

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	30Q212
School Name:	P.S. 212
Principal:	CARIN ILENE ELLIS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 212 School Number (DBN): 30Q212
Grades Served: Pre K - 5
School Address: 34-25 82nd Street
Phone Number: 718-898-6973 Fax: 718-898-7068
School Contact Person: Carin Ellis Email Address: Cellis6@schools.nyc.gov
Principal: Carin Ellis
UFT Chapter Leader: Caroline Murphy
Parents' Association President: Maria Megahed
SLT Chairperson: Arely Fernandez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Victoria Gonzalez
Student Representative(s): NA
NA

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Superintendent's Email Address: PCompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Pendergast
Director's Office Address: Queens Plaza North, Long Island City, New York
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: _____

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)
Carin Ellis	*Principal or Designee	
Caroline Murphy	*UFT Chapter Leader or Designee	
Maria Megahed	*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>	
	CBO Representative, if applicable	
Victoria Gonzalez	Member/ Parent	
Carl Flannigan	Member/ Parent	
Lauren Vasiu Bartoldus	Member/ Parent	
Arely Fernandez	Member/ Teacher	
Laura Miniero	Member/ Assistant Principal	
Ibette Reyes	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alyssa Zukowski	Member/Teacher	
	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 212Q was built in the historical section of Jackson Heights, New York in 2000. The mission statement of P.S. 212Q states, "We provide children with a strong educational background in a safe environment. All children can develop self-confidence and a love of learning. We are dedicated to strengthening the home-school connection. We inspire children to learn, to experience and to achieve." This mission statement is the driving force of everything we do here at P.S. 212Q. This year, our instructional focus is to strengthen the literacy program aligned to the Common Core Learning Standards for our early childhood students. In order for our instructional focus to be successful, we must continue to strengthen the outreach to the families and community to support early childhood literacy, increase communication between teachers and administration and ensure the collaboration of our early childhood teachers throughout the school year.

When P.S. 212Q was originally built in 2000, the goal was to assist with the overcrowding of other neighborhood schools. However 15 years later, it now houses 808 students in grades Pre-K-5. Historically, our student population has been comprised largely of working class Hispanic families. However, as time passes, we are seeing an influx of families from the Middle East and Eastern Europe. According to our Home Language Report, we have 70 children from the Middle East and South Asia and 10 students from Eastern Europe. However, Hispanic students still make up our highest non-English speaking population. This diversity is embraced by the entire school community and helps us build strong ties and acceptance within and across cultures. In addition to having students of many different ethnic and religious backgrounds, we also teach students of varying academic and social-emotional level within a supportive environment. Within our school, we have a CTT and ENL classroom on each grade level. In addition to these classes, we have 3 self-contained Special Education classrooms. Within each of our classes, we have a completely inclusive academic environment in which students with and without "special needs" or English as a New Language students are educated together. In addition to our rigorous instruction for all of our population, our students attend field trips collectively, eat lunch together, and are involved in extra-curricular activities jointly. Furthermore, we offer peer tutoring programs, monitoring opportunities, a variety of "club" experiences, and so much more in order to ensure that our students are well-rounded citizens within our community and society, at large. This supportive environment of all students was also correlated in the results reported in the 2014-2015SY NYC School Survey among parents and teachers.

- 91% of parents reported that P.S. 212Q offers a wide enough variety of activities and services to help improve the life outcome for their children.
- 93% of parents reported that P.S. 212Q give their child extra help when he or she needs it.
- 98% of parents reported that teachers and staff treat all students with respect.
- 98% of parents and 95% of teachers would recommend P.S. 212Q to other parents.
- 100% of teachers reported that P.S. 212Q educates students with disabilities in the least restrictive environment.
- 100% of teachers reported that P.S. 212Q ensures that English language learners receive the same curriculum as their non-English language learner peers with appropriate supports.
- 92% of teachers agreed that P.S. 212Q does a good job teaching students the social emotional skills needed to succeed in and be prepared for their next grade level.

To increase our strong family and community ties, we have fostered a close relationship with Hellenic American Neighborhood Action Committee (HANAC). HANAC has provide an after school program for approximately 150 students daily. During the summer, HANAC offers a full day camp program for our children. Furthermore, SASF (Sports and Arts in Schools Foundation) provided a three hour day camp each summer for 130 children in the neighborhood. In addition, PS 212 also enjoys partnerships with Leap, CookShop, Music on the Brain, Lincoln Center, Queens College, Cornell University and Junior Achievement. With many of these partnerships, we have invited parents to participate in

workshops. Our parent coordinator conducted a parent CookShop providing parents with healthy and easy recipes they can make for their families. In addition to CookShop, our Parent Coordinator also partnered with Cornell University to offered workshops on nutrition for parents. The staff also offer workshops for parents on a variety of topics throughout the year. Some of these workshops are academic, such as how to help their child in school, understanding the GoMath curriculum, homework expectations, computer lesson and ESL classes. This year, teachers have used various apps, such as Remind101 and Class Messenger, to update parents on daily basis. The positive use of this type of messaging was also evident in 2014-2015SY NYC School Survey responses that revealed:

- 98% of parents reported on thethat the school keeps them informed about their child's academic progress
- 80% of parents reported the best way to communicate with them was through email and text messages.
- 97% of teachers agreed that the school encourages parents to participate in their child's education.
- 97% of teachers agreed that the school communicated effectively with parents about their child's progress.

As we examined our growing community, we created two new programs that will strengthen the ties between P.S. 212Q and the community. Beginning in September, we have our first Pre-K. We had over 100 applicants that desired to be a part of P.S.212Q while we only able to offer 18 seats. These students will be able to experience a high quality Pre-K education by participating in Literacy, Mathematics, Technology in the form of iPads, Yoga and Mindfulness classes, and Creative Arts. In addition to our Pre-K, we have also begun a Dual Language program in Kindergarten. In this class, students will be instructed 50% of the time in English and 50% of the time in Spanish. The students were chosen for this class based on a screening assessment created by the staff at P.S. 212Q. Both of these programs contribute to our desire to increase our ties to the families and community of P.S. 212Q.

P.S. 212Q continues to foster collaborative teachers. The staff at PS 212 works closely together. Teachers meet formally twice a week to plan and share ideas with the literacy and math coach. Teachers meet informally daily to discuss and reflect on lessons and student performance. New staff talks about the incredible amount of support they receive from their colleagues. Effective use of this planning has allowed teachers to create a rigorous curriculum across all grade levels aligned the the Common Core Learning Standards. According to the 2013-2014SY Quality Review, an area of celebration was that teacher teams were engaged in collaborative practice using the inquiry approach to improve classroom practice. In addition, it was noted as an area of celebration that there was rigorous, engaging and coherent curricula that is aligned to the Common Core Learning Standards. This collaborative spirit was also evident in the 2014-2015SY NYC School Survey where:

- 97% of teachers reported that they feel supported by other teachers at their school and trust each other.
- 84% of teachers felt that the school leaders provide time for collaboration among teachers.
- 97% of teachers agreed that P.S. 212Q teachers work together on teams to improve their instructional practices.

Although systems are in place for teachers to collaborate and our instruction is aligned to the Common Core Learning Standards, student achievement is in the areas of ELA continues to show little progress. In looking at our NYS ELA scores, the increase in student performance was minimal. Comparing the NYS ELA results from 2013-2014-SY to 2014-2015SY revealed:

In Grade 3, we saw a slight decrease in students scoring Level 1 and a slight increase in the percentage of students scoring Level 3 or 4.

Year	Level 1	Level 2	Level 3	Level 4	Percentage of 3s & 4s
2015	34	48	42	5	37%
2014	32	54	42	3	34%

In Grade 4, we saw a slight increase in students scoring Level 1 and a slight decrease in the percentage of students scoring Level 3 or 4.

Year	Level 1	Level 2	Level 3	Level 4	Percentage of 3s & 4s
2015	30	27	23	10	31%
2014	28	48	39	11	39%

In Grade 5, we saw a major decrease in students scoring Level 1 and an increase in the percentage of students scoring Level 3 or 4.

Year	Level 1	Level 2	Level 3	Level 4	Percentage of 3s & 4s
2015	26	42	26	11	35%
2014	45	44	25	12	29%

In order to increase student achievement, we will continue to focus on students in the lower grades (K-2). Organizational changes were made to support the teachers in the early childhood grades. This year, the A.I.S. Reading teacher and Literacy Coach will work collaboratively with the grades K-2 to ensure that the curriculum is rigorous and engaging for all students through the implementation of higher order questions and discussion opportunities on a daily basis. In addition, we strive to have students participate in experiences, in and outside of the school building, that will broaden their knowledge base. We will also utilize our A.I.S. and RtI teachers to target children in the younger grades that require RtI services. In doing this, we hope to provide support in the foundational skills every student needs to be successful in every area of their academic career. Initial students are identified in June 2015 based on running records, growth in the MoSL scores from the Beginning of the Year (BOY) to the End of the Year (EOY) on the NYC Performance tasks in ELA and Math, GoMath formal assessments, and teacher observation in all subject areas. In targeting the students in the lower grades early in the year, we aspire to make the needed gains in order for these students to be on grade level by the end of the school year. As these students have already been identified, they will start receiving Tier 3 RtI services the second full week of school. In addition, 9 of our K-2 classes will participate in an interactive storytelling grant offered by Astor.

