also occur on a regular basis. These type of meetings may be over the phone from the classroom teacher, guidance counselor or attendance teacher.

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.

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents will be translated into the requested language by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Service. Parent letters related to our school's outreach for academic intervention services, after school programs, and parent participation and publishing parties can be translated into any language that is needed. Additionally, information regarding state testing and parent-teacher conferences can also be translated as needed. We have a number of staff in the school that speak more than one language as well as a comprehensive database of parents and community members who aid in translation services. A complete list may be found in the parent coordinators office. Important and time-sensitive information and letters are given to translators well in advance of scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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.

Oral interpretation services are provided by both the school staff, volunteers as well as the NYCDOE phone translation system. Language interpreters will be available to interpret for parents who need to participate during activities that involve parent participation, including conferences with parents, PTA meetings, workshops, IEP meetings, etc. Depending on the language that is needed, we usually have an in-house translator available. If in the future we find that we do not have a translator available for use, we will contact an outside contractor, a translator provided by from CBOs, or the DOE Translation Services number.

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.)

PS 234 provides training for the staff on the available translation services in a variety of ways. The ELL teacher along with the administration distributes the Translation and Interpretation Unit information at the beginning of the school year. The ELL teacher provides teachers with the number for DOE translation service as well to be kept in the classroom in the event they need an over-the-phone translation. Furthermore, a list is kept of the contacts and other staff members who are available within PS 234 that

can serve as translators. The ELL teacher will begin providing more professional development given the increase in the CR Part 154 regulations that 15% of teachers' professional development hours are dedicated to ELL services. Part of that time will be focus on these services in order to ensure the staff is fully aware of all of the resources and services available to provide families information in the correct language.

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

Notification of parents' rights regarding translation and interpretation services in the appropriate covered languages and how they may obtain these services is available in the main office. The parent coordinator has each of the necessary pamphlets with the information that is required of Section VII of Chancellor's Regulations A-663. Parents may also be made aware of these rights during meetings with school staff, i.e. conferences, IEP meetings, etc. Signs are posted throughout the school offering translation services and assistance. Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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)

PS 234 will gather feedback on the quality and availability of services in a variety of ways. One way will be conducted informally when using translation services for face-to-face meetings. The PS 234 staff member will ask if the parent feels like the translation service we provide is helping facilitate the conversation with ease and clarity. If the parent feels like that form of translation service works for the face-to-face interactions, we will make note of it and continue to use that service. If it does not work for the parent, we will use alternative translations services. Another way will will gather feedback is through a survey to parents who use the translation and interpretation services. We will be distribute a survey to parents who use the translation services or who receive written information that has been translated to ensure we provide the services that meet the language access needs of our families. The surveys will be provided in the parent's preferred language. The surveys will provide us with feedback so that we may ensure PS 234 accomodates the language needs of our families.