

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q213

School Name:

P.S. 213 THE CARL ULLMAN SCHOOL

Principal:

KATHLEEN DRISCOLL

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Carl Ullman Elementary School School Number (DBN): 26Q213
Grades Served: Pre-Kindergarten through Grade 5
School Address: 231-02 67th Avenue, Bayside, NY 11364
Phone Number: (718) 423-8747 Fax: _____
School Contact Person: Beth Revello Email Address: BRevello@schools.nyc.gov
Principal: Megan McCauley
UFT Chapter Leader: Caryn Baron
Parents' Association President: Cathy Grodsky
SLT Chairperson: Cathy Grodsky
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: (718) 631-6943 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

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)
Megan McCauley	*Principal or Designee	
Caryn Baron	*UFT Chapter Leader or Designee	
Cathy Grodsky	*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	
Jennifer Ialenti	Member/Teacher	
Jasmine Norris	Member/Teacher	
Erika Amit	Member/ Teacher	
Karen Glover	Member/ Teacher	
Jina Chung	Member/Parent	
Erin Jacques	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shanna Burroughs	Member/ Parent	
Carmen Tsoi	Member/ Parent	
Rosie Nesa	Member/Parent	
	Member/	
	Member/	
	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.

P.S. 213Q is recognized as a school of high standing in New York City. We have been recognized by the University of the State of New York Education Department as a "Reward School" in school years 2012-2013, 2013-2014 and in 2014-2015 in leading New York State toward the accomplishment of educational excellence through an increase of student achievement and closing the gap in student performance.

As a school community, we are committed to enhancing our student academic, social and emotional growth through rigorous instruction.

School Vision

Public School 213 will strive to create an environment that will enhance and strengthen student's abilities to think critically, to question, to generate choices and solutions and to foster mutual respect within our school community. Our ultimate objective will be to promote children's self esteem while creating a joy of learning that nurtures the highest standards of educational excellence.

P.S. 213 Mission Statement

*To create the most literate environment, ensuring that all students meet or exceed standards of excellence.

*To develop a literature-rich instructional program which encompasses all curricula areas.

*To provide a challenging educational program which engages all students in productive activities utilizing multiple intelligence strategies.

*To utilize a variety of assessment techniques in order to attain maximum achievement of educational goals in compliance with State and City standards.

*To encourage parental involvement in the learning process and shared-decision making ensuring children's cognitive, creative and social growth.

*To provide students with a solid foundation in order to meet the challenges of society in the 21st century

P.S. 213 has implemented the Schoolwide Enrichment Model (SEM), Enrichment Clusters for several years. The SEM approach supports Rigorous Instruction for all students aligned to the Framework for Great Schools. Enrichment Clusters offered our students the opportunity to select activities from a menu of options and participate in them over a period of 7 – 10 weeks. Students engage in collaboratively choosing a goal, problem solving, and creating a product or activity that would benefit the school, the neighborhood or the world in some way. All Kindergarten through Grade 5 classroom teachers involve their classes in Enrichment Activities during both the fall and spring. Student work product and performances culminate in Enrichment Showcases twice a year. Some examples of Enrichment Activities include: Little Chefs in which first grade students make dishes such as apple crisps, Frankenstein pudding cups and ice cream sundaes; Line Dancing in which third grade students learn and perform line dances for the school; Nature Observers in which second grade students hike through Alley Pond Park recording observations in student journals and build bird houses to protect the birds; and a Native American Pow Wow in which Grade 4 students research and learn about Native American life, prepare and deliver speeches and create projects. We wouldn't be able to offer these wonderful experiences to our

students without the support of our generous PTA. In doing so our PTA has made a valuable contribution to our students' education.

We have made a strong commitment to meeting the needs of all of our students. A major component of this effort has been the creation of Integrated Co-teaching (ICT) classes. P.S. 213 has ICT classes in Kindergarten, Grade 1, Grade 3, and Grade 4. Teachers of ICT classes share common preparation planning time which may be used to collaboratively plan in order to help all of their students meet the grade-level requirements of the CCLS. Progress on the Students with Disabilities is monitored not only by the ICT teachers but also by the members of the Pupil Personnel Team.

At P.S. 213 we believe that the emotional development of our students is as important as their academic development. In order to foster a Supportive Environment to align with the Framework for Great Schools, our Guidance Counselor has facilitated a Peer Mediators initiative for our Grade 4 and 5 students. In this program select students were trained to be mediators and would help their classmates resolve conflicts in a productive way. In an effort to reach both our upper grade students, as well as our lower grade students, our Guidance Counselor implemented an initiative to develop skills in conflict resolution for all students, Kindergarten – Grade 5. Individual classroom lessons have been provided by our Guidance Counselor for each class focused on topics including but not limited to positive school behavior, friendship, and respect for others. Through this effort we are truly preparing our students with life skills which will help them for future college and career situations. As a result, our school community received 100% positive response in Safety and Social-emotional learning.

In an effort to recognize good behavior we created the P.S. 213 Soaring Dragon initiative. In this program certificates are awarded to classes in recognition of their outstanding citizenship and respectful behavior. Every time a class receives a certificate a Dragon Badge is added to our P.S. 213 Soaring Dragon display board. At two intervals during the school year (mid-point and end of year) students from the classes (one upper and one lower) who received the most badges will receive coupons from our school store along with a certificate and special P.S. 213 Soaring Dragon pencils. Our goal has been to guide our students into making good decisions regarding their behavior in school and beyond.