Since opening its doors, P.S. 212Q prides itself on the safe and nurturing environment provided for each member of the school community. This is evident in the overwhelmingly positive responses of parents and teachers on questions pertaining to school environment on the NYC School Survey. For example, in collaboration with the PTA we have provided home furnishings, clothing, shoes, Halloween costumes, warm coats, leads on apartments and jobs for the families of P.S. 212Q. The students of P.S. 212Q know they have an adult they can trust that will take care of them, whether it be their classroom teacher, a cluster teacher, guidance counselor, school psychologist, school aide, parent coordinator or administration. According to the 2014-2015SY NYC School Survey:

- 96% of parents agreed that they feel welcome at P.S. 212Q.
- 98% of parents and 100% of teachers agreed that P.S. 212Q is safe.
- 98% of parents and 100% of teachers agreed that students are treated with respect.
- 100% of teachers agreed that most students treat adults with respect.
- 96% of parents agreed that there was an adult that their child trusted and could go to for help with a problem.

30Q212 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	788	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	71.8%	% Attendance Rate		94.8%
% Free Lunch	56.6%	% Reduced Lunch		2.5%
% Limited English Proficient	12.1%	% Students with Disabilities		16.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		1.1%
% Hispanic or Latino	69.9%	% Asian or Native Hawaiian/Pacific Islander		20.4%
% White	7.9%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.21	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.8%	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.9%	Mathematics Performance at levels 3 & 4		43.0%
Science Performance at levels 3 & 4 (4th Grade)	92.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Based on historical data from our Running Records, we have identified children who are not meeting and/or not remaining at Benchmark reading levels in grades 1 & 2 under two conditions: their reading level when they return to school in September and struggled to stay on grade level throughout their early elementary career. For the last two years, scores on the NYS ELA state assessment remain stagnant. As we examine the Words Their Way baseline assessment, we found there is a direct correlation to a student’s reading comprehension progress and their application of phonics skills and word attack strategies. We discovered that for some children their phonics skills require further development. Additionally, other students have difficulty interpreting the reading comprehension questions; which require specific strategy instruction. Both areas impact a student's ability to move up in their reading level. Another area of concern is the students’ writing skills and their ability to appropriately craft a response that matches the comprehension question presented. Therefore this year, we are targeting the second grade. Students have been identified to receive RtI Tier 3 services beginning in September 2015 in groups of 3 students. Furthermore, PS 212Q received a writing grant with Teacher’s College for the upcoming school year. Two teachers per grade will attend a series of workshops provided by Teacher's College. These staff members will turnkey skills learned and open their classrooms as a lab site for their colleagues to visit. We feel that we will successfully meet this goal based on our areas of celebration as stated our 2013-2014 School Quality Guide which revealed that we consistently:

- Align use of resources to support instructional goals that meet students’ needs
- Engage our teacher teams in collaborative practice using the inquiry approach to improve classroom practice
- Provide rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Our goals are fully aligned to the Framework for Great Schools and the Quality Review Rubric:

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.

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, 80% of students in grades 1 and 2 in the general education and ICT classes will be on grade level based on TC running records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To increase <i>Collaborative Teachers</i>:</p> <p>Students in grades 1 – 5 will work on the Words Their Way Program. A baseline assessments will be given in October. Based on results, books will be ordered according to each child’s need and level of development. Full day Professional Development will be provided on November 3rd for 30 staff members at a cost of \$2500.</p> <p>Teachers will attend a webinar in September to learn how to score the initial assessment. Based on the assessment workbooks for each student will be ordered. Each class will have three different groups working on their area of need. Beginning Ells will use the first book in all grades.</p> <p>The Reading Street Program will be instituted in the Kindergarten classes this school year. Professional Development was attended by all Kindergarten teachers on May 11th. Use of this program allows continuity through K – 2.</p> <p>K-2 teachers will conduct a professional learning study of <i>The Daily Five</i> to implement literacy rotations during their literacy block.</p> <p>K-2 teachers will participate in professional workshops on the use of Interactive storytelling.</p>	<p>All students grades 1 – 5.</p> <p>Kindergarten students</p>	<p>October 2015</p> <p>September 2015</p>	<p>Literacy Coach</p> <p>Assistant Principal</p> <p>Principal</p>
<p>To ensure <i>Rigorous Instruction</i>:</p>	<p>Students reading below grade level</p>	<p>September 2015</p>	<p>Literacy Coach</p>

<p>All students that require extra support in ELA will be identified using reading levels, formal and informal assessments conducted by the classroom teacher and initial New York State ELA and Math cut scores in June of 2015. Starting in September 2015, these children will receive pull-out Academic Intervention Services (AIS) or Response to Intervention (RtI) services in small groups in addition to their regular classroom instruction. Depending on need, students will receive Foundations or Level Literacy Intervention (LLI) services.</p> <p>PS 212 participated in an RtI grant sponsored by the state this past school year and will again participate in the 2015 -2016 school year. As participants of this grant, we will implement a school wide baseline assessment. Using this assessment will allow us to identify students with weaknesses in specific areas. Thus, the AIS and/or RtI will be more targeted and in return we will see growth in student performance.</p> <p>This team will turnkey information learned at these workshops. Team members will help guide teachers through the Tier 1 process offering support with action plans for each child identified. The PS 212 RtI website will be maintained and updated including the necessary forms and resources for all staff members to access.</p>			<p>AIS providers</p> <p>AIS Provider</p> <p>Special Education Teacher</p> <p>RtI Providers</p> <p>Administration</p>
<p>To increase <i>Strong Family-Community Ties</i>:</p> <p>Parents in grades 1 and 2 will meet with the teachers to review the materials for Literacy.</p> <p>Parent Workshop will be conducted on the use of Raz-Kids at home.</p> <p>Literacy coach and AIS provider will meet with the parents of the children receiving extra help to review the LLI program and teach the parents how to work with the children at home.</p> <p>ESL classes for parents will be provided.</p> <p>Computer classes for parents will be provided.</p>	<p>All students</p>	<p>September – December 2015</p>	<p>Classroom teachers</p> <p>Literacy coach and AIS providers.</p> <p>ESL teacher</p>
<p>Pacing Calendars for literacy will be created during June planning to act as a guide for the year’s instruction.</p>	<p>All students</p>	<p>June 2015 – June 2016</p>	<p>Classroom teachers</p> <p>Literacy coach</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.

Classroom teachers, AIS staff, Literacy Coach

- Math coach, AIS staff, Speech Therapist, Occupational Therapist, Physical therapist, Literacy Coach, SETTS teacher and the school psychologist make-up the RTI, AIS, and PPT teams. These committees service children at risk and for Tier 3 intervention services. AIS staff work with small groups of children during the literacy block decreasing class size. AIS staff work with classroom teachers to schedule AIS and RTI workshops.

- Literacy coach, principal, assistant principal, and 1 teacher on each grade level (K-5) will attend training at Teachers' College in the new CCLS aligned Writers' Workshop Units of Study

- 30 professional texts for professional learning community

- WTW professional development, \$2,500

- WTW curricular materials

- RAZ Kids subscription

- Teachers new to Foundations in K-2 will attend a NYCDOE sponsored training at no cost to our school in early fall 2015

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

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

Part 5 – Progress Monitoring

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

In order to assess our students' phonemic awareness, we will be using Words Their Way in grades 1-5. Students will receive a baseline assessment at the start of the school year. Weekly assessments will be given to determine mastery of direct instruction. Every two months assessment scores will be collected to monitor student progress. An end of the year assessment will be conducted in June and compared to the baseline assessment.

Just Right Levels will be administered three times a year using Teacher's College Running Records. Students will be assessed to determine their reading levels in October, February and May. Students showing progress or lack of progress will be tested more often to tailor the children's instruction to their needs. For those students that are not making progress in either Words in their Way or TC Running Records, weekly progress monitoring will be administered for the students involved in the LLI program or Foundations.

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.

Each teacher’s professional growth contributes to the overall success of our school. We think that by setting this goal and sharing with the staff, as well as surveying them about their professional development needs, will provide motivation and incentive for each teacher to pursue the highest level of Domain 4. The goal is to provide support to those in our staff who exhibit a willingness and ability to lead and for the administrative team to encourage and coach all staff members to excel.

•Data from the Advance MoTP revealed that 48% of teachers received a rating of highly effective, 48% of teachers received a rating of effective, and 4% of teachers received a rating of developing in Domain 4: Growing and Developing Professionally.

•Data from the 2013-2014 School Quality Guide indicate Well Developed in the area of professional collaborations. In order to maintain this rating we are dedicated to providing additional opportunities for our teachers’ professional development and collaborative time.

This goal aligns fully to the Framework for Great Schools, as well as the Quality Review Rubric:

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Part 2 – Annual Goal

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

By June 2016, 55% of the teachers will receive an overall rating of highly effective in Domain 4: Growing and Developing Professionally on their Advance MOTP rating.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will participate in self-selected and administrator suggested professional development workshops or college coursework from July 1, 2015 – June 1, 2016. Teachers will log all professional development activities.</p> <p>Teachers will turnkey professional development workshops they've attended at the supervisor's request to their grade level, team, or entire staff.</p>	<p>All teaching staff</p>	<p>July 2015 June 2016</p>	<p>Administration Coaches</p>
<p>Monthly meetings will allow for the distributive leadership model. Teachers will chair and write the agendas for all meetings.</p>	<p>Classroom & Cluster teachers</p>	<p>Sept. 2015 June 2016</p>	<p>Data Specialist, Coaches Content Teachers</p>
<p>Grade leaders will meet monthly with administrators and coaches to ensure common practices, vertical alignment, pacing of lessons, identify areas of need, and share successes.</p>	<p>One teacher per grade</p>	<p>Sept. 2015 June 2016</p>	<p>Grade leaders, Coaches, Administration</p>
<p>Special education staff will meet monthly to share best practices, review regulations, maintain compliance and address compliance issues, and share behavior strategies and techniques to ensure success. This will also allow for vertical alignment to grade level goals.</p>	<p>Special education staff</p>	<p>Sept. 2015 June 2016</p>	<p>Administration, Psychologist, OT/PT Staff, Speech Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources :</p> <ul style="list-style-type: none"> • All classroom and cluster teachers, literacy coach, data specialist, math coach, assistant principal, and principal. <p>Schedule Adjustments:</p> <ul style="list-style-type: none"> • We will provide Monday Professional Development time and Tuesday, other professional work time, to schedule the monthly meetings for ENL and Special Education staff.

- We will schedule Rtl, PPT, and AIS team meetings first period on the first and third Monday of each month.
- We will schedule twice weekly common planning periods on all grade levels Pre-K-5 for teachers to meet with the literacy and math coaches and to turnkey professional development to their respective grade levels.
- PD Committee and administration will create a calendar for monthly professional development workshops.

Financial Resources :

- We will allocate funds for substitute teacher coverage for teachers to attend professional development workshops and conferences and June planning days.
- We will seek out free professional development resources via grants, the UFT Teacher Center, and university outreach that are aligned with our school’s overall goals.
- We will coordinate and host a cross-district professional development debriefing and sharing day.

Instructional Resources :

- We will utilize the Google Drive platform to share resources with the entire staff.

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

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

Part 5 – Progress Monitoring

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

In December 2015 and February 2016, the principal and assistant principal will review meeting agendas, meeting minutes, teachers’ professional development logs, and teachers’ preliminary Advance MoTP ratings in Domain 4 to gauge progress toward meeting the specified goal. If a teacher is not making progress in Domain 4, we will meet with the teacher and create a plan to help them to reach the goal of highly effective.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Parental involvement at school events is a key part of a child’s success in school. Although, we have a dedicated and active PTA Board, our overall attendance at PTA meetings and family membership is quite low.

- For the 2014-2015 school year only 30% of our families are active and paid members of the PTA.
- According to the 2014-2015 Parent Survey, 73% of parents responded to the survey.
- Attendance at the weekly ESL and math workshops for parents was very low.
- Attendance has been down at school functions by 20%, based on previous years’ sign-in sheets.

We need to establish a strong home-school connection by building the capacity of our parents as key stakeholders in their child’s/children’s education. We plan to offer varied parent engagement workshops, many of which include the students, so that our parents gain knowledge of how to best support their child/children both academically and socially. We have a dedicated and knowledgeable staff, who will partner with parents at these events.

Part 2 – Annual Goal

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

By June 2016, at least five community events will be offered to the families of P.S. 212Q with at least 50% parental participation at least three events as measured by parent sign-in sheets and advance notice permission slips.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will use telephone, email, or IPAD applications; such as School Messenger to stay in touch with parents in their class.</p> <p>Parents will receive communication from the principal by email, school website and backpack about important events and functions. Monthly letter sharing information, events, curriculum, grants, etc. will be sent home and posted on the website. A monthly calendar will be sent home including all events. Parent coordinator will provide outreach via email blasts and telephone calls to notify parents of school news and events and special happenings around the City.</p>	<p>All students All students</p>	<p>September September to June</p>	<p>All classroom teachers Principal Technology Staff Grade leaders Parent Coordinator</p>
<p>PS 212 will have four meetings a year with all staff and parents.</p> <p>Meeting 1 – Back to School Night</p> <p>Meetings 2 & 3 – Parent Teacher Conferences</p> <p>Meeting 4 – Meet the Teacher Night</p> <p>Back to School Night: Parents will have the opportunity to meet the classroom teachers in a social and classroom setting.</p> <p>Parent Teacher Conferences: Parents will have the opportunity to meet the teacher to learn about their child’s progress.</p> <p>Meet the Teacher Night: Parents will have the opportunity to meet all of the teachers for the following year and learn about the curriculum and expectations.</p>	<p>All students</p>	<p>Sept. to June</p>	<p>All Staff</p>
<p>The following activities will be provided for the parents and students:</p> <p>STEM Workshop: Parents will be invited to an evening of science and math where parents and children team up to work</p>	<p>Pre K -5 & Parents Grade K – 5</p>	<p>November Oct.- June</p>	<p>Science Teacher & Math Coach Parent Coordinator</p>

on three STEM projects which include science, math, technology and architecture in grades 3 – 5.	30 Parents	Jan. – May	Classroom teachers
STEM Workshop: Parents will be invited to an evening of science and math where parents and children team up to work on three STEM projects which include science, math, technology and architecture in grades Pre-K - 2.	Grade Pre K – 5	March	PE Teacher
	K – 2	January	Principal
	3 – 5	February	Principal
Holiday Art Activities	Students in grade 2 – 5	December	Music Teacher
CookShop for Families: Students and parents learn about nutrition, and how to prepare healthy food in hands on weekly workshops. Parents are invited to a monthly class to learn about nutrition.	Grades 4 & 5	June	Classroom and Computer teachers
	Girls grades 3 – 5 and Female Parents	September to June	HANAC Foundation
Family Fitness Night: Families will be invited to participate in a circuit training fitness evening	Parents	Series of 4 Classes	Guidance Counselor
Scavenger Hunt: Families in K-5 will visit the school and conduct an interactive Scavenger Hunt.	Students K – 5 New Parents	Sept. – June	Guidance Counselor
Musical Performances: Parents will be invited to two musical performances. Children from grades 2 – 5 will participate and perform in the Winter and Spring shows. Chorus and band and meet weekly.	Parents	May	Principal
Theater Club Performance & Scenery Club – Parents will be invited to our club performance. Students, as part of our school-wide enrichment model (SEM) will design and perform.	Kindergarten & Mothers	February	Principal
	All students and parents	January	
Beautiful Me: Female parents and students in grades 3 – 5 will be invited to participate in a social-emotional and confidence building curriculum.	5 th grade students and parents		
Parenting Classes			
Literacy Night: How do children learn to read? Our National Board Certified literacy teacher will walk parents through the process of learning to read.			
Homework Workshop: Homework without tears. Strategies and helpful hints to help parents guide their children through homework.			
Learn English: Parents will be invited to weekly ESL classes to learn English.			Kindergarten Teachers
Agenda Books and Parent Handbook			Literacy Coach
Mother’s Day Tea			Guidance Counselor

Pajama Day: Parents will be invited (in their pajamas) to read with their children while enjoying cookies and milk.			
Middle School Application Process: Parents of 5 th grade students will be invited to attend a workshop on navigating the middle school process.			
Multicultural luncheons will be hosted at all grade levels.	All students	Sept. – June	Classroom 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.											
Content area specialists will provide workshops for the parents during the day and the evening. During the mandated September conference dates, the guidance counselor, school psychologist, computer teacher, math coach, physical education, and science teacher will provide workshops for the parents. The music teacher provides two evening performances for the parents of the junior chorus, senior chorus and the band’s parents. Parent handbooks will be distributed to all new parents. Every child in grade 2 – 5 received an agenda book. The New York Food Bank provides all classes with food and the curriculum for CookShop. The parent coordinator will lead these classes for parents. The Astor Foundation Grant will provide 3 interactive storytelling workshops for parents.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	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.
Attendance at all school events will be monitored by the administration, beginning after the first event in September. Parent communication logs will be monitored.
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)	Running Records ELA State Test Words Their Way Writing samples MOSL RAZ Kids	Teacher's College Running Records LLI reading program Words Their Way Highlighting Circling information	AIS teacher works with the bottom one third of the class in small group of students Small groups of 4 or 5 students work on Foundation and Wilson. Rtl providers work with groups of 4 students outside the classroom on LLI.	Services are provided throughout the school day. Students receiving a failing score on the ELA test receive services after school.
Mathematics	State Math Scores Pre and Post tests from GoMath MoSL	Students review or preview work being done in the classroom using manipulatives and strategies learned.	Math Coach works with lowest one third of the grade in small groups.	During the regular school day. Lunch After school
Science	Observation of students . Classroom exams and projects. Experiments Knowledge of equipment	Fourth grade curriculum	Science teacher works with a group of fourth graders during club period on Fridays.	Regular school day
Social Studies	Observation of students. Projects, exams. Rubrics	Outline of materials Highlighted materials Materials in home language	Small group instruction with the classroom teacher	Regular school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Observation OORs reports Parent interviews	Social groups. Beginning ELL groups Counseling sessions	The guidance counselor works with children in grades 3	Regular school day
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All staff is highly qualified. Many staff members have dual licenses in areas such as ESL and Special Education. Staff members utilize the ESL certification program offered by St. John's University. Our literacy coach is Nationally Board Certified and provides mentoring services and professional development. Staff members share their expertise and work in teams to provide rigorous, differentiated instruction.