In recognition of the diversity of our school our PTA generously supports and participates in our yearly International Fair. This event engages and embraces our entire school community. Parents volunteer to work with groups of students over a period of several weeks, teaching them ethnic dances and dressing them in ethnic clothes. The students proudly perform for the entire school community. Parents also prepare and serve delicious ethnic foods for all of our students to taste and enjoy. A museum of artifacts, including clothing, games and activities from around the world are provided and displayed by our parents for all of our students to experience and enjoy. The International Fair further prepares our students for college and future careers through providing them with an increased awareness of the diversity of our school community. In an effort to enhance our academic program last year our PTA arranged for all of our Kindergarten – Grade 5 students to experience "The Brain Show." This show is modeled after a TV Quiz show in which students actively participate in academically-based fun-filled activities. This year the PTA offered "The Brain Show" once again to all of our Kindergarten – Grade 5 students during the day, as well as in the evening, making it possible for parents and children to experience and participate in this wonderful event.

Our fabulous PTA organizes school events throughout the year including the Halloween Dance, School Carnival, Movie Nights and supports our Grade 2 – 5 Talent Show. In recognition of our staff they provide a beautiful "Staff Appreciation Luncheon" and also provide support for our teachers to supplement their NYC DOE Teacher's Choice funds. We are blessed to have such a supportive and committed partnership with our PTA.

As a school community we believe that every child has unique talents and capabilities. Collaboratively we strive to work together to help all of our children achieve academically, creatively, socially and emotionally, fostering their development into becoming responsible citizens who will be the future leaders of our world.

26Q213 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	451	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		1.7%	% Attendance Rate	96.0%
% Free Lunch		34.4%	% Reduced Lunch	13.4%
% Limited English Proficient		7.2%	% Students with Disabilities	9.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	5.5%
% Hispanic or Latino		10.6%	% Asian or Native Hawaiian/Pacific Islander	70.9%
% White		10.9%	% Multi-Racial	1.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.17	# 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)		N/A	% Teaching Out of Certification (2013-14)	20.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	10.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		62.9%	Mathematics Performance at levels 3 & 4	69.0%
Science Performance at levels 3 & 4 (4th Grade)		95.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

NYS ELA Levels

Grades	2013 Levels 3&4	2014 Levels 3&4	2015 Level 3&4	2013 Level 2	2014 Level 2	2015 Level 2	2013 Level 1	2014 Level 1	2015 Level 1
3	52.3%	67.3%	49.1%	36.9%	23.1%	30.9%	10.8%	9.6%	20.0%
4	63.3%	61.3%	56.0%	24.5%	27.4%	32.0%	12.2%	11.3%	12.0%
5	65.2%	60.7%	59.3%	23.2%	26.8%	30.5%	11.6%	12.5%	10.2%
Total	60.1%	62.9%	54.9%	28.4%	25.9%	31.1%	11.5%	11.2%	14.0%

The School Leadership Team, Data Specialist Team and Administrators reviewed the progress of our Grade 3 – 5 students as measured by the results of the NYS ELA Assessment for 2013, 2014 and 2015. We noted that the total score in students achieving level 3&4 had decreased by 8%.

K-5 Columbia University Teachers College Reading Levels - as of September 2015

Grade	Level 1	Level 2	Students reading at level 1 or 2 or receiving ESL services	Students reading at level 1 or 2 receiving special education services	Total Number of Students Reading Below Grade Level
K	N/A	N/A	N/A	N/A	N/A
1	10=4%	3=4%	7=10%	2=3%	13=19%
2	6=6%	5=9%	7=12%	0	11=19%
3	6=9%	3=4%	3=4%	5=7%	9=13%
4	5=8%	7=11%	4=6%	4=6%	12=19%
5	3=5%	5=9%	2=4%	3=5%	8=15%

Based on the analysis of this data, teachers, supervisors, and members of our SLT have identified the need to raise the level of reading comprehension skills for students in all grades, with a special focus on developing their critical thinking skills.

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 all students will improve their comprehension skills as measured by making at least one year’s growth on the TCRWP (Teachers College Reading and Writing Project) benchmarks for progress reading levels.

Part 3 – Action Plan4

<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)</p> <p><i>Who will be targeted?</i></p>	<p>Timeline</p> <p><i>What is the start and end date?</i></p>	<p>Key Personnel</p> <p><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Programs</p> <ul style="list-style-type: none"> • Teachers will utilize the CCLS-aligned ReadyGen Reading Series as a resource in all classes K – 5. 	<p>K – 5 students and responsible staff</p>	<p>Fall 2015 – Spring 2016</p>	<p>Classroom teachers, principal, assistant principal</p>
<p>Strategies to Address Student Subgroups</p> <ul style="list-style-type: none"> • Classroom teachers will assess on an on-going basis the reading levels of all students in Grades K-5 at least 4 times a year utilizing the Teachers College Reading Assessments. • Collaborative Inquiry-based grade level teacher teams will study student work of specific student subgroups (ELLs, below grade level and above grade level) in order to monitor progress. 	<p>K-5 students</p>	<p>Fall 2015 – Spring 2016</p>	<p>Classroom teachers, principal and assistant principal</p>
<p>Engaging Families</p> <ul style="list-style-type: none"> • Teachers will communicate with parents in various ways including, but not limited to: <ul style="list-style-type: none"> ○ Tuesday Parent Engagement Time ○ Conferences scheduled during Preparation Periods ○ Monthly Classroom Newsletters ○ Planning Parent Workshops ○ Formal Parent-Teacher Conferences ○ Inviting Parents to Classroom Celebrations 	<p>Parents and Guardians</p>	<p>September, 2015 – June, 2016</p>	<p>Classroom teachers Cluster & Support teachers Paraprofessionals Principal and Assistant Principal</p>
<p>Professional Learning and Trust</p> <ul style="list-style-type: none"> • Teachers and administrators will demonstrate and build trust by collaboratively identifying 	<p>All teachers, administrators, paraprofessionals</p>	<p>September, 2015 – June, 2016</p>	<p>All teachers, administrators, paraprofessionals</p>

areas of need and planning professional development, focused on improving students' comprehension skills in reading.			
--	--	--	--

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.

- Provide each classroom teacher with Columbia University’s TCRWP Reading Assessments for independent reading levels. Provide individual Reading Pacing Charts for the purpose of monitoring each student’s reading progress throughout the year.
- Provide each classroom teacher, K-5, with the Ready Gen Reading Series Unit Assessments.
- Teachers providing AIS instruction will utilize components of the ReadyGen Reading Series. Services may be provided on a push-in or pull-out basis.
- Teachers will utilize the Monday 80 Minute Professional Development time and their collaborative planning time in order to conduct inquiry-based grade-level study of student work and performance, monitoring the progress of subgroups of students (ELL, above grade level, and below grade level).
- Professional Development will be provided as follows:
 - o Common Prep Planning Time
 - o Monthly Borough Training Sessions

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

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

Part 5 – Progress Monitoring

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

By February, 2016, 65% of all students will improve their comprehension skills as measured by making at least one year’s growth on the TCRWP (Teachers College Reading and Writing Project) benchmarks for progress reading levels.

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.

Based on feedback received from our Spring 2015 Quality Review which addressed the importance of providing opportunities for students to engage in meaningful, student-led conversations requiring critical thinking skills, members of our SLT, teacher, the principal and assistant principal have identified the need to focus on further developing teacher effectiveness in the Danielson Framework for Teaching Rubric, Component 3b, Questioning and Discussion Techniques.

Part 2 – Annual Goal

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

By June, 2016, 80% of students will engage in high level discussions measured by Component 3b, Questioning and Discussion Techniques, as measured by classroom observations documented in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Programs</p> <ul style="list-style-type: none"> • Collaborative grade level planning for the purpose of generating high level questions along with scaffolds in order to promote student-led discussions 	<p>All teachers Assistant Principal Principal</p>	<p>Sept. 2015 – June 2016</p>	<p>All Teachers Assistant Principal Principal</p>

<ul style="list-style-type: none"> • Collaborative study of the CCLS grade level standards for Listening & Speaking • Use of Webb’s Depth of knowledge Wheel in order to create high level 3 and 4 performance based tasks/questions for student discussions • Grade level and cross grade collaborative teacher discussions sharing best practices in the areas of Questioning and Discussion Techniques • Grade level study and adjustment of the ReadyGen Reading Program and the Envisions Math Program to refine questions to support higher order thinking skills and thoughtful student to student conversations • Professional Learning Committee study of the ELA and Math grade level unit plans to ensure coherence across the grades regarding Questioning and Discussion Techniques 			
<p>Strategies to address Student Subgroups</p> <ul style="list-style-type: none"> • Teachers will collaboratively plan high level questions requiring critical thinking skills with scaffolds and multiple entry points in order to further meet the needs of our ELLs, students performing below grade level, and students performing above grade level. • Teachers will track the progress of student learning through the use of checklists and/or conference notes and provide extra supports, as needed, to meet the needs of all learners. • Provide professional development for teachers in the area of Questioning and Discussion Techniques. 	All teachers	Sept. 2015 – June 2016	All teachers Assistant Principal Principal
<p>Engaging Families</p> <ul style="list-style-type: none"> • Parents will be invited to conference with their children’s teachers to discuss ways to support their children’s academic growth. • Workshops will be provided for parents to inform them of academic expectations and to provide strategies for them to support their children’s academic growth at home. • Parents will be invited to attend classroom and school celebrations and events. • Translators will be provided, as needed, to ensure clear communication between parents and the school. 	All parents All teachers Assistant Principal Principal Translators	Sept. 2015 – June 2016	All teachers Assistant Principal Principal
<p>Professional Learning and Trust</p>	All teachers	Sept. 2015 – June 2016	All teachers

<ul style="list-style-type: none"> Teachers and administrators will demonstrate and build trust by collaboratively working together to improve teacher practice in the area of Questioning and Discussion Techniques. 	Assistant Principal		Assistant Principal
	Principal		Principal

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.											
Common prep planning time, 80 Minute PD time, 35 Min. Parent Engagement time, 30 Min. Other Professional Work time, Danielson Framework for Teaching Rubric, Common Core Learning Standards, Vertical Data Inquiry Team, Assistant Principal and Principal											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 60% of students will engage in high level discussions measured by Component 3b, Questioning and Discussion Techniques, as measured by classroom observations documented in Advance.
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.

NYS ELA Levels

Grades	2013 Levels 3&4	2014 Levels 3&4	2015 Level 3&4	2013 Level 2	2014 Level 2	2015 Level 2	2013 Level 1	2014 Level 1	2015 Level 1
3	52.3%	67.3%	49.1%	36.9%	23.1%	30.9%	10.8%	9.6%	20.0%
4	63.3%	61.3%	56.0%	24.5%	27.4%	32.0%	12.2%	11.3%	12.0%
5	65.2%	60.7%	59.3%	23.2%	26.8%	30.5%	11.6%	12.5%	10.2%
Total	60.1%	62.9%	54.9%	28.4%	25.9%	31.1%	11.5%	11.2%	14.0%

The School Leadership Team, Data Specialist Team and Administrators reviewed the progress of our Grade 3 – 5 students as measured by the results of the NYS ELA Assessment for 2013, 2014 and 2015. We noted that the total score in students achieving level 3&4 had decreased by 8%.