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).
The professional development committee works to provide high standard, relevant professional development to the staff. The administration researches grants, programs and professional development to enhance teacher's practices that align with the Common Core Standards.
Professional Development: Reading Street from Pearson, GoMath, Words Their Way, Teacher's College Writing, Google Drive and Docs, Technology skills, Social Studies, and STEM are a few of the workshops planned for the upcoming school year. Professional development in technology is on going throughout the school year. As we receive new technology, Ipad carts, Promethean Tables, communication apps, we provide professional development on their use in the classroom. The PS 212 staff will participate in staff development at Teacher's College this year to sharpen our teaching skills in writing. Each year six members of the staff, both upper and lower grades, participate in the LEAP program. Professional development is provided throughout the school year. On going professional development is provided for all staff members in special education, ESL, technology, literacy and math. Support staff provide workshops on Executive Functioning, speech development, and fine and gross motor. All staff is being trained on Mindfulness and professional development is provided in Yoga and physical education that can be practiced in the classrooms.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

This is our first year with a Pre-K class at P.S. 212Q. Our curriculum is aligned with the Common Core Learning Standards. We have adopted the NYCDOE Early Childhood Units of Study, the Explore track, for literacy development. We have partnered with Bank Street in partnership with the Division of Early Childhood to implement Fidelity of Math. The classroom teacher attended workshops this summer for training in the curriculum. In addition to the training, the teacher is supported by the BFSC and a Building Blocks mentor, who works with the teacher once a month for 3 hours in her classroom. The classroom teacher will also attend workshops throughout the year in literacy, math, and the arts. Furthermore, intervisitations have also been setup for the teacher to visit other Pre-K classes in District 30. In addition to the curriculum, the classroom is equipped with a "Family Engagement" bulletin board, providing parents with activities they can do at home to support the learning in the classroom. The teacher has also utilized Class Messenger-a web-based application that allows the teacher and parents to communicate with each other directly. The teacher can send daily photos of activities, updates of what the students are learning and notify of events taking place at the school. Systems are in place to identify children in need of Special Education services. Our school psychologist visits Pre-Ks of incoming Kindergarteners with early intervention services to ensure that we have all the necessary services needed for each child.

In late January/early February, the administration attends a community event for parents of incoming Kindergarten children highlighting the local schools. In March, parents are provided a walkthrough of our building. In late May/early June, families that are registered for Kindergarten the following year are invited to an orientation meeting to introduce them to the teachers and take a tour of the school. All incoming Kindergarten children are assessed before they start of school.

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.

The MoSL Committee decides on the assessments to be used during the school year. The literacy coach and the math coach train teachers regarding the implementation and scoring of these exams. The data specialist shares results with the staff to improve and drive instruction. Pacing calendars and adjustments to curriculum are made based on test results. Teacher made assessments are based on needs assessment from the ELA, Math and MoSL exams. Exams from Go Math are based on the Common Core and depend on the pre-tests given in each classroom.

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	364,241.00	X	
Title II, Part A	Federal	109,313.00	X	
Title III, Part A	Federal	12,012.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,982,638.00	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 212Q**, 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. **P.S. 212** 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

P.S. 212Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>School of Cyberscience & Lite</u>	DBN: <u>30Q212</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>65</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here:

- We are anticipating that approxiametly 65 students will participate in these programs.

Enrichment Science Program: Grades 3-5

- Based on an analysis of in house assessments and students ELA scores, we have determined that there is a need for targeted hands on intrsuction to foster understanding and use of academic language among 3rd, 4th, 5th grade English Language Learners. We are looking to promote students use of written and spoken academic language as well as their listening and speaking skills in an effort to move students towards meeting the grade level expectations of the Common Core Learning Standards.

Students will also increase their social skills as they work collaboratively in groups to conduct hands on Foss Science experiments and work.

The activities and materials will support the goals by offering students the opportunity to work with hands on projects and experiments that will allow for continued academic conversations among students and build academic vocabulary.

Langauge development is provided using ESL methodologies through team teaching, push-in and pull-out programing.

- Number of students by grade:

Grade 3- 15 students

Grade 4- 15 students

Grade 5- 15 students

- All 3rd, 4th and 5th grade ELLs will participate in this program.

- Three service providers will lead these classes; certified in the following:

2 teachers are dually certified in ESL and CB

1 teacher is certified in ESL/CB/Spec.Ed

- Beginning November 19, 2014 through April 15, 2015 the program will run on Wednesdays, afterschool from 2:25pm- 4:00pm, for a total of 20 instructional sessions.

- Providers will conduct:

Mini lesson

Hands On Activity (small group)

Share out

- Grade 1& 2

Based on in house, MOSL and NYSELAT assessments we have determined that there is a need for a phonics based program that will move our students to meet the expectations of the Common Core Learning Standards. The Lively Letters program would have students learn letter sounds through song, nursery rhymes and dance.

The program and materials will support our goal by offering students the opportunity to engage in phonics instruction through song and dance. We will focus on supporting these students to achieve

Part B: Direct Instruction Supplemental Program Information

grade level reading/ writing and speaking standards.

-

Number of students by grade:

Grade 1- 15 students

Grade 2- 5 students

-

Two service providers will service these classes, certified in the following:

1 teacher is certified ESL and CB

1 teacher is certified ESL/ CB and Early Childhood

-

We will target Beginner ELLs.

-

The program will run concurrent with the 3, 4, 5 grade Science Enrichment Program beginning November 19, 2014 through April 15, 2015, for a total of 20 instructional sessions.

-

**A supervisor will be paid with Title III funds as we do not have any additional operational programs.

-

Part C: Professional Development

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

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

Begin description here: _

-

In order for teachers to deliver lessons with fidelity and to develop a solid repertoire of hands on activities, we will hold Professional Development prior to the start of the program so that teachers can familiarize themselves with the FOSS program for the 3-5 Program, and Lively Letters for the 1-2 program. During this time, teachers will engage in looking at student work to align their lessons and modify to meet the needs of students as well as build upon the current plan.

Professional Development for the FOSS Science program will be facilitated by a ESL/CB teacher. Professional Development for the Lively Letters program will be facilitated by the Assistant Principal. A total of 5 sessions will be held for each group of teachers/ program, once prior to the start of programs and once monthly which will be delivered by a highly qualified ESL teacher, Science Cluster and the Assistant Principal.

-

Topics to be covered include but are not limited to planning of units of study, differentiating instruction of hands on learning activities, and use of science manipulatives as to increase the rigor and intellectual student engagement.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

PS212 has a dedicated PTA that is always interested in and ready to address the needs of the community to help all feel part of the community and keep parents aware of the instructional tasks and work. Parents are invited to participate in events such as Pumpkin Day, Pajama day, etc. The parent Coordinator, counselors and administration work together to determine the needs of children and parents including ELLs. As a community we provide workshops for parents such as Art workshop prior to each holiday, Meet the TeacherNight, Science Night and Testing Night, weekly Math lessons for parents.

- We have also extended invitations to parents to attend ESL workshops as we have determined the need among parents for ESL services as they are not native english speakers. This program meets once weekly for two hours. The class size can go up to 30 adults. There will be 1 bilingual (Spanish) teacher employed for this program. Materials include Side by Side work and text books as well as teacher made lessons focusing on necessary school information to keep parents informed, as well as to support their children instructionally.

- Translation/ interpretation services are offered to all parents through school aides, Parent Coordinator and Paraprofessionals that are paid per session using the translations and interpretation budget allocation. We also utilize the Translation Services Unit, if we cannot satisfy the language needs of the parents/ community. Use of translation APPs for I-Pad and Permethean Boards.

- We will hold approx.16 sessions

-

-

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe	— — —	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
•		

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	____ ____ -	_____
Travel	____ ____ -	_____
Other	____ ____ -	_____
TOTAL	____ ____ -	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 212
School Name PS 212		