K-5 Columbia University Teachers’ College Reading Levels - as of September 2015

Grade	Level 1	Level 2	Students reading at level 1 or 2 or receiving ESL services	Students reading at level 1 or 2 receiving special education services	Total Number of Students Reading Below Grade Level
K	N/A	N/A	N/A	N/A	N/A
1	10=14%	3=4%	7=10%	2=3%	13=19%
2	6=10%	5=9%	7=12%	0	11=19%
3	6=9%	3=4%	3=4%	5=7%	9=13%
4	5=8%	7=11%	4=6%	4=6%	12=19%
5	3=5%	5=9%	2=4%	3=5%	8=15%

Based on the analysis of this data, teachers, supervisors, and members of our SLT have identified the need to raise the level of reading comprehension skills for students in all grades, with a special focus on developing the critical thinking skills.

Math Exemplars/Envisions Performance Tasks

Levels of Student Achievement

as of September 2015

Grade	Level 1	Level 2	Students scoring at level 1 or 2 receiving ESL services	Students scoring at level 1 or 2 receiving special education services	Total number of students scoring below grade level
K	N/A	N/A	N/A	N/A	N/A
1	11=16%	34=50%	7=10%	8=12%	45=66%

2	5=8%	28=47%	8=14%	1=2%	33=56%
3	16=24%	14=21%	4=6%	7=11%	30=45%
4	13=21%	11=18%	3=5%	3=5%	24=39%
5	7=13%	4=7%	1=2%	2=4%	11=20%

Teachers, Administrators, and members of our SLT have reviewed the progress of our students, K-5, as measured by Literary and/or Informational Writing levels of students (K-5) and Math problem solving Exemplars and/or Envisions Performance Tasks levels of student achievement as of September 2015. Based on the analysis of this data we have identified the need to raise the level of writing and Math problem solving for students in all grades with a special focus on students who are achieving Level 2 to help elevate their performance to Level 3. By collaboratively studying the student work of student subgroups (ELLs, SWD's, below grade level, and above grade level) we will strive to differentiate our instruction in order to meet the varying needs of all of our students.

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, 80% of teachers will be involved in collaborative inquiry-based teacher teams for at least 2 cycles that analyze student data to determine a problem of practice aligned to the school wide instructional focus as evidenced by Inquiry Team agendas and the tracking of student progress of student subgroups (ELLs, SWD's, above grade level, and below grade level) on grade level Inquiry Tracking Sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<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>Instructional Programs</p> <ul style="list-style-type: none"> • The CCLS-aligned Envisions math curriculum will be implemented in all grades, K-5, with a focus on problem solving • Teachers will utilize the CCLS-aligned ReadyGen Reading Program in all grades, K-5. As part of this program teachers will engage all students in Science 	K-5 Students	September, 2015 – June, 2016	Classroom Teachers, Support Teachers, Principal and Assistant Principal

<p>and/or Social Studies writing tasks that will be embedded in the CCLS curricula. These writing tasks will require students to read and analyze texts, and write opinions/arguments in response.</p>			
<p>Strategies to address Student Subgroups</p> <ul style="list-style-type: none"> • Classroom teachers, K-5, will assess students’ abilities to solve Exemplars Word Problems and/or Envisions Performance-based problem solving tasks on a monthly basis. • Classroom teachers, K-5, will assess on an on-going basis the literary and Informational writing levels of all students. • Collaborative Inquiry-based grade level teacher teams will study student work of specific student subgroups (ELLs, High-achievers, Low-performing and/or Students with Disabilities) in order to monitor their progress in math problem solving and writing. 	<p>Classroom Teachers, Support Teachers, Paraprofessionals Assistant Principal Principal</p>	<p>September 2015 – June, 2016</p>	<p>Classroom Teachers, Support Teachers, Principal and Assistant Principal</p>
<p>Engaging Families</p> <ul style="list-style-type: none"> • Teachers and administrators will communicate with parents in various ways including, but not limited to: <ul style="list-style-type: none"> o Tuesday Parent Engagement Time o Conferences scheduled during Preparation Periods o Monthly Classroom Newsletters o Planning Parent Workshops o Formal Parent-Teacher Conferences o Inviting Parents to Classroom Celebrations 	<p>Parents & Guardians All Teachers Assistant Principal Principal</p>	<p>September 2015 – June, 2016</p>	<p>Classroom Teachers, Support Teachers, Principal and Assistant Principal</p>
<p>Professional Learning and Trust</p> <p>An environment of trust will be strengthened through the following collaborative practices.</p> <ul style="list-style-type: none"> o Grade-level teachers will collaboratively study student work sharing strategies focused on meeting the differentiated needs of their students. o This collaborative practice will be expanded upon during cross grade meetings in which teachers will have the opportunity to problem solve and share best practices with their colleagues teaching on other grade 	<p>Classroom Teachers, support Teachers, Paraprofessionals Assistant Principal Principal</p>	<p>September 2015 – June, 2016</p>	<p>Classroom Teachers, support Teachers, Paraprofessionals, Principal and Assistant Principal</p>

levels. This practice will help to ensure coherence throughout the school.			
o Teachers and administrators will demonstrate and build trust by collaboratively identifying areas of need and planning professional development, focused on improving students’ writing and math problem solving skills.			

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.											
<ul style="list-style-type: none"> • Provide each classroom teacher, K-5, with the CCLS-aligned Ready Gen reading Series benchmark writing tasks and rubrics. • Provide each classroom teacher, K-5, with the CCLS-aligned Envisions Math Program including Envisions Performance-based problem solving tasks and rubrics. • Provide each classroom teacher with Exemplars Word problems and Exemplars Rubrics for Problem Solving. • Teachers will utilize the Monday, 80 Minute Professional Development time and their collaborative planning time in order to conduct inquiry-based grade-level study of student work in both writing and Math problem solving, monitoring the progress of subgroups of students (ESL, High-achieving, Low-performing and/or Students with Disabilities) utilizing “At A Glance” tracking sheets. • Time will be provided for teachers to collaboratively share strategies and best practices at cross-grade inquiry team meetings • Professional Development will be provided as follows: <ul style="list-style-type: none"> o Monday 80 Minute Professional Development time o Common Prep Planning Time o Monthly ELA Lead Teacher meetings o Monthly Math Lead Teacher meetings o Monthly ESL Liaison meetings o Monthly Special Education Liaison meetings 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, 80% of teachers will be involved in collaborative inquiry-based teacher teams for at least 1 cycle that analyzes student data to determine a problem of practice aligned to the school wide instructional focus as evidenced by Inquiry Team agendas and the tracking of student progress of student subgroups (ELLs, SWD's, above grade level, and below grade level) on grade level Inquiry Tracking Sheets.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Quality Review Indicator 4.2c for “Well Developed” states, “Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.” In an effort to meet the requirements of this QR Indicator, teachers are encouraged to take on leadership roles within the school. During the 2014-2015 school year 30% of teachers and support staff took on leadership roles within the school. Based on an analysis of this data teachers, supervisors, and members of the SLT have identified the need to increase the percentage of teachers who will share in the leadership roles and decision-making regarding instruction and school practices.

Framework for Great Schools Report 2015 Data for Effective School Leadership:

- 95% for Inclusive Principal Leadership
- 94% for Principal Instructional Leadership
- 89% for Program Coherence
- 36% for Teacher Influence

Part 2 – Annual Goal

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

By June, 2016, the number of teachers who will share in leadership roles to improve teacher practice and/or inform parents on strategies to assist their children in their academic and social/emotional growth will increase 10% as measured by presenters listed in professional development, teacher team and school leadership agendas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Programs</p> <ul style="list-style-type: none"> • Borough Lead teachers will attend monthly PD meetings and turn key information to the staff at in-school professional development meetings. • Grade level and cross grade meetings will be held so that teachers have the opportunity to share and exchange ideas and instructional strategies in order to improve student performance. 	<p>All teachers Assistant Principal Principal</p>	<p>Sept. 2015 – June 2016</p>	<p>All teachers Assistant Principal Principal</p>
<p>Strategies to address Student Subgroups</p> <ul style="list-style-type: none"> • Special Education Liaison will attend monthly professional development meetings and turn key information to the staff. • ENL Liaison will attend monthly professional development meetings and turn key information to the staff. • Teachers will hold grade level inquiry team meetings focused on student subgroups (ELLs, SWD's, above grade level and below grade level) in order to study student work, determine next steps and inform instruction. 	<p>All teachers Assistant Principal Principal</p>	<p>Sept. 2015 – June 2016</p>	<p>All teachers Assistant Principal Principal</p>
<p>Engaging Families</p> <ul style="list-style-type: none"> • Teachers will present professional development for parents/guardians on various topics such as: ELA and Math strategies to assist their children at home., incorporating art, music and technology at home • Guidance Counselor will present professional development workshops for parents/guardians to inform them of strategies to use at home to assist their children's social/emotional growth. 	<p>All Parents All teachers Guidance Counselor AP Principal</p>	<p>Sept. 2015 – June 2016</p>	<p>All teachers Guidance Counselor AP Principal</p>
<p>Professional Learning and Trust</p>	<p>All teachers AP Principal</p>	<p>Sept. 2015 – June 2016</p>	<p>AP Principal</p>

<ul style="list-style-type: none"> • In order to establish a culture of trust and learning that motivates teachers to volunteer to take leadership roles the Principal and Assistant Principal will: <ul style="list-style-type: none"> o Be available to all teachers to discuss and brainstorm ideas and problem solve regarding areas of concern o Request input of professional development from the Professional Development Committee and other members of the staff o Celebrate teachers as learners by providing time for grade level and cross grade teacher meetings enabling teachers to study student work, identify next steps, share strategies, and collaboratively problem solve in order to inform their instruction and improve student performance. 			
---	--	--	--

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.											
EngageNY resources, ELA Lead Teachers, Math Lead Teachers, Special Education Liaison, ESL Liaison, All teachers, DOE professional development, 80 Minute Professional Development time, 35 Minute Parent Engagement Time, 30 Minute Other Professional Work time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, there will be a 5% increase of teachers who will have shared in leadership roles to improve teacher practice and/or inform parents on strategies to assist their children in their academic and social/emotional growth as measured by presenters listed in professional development, teacher team and school leadership meeting agendas.
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.
- **Strengths:** On our School Survey 97% of our parents responded that they feel welcome in our school and 96% of our parents responded that the school keeps them informed about what their children are learning. 97% of the parents responded that there is an adult whom their children trust and can go to for help with their problems, and 99% agreed that students with disabilities are included in all school activities.
 - **Areas of Need:** In contrast only 67% of our parents responded that they had been invited to an event at their child’s school (workshop, program, performance, etc.).
 - Based on the analysis of this data, members of our School Leadership Team along with our Data Specialist and administration determined that we must make it our priority to increase parent participation in school/community events.