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 Carin Ellis	Assistant Principal Laura Miniero
Coach Danielle Mahoney	Coach Debby Levy
ENL (English as a New Language)/Bilingual Teacher Maria Bermudez	School Counselor Monica Recalde
Teacher/Subject Area	Parent Maria Megahead
Teacher/Subject Area	Parent Coordinator Olga Flores
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	14	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	12
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
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]	9	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	790	Total number of ELLs	114	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1													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	114	Newcomers (ELLs receiving service 0-3 years)	106	ELL Students with Disabilities	25
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	12									0
ENL	94		19	8		6				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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 <u>Spanish</u>	12	13																	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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	8	10	15	8	12								0
Chinese														0
Russian														0
Bengali	2	3	2		2	2								0
Urdu	2	1				1								0
Arabic		1			1									0
Haitian														0
French														0
Korean														0
Punjabi			1		1	1								0
Polish		1												0
Albanian														0
Other	2	3	4		3									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)	12		2	2	4	3								0
Emerging (Low Intermediate)	6	3	3	1	1	1								0
Transitioning (High Intermediate)	5	2	2	1	4	2								0
Expanding (Advanced)	11	12	10	11	6	10								0
Commanding (Proficient)	9	9	4	4	3	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		9	22	14	6	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2	1		0
4	6	3			0
5	1	3			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	7		7		1		1		0
4	4		7		1				0
5	2		2		1				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			2		8		5		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.
In grades K-5, we use the Teacher's College Reading and Writing assessments to find the reading levels of the students as well as insight into their concepts of print. The data gives us an idea of the literacy levels of our ELLs. It shows us their knowledge of print, identification of individual letters and sounds, sight words, spelling capabilities and use of reading strategies. The students' reading level is assessed as well as their literal and inferential comprehension skills. Insight is also gained into the ELLs' speaking skills as they retell the stories read. This gives the classroom and ENL teacher the information needed to guide instruction and create individual benchmarks. These benchmarks may not be "on grade level" but are adjusted to meet the needs of the students who are acquiring the English language. Assessments measure students' skill levels and determine next steps for instruction. Students' reading levels are assessed on a bi-monthly basis. We also have noticed that children who are ELLs-SWD, require instruction that is scaffolded in ways that support both exceptionalities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals that general education students who are ELLs tend to acquire speaking and listening skills at a much quicker pace than they acquire skills in reading and writing (regardless of age and home language proficiency). As they are immersed in using English to communicate in all four modalities, our ELLs make steady progress in all areas. Our SWD who are also ELLs seem to acquire speaking and listening skills at a rate that is fairly consistent with the GE population; however, if they don't make progress in reading and writing by grade 2, there is a reduced likelihood that they will be able to score at the proficient level on the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data from the AMAO report shows us how our ELL students are progressing through the levels of performance. We have learned that every one of our ELLs has moved up at least one if not two levels except for the SWD.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELLs in PS 212 usually do not take tests in their home language. The only exception to this is the New York State Mathematics and Science Tests for which they have a translated version in addition to the English version. Typically, there is no difference between scores since most of our students are not literate in their home languages.

Our ELL students do not take the ELL Periodic Assessment. They take the same periodic assessments that the other students take. The data from these assessments show that our ELLs need to improve in vocabulary and inferencing. Reading comprehension and vocabulary enrichment are then focused on in the regular classroom and the ENL classes. We do not participate in any Native Language Reading tests. However, we do gather data from Teachers College Reading and Writing Assessments. First, teachers and administrators use the data to make decisions about materials/programs to use in order to help ELLs reach English proficiency in a more timely manner. Second, teachers use the data to help them to guide their instruction each year. Analyzing proficiency levels, strengths and areas of need of each modality, etc. and looking for trends and patterns helps teachers customize their teaching so that all students can be reached and can progress. Lastly, school leaders use this data to plan for Professional Development. Once teachers' needs are ascertained, research can be obtained and meaningful PD can be given. We have learned that our students need more exposure to academic vocabulary as well as more time spent reading higher levels of text and writing for authentic purposes.

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*.]

At PS 212, we use data to guide instruction and support the academic achievement of ELLs by looking at each child's academic history and patterns found in English language proficiency (based on standardized test scores and informal observations and assessments). By analyzing this data, we are able to determine whether a student has an issue with processing information or is still becoming proficient in the English language. The teachers use ongoing student assessments and tiered instruction for struggling students. ENL services are considered a Tier 1 service. Tier 2 is extra exposure to instruction, focused on students' needs. Tier 3 instruction is intensive intervention which consists of one-on-one tutoring or additional special services. If these students do not make progress in Tier 3, they are referred for special education services. We have found that the best practices in literacy assessment are using a variety of data sources to design tailored instruction, facilitate student learning, and monitor progress. We use the data from these assessments to identify students for Tier 2 interventions. The data from formative assessments is used to monitor progress and RTI instruction. It is used frequently, and is guided by instruction based on the curriculum. This is largely driven by teacher observation, although assessments can be formal as well as informal. An example of this would be Fountas and Pinnell running records, quizzes, and check-ins. In addition to this information, if more than 20% of students in a given class are struggling with the same skill, RTI is not needed because the students' problem is not unusual given the performance of their peers. This means that the teacher should revisit the skill or topic and should focus on the instructional core, following up with class-wide measures at least every 6 weeks. If the student's need is unusual given peers' performance, then the teacher should provide targeted intervention in the specific skills and follow up with formative assessments every 3-6 weeks.

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

Students are regularly assessed (informally and formally) by a licensed ENL pedagogue throughout the year, and students receive a mixture of grade level work and functional level work. There is careful consideration of students' individual needs, and plans are created and adjusted accordingly. ENL teachers differentiate the work within each classroom based on language proficiency. Instruction is aligned to the New Language Arts Progressions (ESL/New Language); which are aligned to the Common Core Learning Standards as part of New York State's Bilingual Common Core Initiative.

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?

A. English Proficient students at the kindergarten level are assessed in the target language via formative assessments.

B. Current level of language proficiency in the target language for English Proficient students is Entering/Beginning level.

C. Our kindergarten English Proficient students do not take state assessments; they take the NYC Measure of Student Learning ELA and Mathematics Performance Assessments in September and May.

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

When evaluating the success of our ENL program, we look, not only at the NYSESLAT, ELA, Math, and Science scores, but also at our students' written work (including but not limited to task assignments), oral presentations, etc.) Additionally, we look at our students' social skills and interpersonal relationships to see if they are acclimating to the country and able to use the language to navigate the situations within the building. If we determine that limited progress is being made, we modify materials used, modalities in which we teach, and/or the content of the lesson.

Thus far, our ENL program is very successful. The success is evaluated by analyzing the data from all assessments, both formal and informal, and observations of our ELLs. Our analysis shows that our ELLs usually reach proficiency within 2 to 3 years.

Also, our former ELLs have moved on and achieved the goals and standards set for all students. We will continue to provide academic rigor each year ensuring academic success for our ELLs.

Part IV: ELL Identification Process

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

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

When students arrive at the school to be registered, there are several important steps taken to ensure proper class and program placement:

- a. If students are transferred from other NYC or NYS public schools, we examine student records for proper placement.
- b. If students are new to this country or new to the NYC Public School system, we administer the Home Language Identification Survey questionnaire. The HLIS is completed with a licensed pedagogue. Based on the answers to HLIS form we do the following:
 - i. If the home language is English, the child is placed in a general education monolingual classroom.
 - ii. If the home language is a language other than English, an informal interview is conducted to evaluate home language and English language proficiency. The informal interview is conducted by a licensed pedagogue. The interview follows the following protocols:
 1. Interview the student in both English and the home language.
 2. A review of the student’s prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners.

If the student does not speak any other language but English, he/she is not an ELL and is placed in a general education monolingual classroom.

- iii. If the student speaks Spanish and scores below the proficient level on the NYSITELL, the Spanish LAB is administered.
- iv. Depending on the score of the NYSITELL in English, the student is placed accordingly. If the student scores at the Commanding Level, then the student is not an ELL and enters a general education monolingual classroom.
- v. If the student scores at the Entering, Emerging, Transitioning, or Expanding Levels, the student is an ELL, and his/her parent is informed of the three possible program choices offered in NYC Public schools as well as shown a video explaining each option. Then, the parent is given the Parent Selection Form. If the parent chooses to opt for a Freestanding ENL program, the child is placed in an ENL program/classroom.

Every student eligible (according to the HLIS) is given the NYSITELL within 10 school days of admission by a licensed pedagogue.

All pedagogues who administer the HLIS, informal interview and the NYSITELL or Spanish Lab are:

- Trained in cultural competency, language development, and the needs of English language learners.
- Proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.
- The informal interview is conducted by a trained and certified pedagogue and interpretation services are provided if required via a qualified staff member or by contacting the Interpretation and Translation Unit.

Pedagogues who are responsible for administering the HLIS, NYSITELL, and/or Spanish LAB are:

- Ms. Laura Miniero, Assistant Principal - Language: English
- Ms. Debbie Levy, Testing Coordinator - Language: English
- Ms. Karla Lorenzana, Bilingual Teacher - Language: English and Spanish
- Ms. Maria Bermudez, Bilingual Teacher - Language: English and Spanish
- Ms. Olga Flores, Parent Coordinator - Provides Spanish interpretation assistance with the licensed pedagogue in administering the HLIS and informal interview Languages spoken are: English and Spanish

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

We use former New York City records, conversations with parents, records from the original country to determine if a child is a SIFE. Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

SIFE students are: Newly identified ELLs, and

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

SIFE Identification Process

1. Administer the oral interview questionnaire. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling.

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information is highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and areas of need is essential for teachers to plan instruction.

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).

When a student enrolls in our school with an IEP, the LPT team meets to review the child's case. We look at the child's records and history. From there the team will decide if there is another language spoken by the child and if they are to be given the NYSITELL or not. Our LPT team consists of the assistant principal, the parent or parents of the student, an ENL teacher, a bilingual school psychologist, a special education teacher, and a bilingual speech therapist. We provide a qualified interpreter if needed. These procedures are used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following: The result of the informal interview, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

-If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

-If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

The timeline is 20 days from the date of the student's enrollment to initiate the LPT meeting and the process of identification and placement into an ENL program.

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.

Early in the Fall of each year, once we have the results of the NYSESLAT and NYSITELL assessments, several letters go out to the parents of students who have taken the NYSESLAT or NYSITELL. Based on the students' results, they receive one of the following entitlement letters:

Passed NYSESLAT at the Commanding level and will continue to receive ENL services and NYS testing accommodations (if applicable) for two years.

Failed NYSESLAT, still requires ENL services; based on English proficiency level.

Passed NYSITELL, does not require ENL services

Failed NYSITELL, requires ENL services; and will be placed in a program and receive services based on the English proficiency level.

Entitlement letters, continued entitlement letters and non-entitlement letters are provided in parents preferred language of communication, mailed home, and kept on file in each student's cumulative record. All letters are generated by September 15th or within 10 days of enrollment as a new entrant. Letters are provided in the parent's preferred language.

The Parent Survey and Program Selection forms are given at registration (for new students). At this time, parents have an Orientation Meeting with a licensed pedagogue. During the meeting, parents are informed of the programs for which their children are eligible (ENL, TBE, DL). They are also given the opportunity to watch the NYCDOE video (that depicts each program) in their home language. Once all questions have been answered, parents are asked to complete the forms given to them when they arrived. If parents are not able to attend the first meeting, parents are, again, contacted by the Parent Coordinator and given another time to meet to go over the program options. The Principal, Assistant Principal, an ENL teacher, and the Parent Coordinator keep a list of surveys and

program selection forms that have been returned. Then, they contact the parents who have not returned them and urge them to do so as soon as possible.

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).

When parents receive their letter of entitlement, there is a section in there informing them that they have a right to appeal. It explains that they have 45 days to send in a written letter requesting their child to be reconsidered and begin the re-identification process.

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

Early in the Fall of each year, once we have the results of the ELL assessments, we report them to the parents. After sending invitations to attend parent orientation meetings to parents in their home language, a licensed pedagogue shows the NYCDOE approved video of the different programs available and explains the details of each program available to their children. If parents do not attend the first orientation meeting, the Parent Coordinator makes additional calls and sends additional invitations for parents to attend at another time. At that time, the above information is given again. Once parents have been given all of this information, they are given a Parent Program Selection Form which they fill out and designate the program they prefer for their child. Moreover, when students initially register to attend our school, parents complete the Home Language Survey (HLIS) and are given information about each of the programs available to ELLs. The organization of these meetings, the filling out of the forms, and the placement of students are collaboratively accomplished by the Principal, the Assistant Principal, an ENL teacher, the Parent Coordinator, as well as the informed consent of the parents. Parents who have previously chosen or who choose for the first time, a TBE/DL program are assured that they will be informed by mail, telephone, and/or e-mail as soon as the program is available. They will also be informed that placement in such programs is contingent upon the Aspire Decree and CR 154.2 mandates in addition to parent choice. This process can take a maximum of 10 days. Letters are provided in parents preferred language.

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.

As mentioned above, all parents fill out and return the forms at the orientation meeting. Again, past data trends have shown that parents always select the ENL program. This year for the first time we are offering a kindergarten Dual Language program, parents chose this option at orientation. Our Pupil Personnel Secretary tracks each form and ensures compliance.

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

All forms are filled out after the ENL orientation meeting. If a parent does not hand in the form completed both the Parent Coordinator and the ENL teacher reach out to the parent through email and phone calls asking for the form to be returned.

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

All letters are kept in student's cumulative record.

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

All ELL documentation is kept on file in the student's cumulative record and in the main office. If a form is sent home, then a copy is kept on file.

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.

Every Spring, we run the RLAT report from ATS to show which of our children are eligible for the NYSESLAT test. We create a testing schedule according to grade levels on the test. Each subtest for Speaking, Reading, Listening, and Writing is administered following the protocol in the New York State School Administrator's Manual for the NYSESLAT test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In the Fall of each year, once we have the results of the NYSESLAT assessments, we report them to the parents. All parent notifications are sent home and a copy kept on file in the school in the student's cumulative record. The Testing Coordinator ensures compliance. Parents are provided a copy in their preferred language.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, it shows that all of our parents select the Freestanding ENL Program. Many parents feel that their children's only exposure to English is in school. Therefore, they choose the ENL model. This past year we had interest in a Dual Language class. This September we opened our first Kindergarten Dual Language program.

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.

We offer a Freestanding ENL program model. Our students are heterogeneously grouped by proficiency level in one class. Currently we have one ENL class in kindergarten, third and fifth grades, and two ENL classes in first, second, and fourth grades. Teachers plan instruction to reach all students based upon their English proficiency levels. In our freestanding ENL classrooms the teachers are: ESOL and Common Branch (K - 6) teachers who holds both certifications. Students who score at the Entering or Emerging English proficiency level receive 2 units of student per week (360 minutes): 1 unit in Stand-Alone ENL instruction and 1 unit of Integrated ENL. Students who score at the Transitioning level receive 1/2 unit of instruction Stand-Alone and or 1/2 or 1 unit of Integrated ENL. Students who score at the Expanding level receive 1 unit of Integrated ENL. Students who score at the Commanding level receive .5 unit of Integrated ENL.

Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a .5 unit of integrated ENL in a content area.

PS 212 offers the following models:

-Push-in model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

-Pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.

-Self-contained model: ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

Our school has a self-contained 50-50 partial immersion model. One teacher is responsible for the home language (Spanish or English) and the target language (Spanish or English). The class is comprised of 50% English proficient students and 50% English Language Learners (Spanish is the home language). In a bilingual dual language classroom the teacher is a (K - 6 Bilingual) Common Branch teacher with a bilingual extension. Students learn in English 50% of the time and in Spanish 50% of the time.

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)?

At PS 212, our program is designed as a Freestanding ENL program. All students are served according to the new NYS mandate as required under CR Part 154.2 Entering and Emerging students receive 360 minutes per week of instruction in both stand-alone ENL and intergrated ENL services. Transitioning and Expanding students receive 180 minutes of instruction per week through intergrated ENL services. Lastly, the Commanding students receive 90 minutes of ENL instrustion through intergrated ENL services. The school staff ensures that the mandates instructional time is provided in each model. The staff works together to provide children with their required time and follows all mandated guidelines.

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.

All classes are taught in English using a balanced literacy approach incorporating the Common Core Learning Standards (CCLS). Cluster teachers confer with classroom teachers and ENL teachers regularly and align the curriculum to ENL strategies to scaffold classroom instruction. Content area curriculum is presented by classroom teachers, as well as the science teacher, and concepts are scaffolded in the ENL program. Concepts are introduced using ENL strategies to ensure multiple access points and make content comprehensible: home language support (bilingual dictionaries & glossaries, cognates, translated versions of materials, access to translation app on iPad or website), visuals, sentence stems, discussion protocols, manipulatives, non-verbal cues/gestures, activating background knowledge, pre-teaching essential vocabulary, use of graphic organizers, and utilizing a multi-modal/multi-sensory approach. The material becomes comprehensible to our ELLs without watering down the content. Content area vocabulary is a strong focus. These strategies make core curriculum accessible to our ELLs. Resources from the Common Core library are utilized to support the academic progress of our ELLs.

Freestanding ENL and Dual Language - content is delivered via Standalone and Integrated ENL.

Materials used in Literacy and Mathematics: Reading Streets (English and Spanish), Foundations, Leveled Literacy Intervention, and Words Their Way (English), and Go Math (English and Spanish).

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

We have a large number of staff members who are proficient in other languages (Spanish, Punjabi, Arabic, Bengali). We utilize these professionals to assist us with translation services. In the event that a student arrives and we do not have the personnel to help, we immediately call the translation unit for assistance. Students in our kindergarten dual language program are assessed via chapter and unit assessments in ELA and Mathematics in Reading Streets and Go Math (English and Spanish versions). Additionally, new kindergarten dual language Spanish speaking students are administered the Spanish LAB at enrollment which assesses a student's oral comprehension and speaking.

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

As a matter of practice, all teachers have been trained on how to assess students using a multitude of modalities and materials. Students are assessed in reading on a bimonthly basis. The children are asked to read aloud and to answer a series of questions that are both literal and inferential. This assessment is used to determine their independent levels with regard to reading. In writing, students are given on-demand assignments based on their experiences, a text, or a video. They are instructed to write in English. Glossaries in their home languages are provided as a resource. They are also encouraged to write in their home language to promote fluency of ideas. This allows us to determine how much of their difficulties are related to language acquisition and how much may be due other factors. Students are also assessed through informal conferences and observations so that they get the chance to respond to spoken language, videos, music, etc.

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

All lessons are differentiated in all subject areas according to the needs of our students. Using the framework, Universal Design for Learning, our teachers recognize that every student learns differently. All new material is presented using texts, charts, and technology. Concepts are introduced using ENL strategies to achieve full understanding. Home language picture dictionaries and glossaries are used to help ELLs make connections to English and help ease stress. Technology is integrated into lessons which allows the use of pictures and videos to ensure understanding.

SIFE - Although we do not have SIFE students presently enrolled at PS 212, we will use the data gathered from the LENS and our formative assessments to help close their academic gap by providing explicit small group instruction, targeted to their needs.

Newcomer - The majority of students in this subgroup at PS 212 fall into this category. Instruction is differentiated on a daily basis for all students in our school. Formative and summative assessment data is consistently reviewed and instruction is designed to meet the needs of our students.

Developing - We have a very small population, 8 students, who fall into this ELL subgroup. These students receive Response to Intervention and most receive special education services. These students are closely followed and interventions are targeted to their specific needs.

Long Term - We do not have students that fall into this ELL subgroup. For any student enrolled at PS 212, their needs are assessed and explicit instruction is designed to help to close their achievement gap.

Former ELLs - All students in this subgroup receive ENL instruction in a content area 90 minutes per week and receive testing accommodations in all New York State assessments.

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

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who • Have a home language other than English, and • Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: • A student's parent or guardian • A student's teacher (if the teacher's request includes written consent from the parent or guardian) • A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The principal will review the re-identification process decision for each student, incorporating all sources of student data, teacher and paren input, as well as consultation with an ENL teacher. If needed, additional support will be provided to the student to ensure they make academic progress.

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?

For the most part, students with disabilities and ELLs are exposed to the same curriculum and materials as all other students. We use Pearson's Reading Street in the early grades and Ready Gen in the upper grades as the basis of our literacy instruction and Go Math for math instruction. ELLS-SWD receive supportive instruction via Foundations, Wilson, LLI, and Jr. Great Books programs when appropriate. Students are put into flexible groups based on abilities, preferred learning styles, modalities of instruction, etc. and instructed in ways that help them to compensate for their disabilities. The use of tech. devices (ex: pencil grips, laptops, special chairs, etc.) also help SWD-ELLs as do testing modifications and accommodations.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are placed in an ICT class if their IEP states that they would benefit from that setting versus a general education classroom with related services not providing enough support and a special class as being too restrictive. In addition, students are often mainstreamed into other classrooms for subjects that they find challenging or for classes in which they excel. All teachers have been trained in special education strategies to help students with learning disabilities. Classrooms are equipped with, Promethean Boards, mini labs and iPads. Teachers have also received training that parallels the strategies used for SWD and ELLs. This training has allowed them to create lessons for all of their students (regardless of academic level or exceptionality) that are appropriate and engaging within the LRE.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

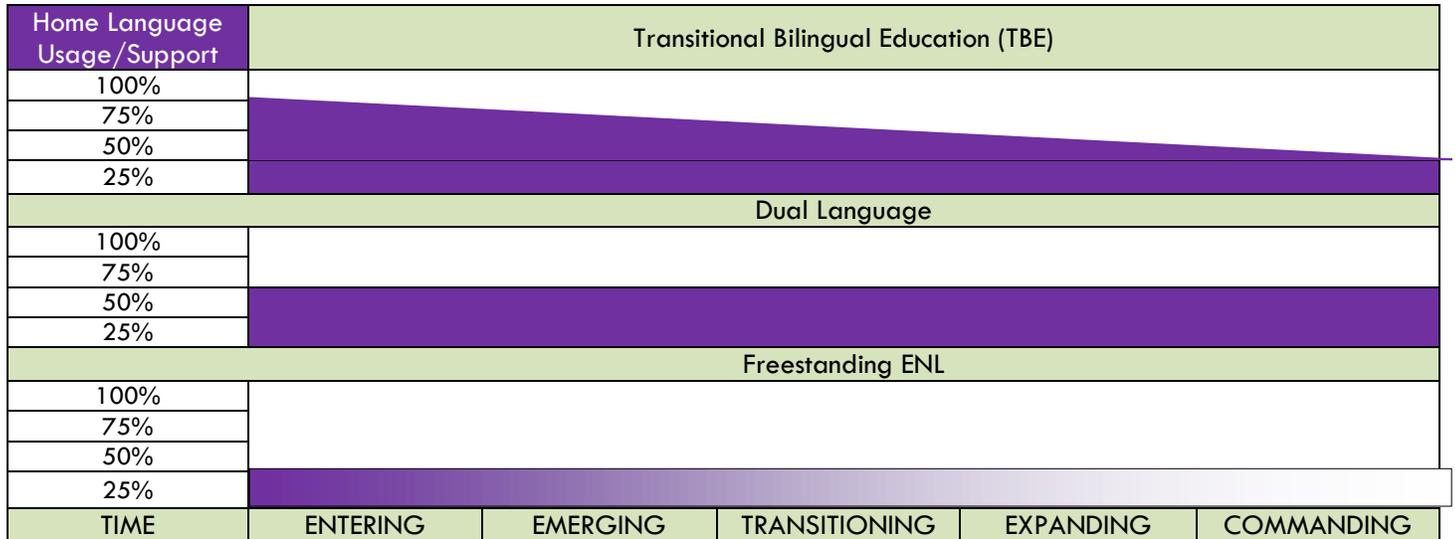


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We provide many opportunities for targeted intervention in all content areas. Some of the interventions available are targeted small group work, AIS programs, push in/pull out programs, Castlewood Prep classes, and Foundations/Wilson classes. All of our ELLs are provided the same opportunities as all students in the school. Our ELL students continue to receive interventions noted above even if they reach English proficiency.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers are informed of their students' status as an ELL or Former ELL before the first day of school based on the RLAT report and NYSITELL scores. Teachers receive professional development in designing effective instruction across all content areas to meet the needs of ELLs. As mentioned before, our ENL program is very successful. Our program meets the needs of our ELLs in both content and language development in every lesson. With the collaboration of our classroom teachers and the ENL teacher, all lessons give students ample opportunity to learn and utilize both content and social language in a classroom setting. Assessments used provide data to drive instruction: Running Records (measured 3x year and more if student is in an RTI group), Words Their Way (measured weekly/monthly), Go Math unit pre/post assessments (measured daily/weekly/monthly), On Demand Writing and published writing (measured monthly), NYC ELA and Mathematics MOSL (administered 2x year) and annual data from the NYSESLAT, NYS ELA, Mathematics, and Science Assessments. Data is continuously reviewed at the class, grade, and schoolwide level by administration, literacy and math coaches, and all teachers.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to improve our newer programs such as LLI and Junior Great Books. We will also add Words Their Way to our repertoire of programs.
13. What programs/services for ELLs will be discontinued and why?
NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students in grades 1-5 are eligible to attend our after school ENL program. A few of our ELL students attend our after-school program run by the HANAC organization. Camp is offered during the summer to all students hosted by HANAC and SASF for free. ELL students and their families are invited to attend all Family Nights and Movie Nights hosted throughout the year. In Grades 3, 4 and 5 children are invited to our CASA after school dance program. All ELL students fully participate in all school programs and activities offered throughout the year. All ELL students are fully integrated into all school activities. They participate in activities such as learning to play the recorder, singing in Fall and Winter concerts, and also get to choose which Enrichment Cluster they would like to attend on Friday afternoons for the upper grades.
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.
In every class we cater to all learning styles by providing visual, kinesthetic, and tactile activities to support English Language Learners. We have Promethean Boards in all classrooms. Every fifth grade student will be given a laptop this school year to use in school and at home. Each classroom has a mini computer lab plus 6 rolling labs, and iPads in each room.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Dual Language - A second certified bilingual teacher pushes in for one period per day to provide ENL and SSL support. Students receive 50% of instruction in the home language (Spanish) and 50% in English.
ENL - Students receive instruction in English and and home language support they may require to make all content comprehensible.
In each program model we provide home language support through the use of multilanguage literature, language paraprofessionals, bilingual glossaries, cognates and vocabulary development, staff translation and the use of technology in translation apps on the iPad and through Google translate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and correspond to ELLs' ages and grade levels by using appropriate grade and instructional level materials and by following the mandated time according to the CR part 154.2. All instruction is aligned to the Common Core Learning Standards (Reading Streets K-5, Words Their Way (1-5), Foundations (K-2), Go Math (K-5). All of our classroom, content area, ENL teachers, AIS interventionists, and related services are certified to work with students in grades Birth - 2nd grade, 1st grade - 6th grade, or K - 12 grade; and assigned appropriately.
According to CR 154.2 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

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).

Newly enrolled ELLs and their families are invited to attend a Kindergarten Orientation where they hear all about our school and are given a tour of the building. Older students also receive a tour of the school at the time of their registration. The Parent Coordinator gives parents information about the school, neighborhood and free adult ESL classes at our school. A Title 1 paraprofessional meets with all newcomers to give them small group instruction while learning the language. The guidance counselor provides a newcomers group to help the children adjust to our school and country.

19. What language electives are offered to ELLs?

We do not offer any language electives.

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)?

a- Self contained 50/50 split of instruction.

b- Reading, Mathematics, Social Studies, and Science: English and Spanish

c.-Language is alternated every other day.

d- Emergent literacy is taught simultaneously - Both languages are taught at the same time.

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.)
All ENL teachers attend workshops provided by the Network, DOE and private agencies during the course of the school year. Teachers turnkey all information learned at these meetings to ENL staff. In addition, all support staff and related service providers participate in our ENL turnkey trainings.
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?
ENL teachers have received and continue to attend professional learning opportunities at the Queens North Borough Field Support Center, as well as DELLSS city wide workshops, and trainings at the UFT and at universities that address the CCLS, methods of instruction, effective strategies in working with ELLs, etc. We have visited other model sites to observe how bilingual teachers run their dual language classrooms. They have returned to school to turnkey this information to other classroom teachers. Additionally, all teachers have been trained by staff developers on how to use the Junior Great Books program to assist ELLs with language development. Lastly, all staff will be trained in Words Their Way in the fall. These professional development opportunities support teachers in delivering Common Core aligned instruction as the activities learned are specifically aligned to the bilingual common core initiative and Common Core Learning Standards. To meet the needs of our bilingual/dual language classroom, two teachers will attend a series: Collaborating to Share Best Practices in Bilingual/Dual Language Classrooms to engage in action research and visit model sites. To meet the needs of teachers new to working with ELLs, they will attend a New Teacher Support Institute for Teachers of ELLs. Our ENL teachers in grades 2 through 5 are participating in a Teachers' College professional development series in the teaching of writing via the writing workshop model; effective strategies in working with ELLs will be addressed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our bilingual guidance counselor works closely with the staff and the Middle Schools in the neighborhood to help the children transition to middle school. Professional development is provided to the staff and the parents of our 5th grade students to help with the application process. These workshops are offered during the day and the evening to accommodate all parents.
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.
At PS 212, we engage in Professional Learning Communities that look at students work and keep track of data, patterns, and trends so that planning can be done around the students' areas of difficulty. In order to check to make sure that the proper/required percentage of time is spent conducting these types of professional learning, we have a file of agendas and attendance sheets that are monitored. Teachers also keep a log of all of their professional development each year from July to June. We provide training on the requirements of CR Part 154 and effective strategies in working with 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?

Schools must individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We will be inviting parents during Tuesday Parent Engagement time, the parents of our ELLs will be invited in for an individual conference to discuss their child's progress, needs and goals. At these meetings, the parents will have an opportunity to express their needs and wants and to make sure we take every step to accommodate these needs. Attendance and minutes will be recorded at these conferences. Translation services will be provided if necessary via phone from the Translation and Interpretation Unit or in person with a qualified interpreter.

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.

Portfolios and assessments are kept in each classroom. Parents have the opportunity to review the data. Teachers reach out to parents via telephone, email, or letter to arrange the appointment. Parents sign an attendance sheet when they meet with the teacher.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are scheduled to attend Parent Teacher Conferences as well as encouraged to participate in all classroom activities, such as, writing and reading celebrations throughout the year. Pajama Day is attended by most parents in the lower grades, as well as, Mother's Day Tea, Cyber Safety, and Family Fitness Nights. Also, every grade hosts a multicultural celebration during which parents are invited to come in and share some items from their culture. Some parents share jewelry, music, songs, dances and books from their country. All ELL parents are encouraged to participate in all parent workshops throughout the year; such as, Nutrition workshops, Beautiful Me, Homework Without Tears, Responsible Parenting, etc. We use the Parent Coordinator's email distribution system to make sure that parents have up to date information on district and citywide learning opportunities. Monthly letters from the principal highlight student learning and special activities. A school website is available to all parents that is broken down by grade and classes in all languages. Any information sent home is translated into the parents home language. Teachers use "Class Messenger" as a means of communication. Every new family receives a PS 212 Parent Handbook that has been translated into all the languages spoken at our school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Learning Leaders, Community Medical Staff, Cornell Nutrition. We provide qualified staff to interpret. Our Parent Coordinator offers several workshops each year to all parents: Healthy Eating Habits, Getting Ready for Kindergarten, CookShop workshops, Beautiful Me, and various crafting activities.

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

The Parent Coordinator is our liaison between the school and all parents. Our Parent Coordinator is bilingual Spanish, if we need other interpreters at events we make arrangements. If parents have any needs, they contact our parent coordinator and she directs them to the proper person. If our parent coordinator sees a common thread in the needs of the parents, she will develop a parent workshop to assist them. The SLT gives out surveys to the parents assessing their needs. The PTA keeps a question/suggestion box in the main lobby. Parents feel comfortable contacting the administration about their needs.

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

We have a variety of parent engagement activities that allow parents and students to work collaboratively. This year alone, the students and parents engaged in a joint Science/STEM night, art classes, Winter Show, Spring Show, Theater club performance, and the fifth grade dance performance. At the start of the school year the staff provides drinks and the parents provide dessert. Staff, students and parents have the opportunity to meet in this relaxed atmosphere and get to know each other. This involvement allows teachers and parents the opportunity to speak to one another. It keeps the community close, and it allows parents who speak other languages to bond with people from their community. The PTA introduces new parents to other members of the community.

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.

P.S. 212 is a community school with a diverse student population; 12 languages are spoken at our school. We value our students' unique cultures and pride ourselves on providing an educational program that addresses all students academic and social-emotional needs. We carefully select family engagement activities that reach across all cultures and promote cross-cultural awareness. Our motto is: "We inspire children to learn, to experience, and to achieve.", this is demonstrated on a daily basis in our school.

School Name: P.S. 212Q**School DBN: 30Q212**

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)
Carin Ellis	Principal		10/26/15
Laura Miniero	Assistant Principal		10/26/15
Olga Flores	Parent Coordinator		10/26/15
Maria Bermudez	ENL/Bilingual Teacher		10/26/15
Maria Megahed	Parent		10/26/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Danielle Mahoney	Coach		10/26/15
Debbie Levy	Coach		10/26/15
Monica Recalde	School Counselor		10/26/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q212** School Name: **PS 212**
Superintendent: **P.**

Before you begin, please check the following:

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

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

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

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

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

At enrollment, our ESL teacher or Parent Coordinator meets with parents to find out the child's home language. The ESL teacher also reviews the following ATS report RAPL to determine written translation and oral interpretation needs. Based on the home language information for each child, school notices are sent home in various languages but mostly in English. We survey parents at PTA meetings, teacher classroom surveys, and via Parent Coordinator outreach. We obtain information from the HLIS (parent interview and Part 1 and Part 3), Pre-Kindergarten Language Needs Survey, ATS reports (RAPL - Adult Preferred Language Report), and Blue Emergency Cards. We compile this information into a report for each classroom teacher by class and by grade.

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.

There are 14 languages spoken and written at PS 212. Listed in order of most to least: English (58%), Spanish (35%), Bengali, Punjabi, Urdu, Hindi, Arabic, Chinese, Gujarati, Nepali, Kannada, Polish, Tibetan, and Russian.

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.)

Parent Handbooks - June (new Kindergarten registrants), September (new registrants), Ongoing throughout the school year for new registrants.

Principal's Parent Letter - monthly

Calendar of school events - monthly

Parent-Teacher Conference announcements - November and March

Back to School Night - September

Meet Next Year's Teacher Night - May

New York State Assessment Dates - March

1/2 Day dismissal days: November, March, and June

Ongoing parent events - Monthly depending upon event

All important notices are posted on our website. This site can be accessed in all languages.

For each event we will contact the Translation and Interpretation Unit at least two weeks in advance. Most documents are readily available on and found at the Translation and Interpretation Unit's website.

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.

Back to School Night - September

Title One Meeting - October

ELA and Math NYS Assessment Mandatory Informing Meeting - October

Open School Week - November

Parent-Teacher Conferences - November and March

Meet Next Year's Teacher - May

Kindergarten Orientation - June

Pre-Kindergarten Welcome - September

Parent engagement teacher meetings - Weekly on Tuesdays

Parent engagement via telephone and mobile phone apps - Daily

Attendance monitoring telephone calls - Daily/weekly

IEP Meetings - Weekly

PTA Meetings - Monthly

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.

We will utilize school staff and the Translation and Interpretation Unit for our language assistance. We provide written translation using the DOE translation unit as needed. All notices are printed in English and Spanish. All important home/school communications are also stamped in several languages that tell parents to have the document translated. Numerous staff members including the bilingual guidance counselor, bilingual school psychologist, social worker, family worker, bilingual speech therapist, pupil accounting secretary, school aides and parent coordinator are fluent in Spanish. Paraprofessionals speak Arabic, Urdu, and Bengali.

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.

We use in-house bilingual staff and parent volunteers if necessary to meet the communication needs of our parents on a day-to-day basis. Our school uses interpretation services by phone for simultaneous translation for parent/teacher conferences, administration and school assessment team meetings when needed. When necessary we use technology to assist in communication. We will consult the Best Practices in Creating Culturally Competent Materials for School Families when creating notices and letters.

Part D: Training Staff on Policies and Procedures

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

We provided the "I Speak" Card to all teachers and staff; which includes the telephone number for interpretation and translation services. The Language Identification Guide and the Multilingual Welcome Poster at the Safety Agent's desk in the main lobby and in the main office. The procedure, phone number...of translation services will be posted in the office and contained within the staff handbook so that all staff are aware of the procedures.

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

At PS 212, we adhere to all regulations regarding parental notification requirements for translation and interpretation services. We determine parents' preferred language, maintain records, and inform staff. All parent notices that are sent home are either sent in the parents primary language or stamped *Important - Please translate* written in many other languages. Parents are also notified of translation services through signs that are displayed throughout the building. The parent coordinator will assist any parents to get the required translation services. As stated before, we have many teachers, paraprofessionals, and school aides who also are available to translate any verbal or written communication. Parents who primarily speak a covered language and who require language assistance receive a copy of the Bill of Parent Rights and Responsibilities. Staff have printed sheets which list the languages available for interpretation services.

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)

Parents will be asked through a survey about how they rate the quality and availability of services. This will also be a topic discussed during SLT and PTA meetings. We will make adjustments as needed based on parental feedback.