Part 2 – Annual Goal

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

By June, 2016, there will be at least 5 community events offered to parents and families and there will be at least 30% family participation in at least three of these events as measured by attendance 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). • 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>Instructional Programs</p> <ul style="list-style-type: none"> o Parent Workshops and orientation meetings will be planned and presented by staff to inform parents and provide them with strategies to support their children’s academic, social and emotional growth. o Parent Coordinator will outreach to parents utilizing the School Messenger Communication Service in order to share important school-related information. 	<p>Parents and Caregivers</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator Teachers Paraprofessionals Support Staff Principal and Assistant Principal</p>
<p>Strategies to address Student Subgroups</p> <ul style="list-style-type: none"> o Parent workshops will be offered to address the specific needs of English Language Learners. o Parent workshops will be offered to address the specific needs of Students with Disabilities. o Translators will be provided to ensure clear communication between parents and teachers. 	<p>Parents and Caregivers</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator Teachers Paraprofessionals Support Staff Principal and Assistant Principal</p>
<p>Engaging Families</p> <ul style="list-style-type: none"> o Parent surveys o PTA Meetings inclusive of Student of the Month recognition ceremonies o Open School Week o September Parent Orientation o Parent/Teacher Conferences 	<p>Parents and Caregivers</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator Teachers Paraprofessionals Support Staff Principal and Assistant Principal PTA Executive Board Members</p>

<ul style="list-style-type: none"> o Parent Engagement Workshops o International Fair o Talent Show o Fall Halloween Dance and Spring Carnival o Science Fair o Student Art Shows o Student Chorus Concerts o Drama Club performance o Parent attendance at class celebrations 			<p>School Leadership Team Members</p> <p>Parent Community</p>
<p>Professional Learning and Trust</p> <ul style="list-style-type: none"> o Parents and school staff trust that they are all respected and supported in their respective roles as educators and parents resulting in strengthening the home/school connection. 	<p>School Staff</p> <p>Parents and Caregivers</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>Support Staff</p> <p>Principal and Assistant Principal</p> <p>PTA Executive Board Members</p> <p>School Leadership Team Members</p> <p>Parent Community</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>
<ul style="list-style-type: none"> o School Messenger Communication System o Tuesday Parent Engagement Time o Planning time for teachers and staff members to plan parent workshops o Organization and scheduling of time and space for parents to work with students in preparation for the school International Fair o Parent Coordinator o School Staff o Members of the School Leadership Team o Members of the PTA Executive Board
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February, 2016, there will have been at least three community events offered to parents and families and there will have been at least 30% participation in at least two of those community events as measured by attendance records.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are identified for AIS services based on performance in class and/or on the standardized tests. All students are screened using TCRWP assessments. Teachers analyze the data and plan standards based core instruction.	ELA AIS service provided during the school day. Students in grades K through 5 receive small group instruction for reading and writing. Teachers utilize best practices from Columbia University Teachers' College Reading and Writing Project and ReadyGen to develop decoding, fluency, word recognition, comprehension and critical thinking skills, as well as, writing. In Tier I, all students are screened using TCRWP assessments. Teachers analyze the data and plan CCLS-aligned instruction. Students receive instruction that is based on research based best practices. The classroom teacher utilizes both the ReadyGen resources and Columbia University Teachers College Reading and Writing Project for literacy. Tier II interventions are designed to provide	Method of delivery of service <ul style="list-style-type: none"> • Small Group • One-to-one 	When the service is provided <ul style="list-style-type: none"> • During the day

		<p>supplemental, focused teaching and learning opportunities for a small group of students who are not responding to Tier I instruction and interventions. Students who receive Tier II interventions also continue to receive Tier I instruction. The interventions are designed to remediate students' basic skills. Tier II interventions take place during regular classroom instruction. The school uses Teachers College, Foundations, and Wilson Reading System as intervention tools. Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations and who are not responding to Tier II interventions. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students</p>		
--	--	--	--	--

		<p>who receive Tier III interventions continue to receive core instruction. Tier III instruction can occur during the normal school hours. Furthermore, many students receiving Tier III interventions will continue to require support in all three tiers in order to accelerate progress by the end of the intervention period.</p>		
Mathematics	<p>Students are identified for AIS services based on performance in class and/or on the standardized tests.</p>	<p>Math AIS service provided during the school day. Students in grades K through 5 receive small group instruction for problem solving, reasoning and proof as well as building fluencies. Teachers utilize best practices and resources from Envisions curriculum and Exemplars. Students in all grades work on problem solving using reasoning and proof as well as learning their math facts.</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> • Small Group • One-to-one 	<p>When the service is provided</p> <ul style="list-style-type: none"> • During the day
Science	<p>Students are identified for AIS services based on performance in class and/or on the standardized tests.</p>	<p>Science AIS service is provided by the science teacher and classroom teachers through the use of literacy and math practices in small groups with a focus on content and strategies.</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> • Small Group • One-to-one 	<p>When the service is provided</p> <ul style="list-style-type: none"> • During the day
Social Studies	<p>Students are identified for AIS services based on performance in class and/or on the standardized ELA tests.</p>	<p>Social Studies/ELA AIS service is provided during the school day. Students in Grades K through 5 receive small group instruction for</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> • Small Group • One-to-one 	<p>When the service is provided</p> <ul style="list-style-type: none"> • During the day

		<p>reading and writing. Teachers utilize best practices from Columbia University Teachers' College Reading and Writing Project and the ReadyGen Reading Program to develop decoding, fluency, word recognition, comprehension and critical thinking skills, as well as, writing.</p>		
<p>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>Students are identified for AIS services based on performance in class and/or on the standardized tests.</p>	<p>At-risk services provided by the Common Branch certified teachers, SETSS, ESL, Speech, cluster teachers, Guidance Counselor, Occupational Therapy, and School Psychologist and Social Worker.</p>	<p>Method of delivery of service</p> <ul style="list-style-type: none"> • Small Group • One-to-one 	<p>When the service is provided</p> <ul style="list-style-type: none"> • During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. 213 The Carl Ullman School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 213The Carl Ullman School will support parents and families of Title I students by:

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

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

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

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

P.S. 213 The Carl Ullman School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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>Carl Ullmann</u>	DBN: <u>26Q213</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>38</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The program model at P.S. 213Q is a Freestanding English as a Second Language Program. This is a push-in/pull-out program that takes place during the school day and the language of instruction is English. Our Title III After-school program will supplement our mandated program for English Language Learners (ELLs). Thirty-eight ELLs from kindergarten through fifth grade will be offered the opportunity to participate in this program. In addition, twenty-three former ELLs (f-ELLs), from Kindergarten to fifth grade, who have become English-proficient in the last two years will also be offered the opportunity to participate in the program. That makes 61 students eligible for the Title III after-school program. Small group instruction will be provided by three certified ESL teachers under the direction and supervision of an instructional leader. Students will be grouped according to grade level and their NYSESLAT proficiency levels. The three certified ESL teachers will work with all students in concentrating on improving students' academic vocabulary and their understanding of complex texts. Differentiated instruction will be provided and guided initially by an analysis of the NYSESLAT strands of Reading/Writing and Listening/Speaking. The results of the New York State ELA, Math, and Science exams will also be analyzed as part of the action research of the instructors teaching the Title III program in addition to the input from classroom teachers and other service providers in the school.

Our Title III program will consist of 15 weeks of two 1.5 hour sessions each week after school. In order to accommodate the needs of English Language Learners - who benefit from small group instruction, the students will be separated into six groups. Three groups of ELLs and f-ELLs will attend the program on Wednesdays, while one group will attend the program on Thursday, and the other two groups will attend the program on Fridays. Each of the three ESL teachers will have two groups. Activities provided will not only supplement but will enhance our program for our ELLs and f-ELLs. First and foremost: we will create an environment where all are revered and actively involved. In order to ensure that each child feels that their culture is valued, strategies implementing group learning that include each child's participation in his/her learning style and level of proficiency will be utilized. We will use a broad variety of materials, including leveled books as well as books rich in academic vocabulary that are appropriate for read-alouds. In addition, a selection of books and music in students' native languages; books, brochures and illustrations of their countries and culture; manipulatives and games and a wide variety of art materials will be implemented. Students will work at listening centers while the teacher works with another student or small group. When students have finished at the listening center the teacher will follow up with appropriate activities related to the listening selection while another group listens to a selection on their level. Our class library with CDs facilitates differentiation of instruction. Students will work in smaller groups than they do during the day. Ideally, there will be 10 students in a group. However, there will be no more than 12 students in a group. (As of this writing, four students have already declined the invitation for the Title III program.) Each group will solve problems and create products together. Students will work with their more proficient peers and thus build an initial vocabulary on what is familiar to them. In addition, these students will benefit from more one-to-one instruction while the other students are engaged in group activities.

Our Title III Instructional Program will also improve learning in core subject areas. This after-school program is designed to improve performance in English Language Arts, Math, Social Studies and Science as well as improving students' native languages. We will use a series of books titled "People in My Community" Series to enhance our Social Studies instruction. In addition, we will utilize "Thinking Graphically About Flipcharts" and thinking maps to improve organizational skills for writing. Strategies

Part B: Direct Instruction Supplemental Program Information

will be implemented to foster community, confidence, and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary and cultural experiences. Books, pictures, newspapers, and music in English and in students' native languages will be utilized. Students will also use computer programs for reports and presentations as well as programs to develop phonemic awareness and emergent literacy and enhance vocabulary, listening and speaking skills. Each student has a portfolio which is utilized for ongoing assessment. In addition, Options Just Right Reading Predictors pre- and post-tests and the W.R.A.P. (Writing and Reading Assessment Profile) will be utilized to monitor their progress.

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: _

Initially, we will commence our Title III program with an initial hour-long meeting on the morning of October 27th to create the most ideal groupings of ELLs and f-ELLs based on grade and English proficiency levels. This will be followed by focus groups and inquiry groups to research and investigate research-based strategies and resources to scaffold for learners of varying proficiency levels. On Tuesday, October 28th, the teachers will meet for joint curriculum development, reviewing data of our ELLs and former ELLs, and holding a discussion on text complexity and utilizing non-fiction short texts to develop Tier II vocabulary skills for ELLs. We will meet again mid-program to review student assessments and develop more lesson units tailored to accommodate the needs of our students. There will be ongoing Professional Development for ESL teachers, administrators, and classroom teachers throughout the school year. ESL teachers will attend a two-part series on English Language Learners presented by Maryann Cucchiara offered by CFN 205, as well as PDs offered by OELL, and others as they become available. Topics covered during these PDs include, but are not limited to "Creating Common Core-Aligned Tasks for ELLs" and "Integrating Language Activities into the ELA Curriculum." Information from this course as well as other courses throughout the year will be turn-keyed to classroom teachers and other service providers by the ESL teachers on four Mondays during the Professional Development period - in December, January, March. In addition to professional development from outside sources, we have ongoing action research in our school among our Collaborative Inquiry Teaching Teams. Our school focus is on student writing and using text evidence to support responses. A certified ESL teacher is part of the school PD Planning Team and will discuss research-based ESL instruction and new approaches with teachers one Monday per month.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _

-
In addition to student instruction, the parents of our Title III program students, along with older siblings and/or other family members, will be invited to three 2-hour meetings, offered in two sessions: one with a Chinese translator and another with a Korean translator. The meetings will provide them with strategies on how they can improve their child's acquisition of English. To mitigate the loss of valuable time on the part of the parents, as well as to encourage a comfortable environment in which parents can speak and be heard clearly as well as engage with the presenters and the material being presented, each meeting will be offered twice: one in English along with a Chinese translator (from the P.S. 213Q staff); and the same meeting in English along with a Korean translator from the staff. That means, the three teachers have a total of eight hours to engage with small groups of parents focusing on English and the respective home language, to hear their questions and concerns, and to provide support as parents raise their children in a new place. (Of the 38 ELLs, the number of families speaking Chinese and Korean is split right down the middle, at 19 students speaking Chinese and 19 students speaking Korean.) Invitation letters will be sent to parents in English as well as in the families' native languages. The first set of meetings will take place on two evenings in December of 2014. They will inform parents on how to help their students succeed on the NYSESLAT as well as to provide pathways for home-school connections. The second set of meetings will take place on an evening in January of 2015 and will focus on how parents can read to their children and foster communication in their L1 as a conduit to acquiring L2. In addition, parent will be informed of how to connect language development with content area. The last set of meetings, to be held on two evenings in March, will cover the ELA, Math, and other content area subjects, as well as resources parents can use to support their children at home. The funding will be used for the three ESL teachers guided by an instructional supervisor to plan and present, and to purchase practical materials for parents as well as refreshments for all. Funding will also be made available for translators from the DOE. Activities will include modeling of strategies by teachers followed by active participation of parents with their children. In addition to practical ideas provided by teachers, materials such as flash cards, visuals, games, content area books and dictionaries will be distributed to the parents in order to support their child's learning at home. They will be encouraged to share content area texts, newspapers, and music in their native language, not only to support their child's language in school but to continue development in the child's native language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>60% of 11,200 = \$6,720</u> <u>We need: \$6,816.15</u> <u>3 Teachers</u> <u>2 Sessions (or cohorts) per week (We have many ELLs and f-ELLs interested in attending, so in order to keep each group small, we are assigning students to six different groups.)</u> <u>15 Weeks (30 Sessions total)</u> <u>1.5 hours per session</u> <u>3 teachers x 2 sessions x</u>	<u>Wednesday After-school Program, 2:20 PM to 3:50 PM.</u> <u>Friday After-school Program, 2:20 PM to 3:50 PM.</u> <u>Per Session Rate with Fringe Benefits: \$50.49/hr</u> <u>The Wednesday Sessions begin on November 5, 2014 and end on March 25, 2015.</u> <u>WEDNESDAY Session Dates:</u> <u>November: 5, 19 (skip 12 for PT conferences, skip 26 for Thanksgiving Recess)</u> <u>December: 3, 10, 17 (skip 24 for Winter Recess)</u> <u>January: 7, 14, 21, 28</u> <u>February: 4, 11, 25 (skip 18 for Mid-Winter Recess)</u> <u>March: 4, 11, 25 (skip 18 for PT conferences)</u> <u>The Thursday Sessions begin on November 6, 2014 and end on March 26, 2015.</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Subtotal for 3 teachers = \$151.47</u> ± <u>Eng/Chi Mtg (2 hours)</u> <u>Eng/Kor Mtg (2 hours)</u> <u>Subtotal for 3 teachers = \$302.94</u> <u>Total for 3 teachers = \$454.41</u> <u>2 Translators from Staff for 1 hour each (only for the first half of the session) = \$100.98</u> <u>Mar Parent Meeting</u> <u>Inquiry group to find additional resources that parents can utilize at home to support their children</u> <u>Subtotal for 3 teachers = \$151.47</u> ± <u>Eng/Chi Mtg (2 hours)</u> <u>Eng/Kor Mtg (2 hours)</u> <u>Subtotal for 3 teachers = \$302.94</u> <u>Total for 3 teachers = \$454.41</u> <u>2 Translators from Staff for 1 hour each (only for the first half of the session = \$100.98</u> <u>Parent Materials:</u> <u>Food \$200</u> <u>Materials \$75</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>20% of \$11,200 = \$2,240</u> <u>We need = \$2,200.95</u> <u>(NYSESLAT Readiness = \$1,475.70</u> ± <u>National Geography Reach: In the USA for Newcomers = \$725.75)</u>	<u>Attanasio's Getting Ready for the NYSESLAT (Common Core-aligned)</u> <u>Total: \$1,475.70</u> <u>Pack of 5 Student Books = \$98</u> <u>2 Packs of 5 Student Books = \$196 (10 books for an entire grade)</u> <u>6 Grades, 10 student books in each grade = \$1,176</u> <u>Teacher's Manual each: \$49.95</u> <u>6 Teacher's Manuals: \$299.70</u> <u>(FREE CD with each Teacher's Manual)</u> <u>Reach by National Geographic</u> <u>Newcomer ELLs' material</u> <u>In the USA</u> <u>http://www.ngsptechnology.com/tabid/1428/Default.aspx</u> <u>1 Teacher's Resource Kit = \$668.75</u> <u>1 In the USA Student Practice Book = \$57</u>
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
TOTAL	<u>\$11,412.71</u>	_____

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 26	Borough Queens	School Number 213
School Name The Carl Ullman School		

B. Language Allocation Policy Team Composition

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

Principal Megan McCauley	Assistant Principal Natalie Culpeper
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jane Kim	School Counselor Peggy Toy
Teacher/Subject Area type here	Parent
Teacher/Subject Area type here	Parent Coordinator Beth Revello-Wick
Related-Service Provider Jasmine Norris	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	453	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	39	0	1	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	8	3	1	3	3	1								0
Russian														0
Bengali														0
Urdu	0	1	2	1	0	0								0
Arabic														0
Haitian														0
French														0
Korean	7	3	3	2	1	1								0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	0	0	2	0	0								0
Emerging (Low Intermediate)	3	1	0	2	0	0								0
Transitioning (High Intermediate)	3	2	0	1	0	0								0
Expanding (Advanced)	9	4	5	0	0	0								0
Commanding (Proficient)	9	6	4	0	0	2								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	2								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	6	9	12	2	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	0	0	0	0	0
5	0	1	1	0	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	2		1				1		0
4	1		0		0	1	0	1	0
5	0		0		1		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	0		1		0			2	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.
TCRWP is one assessment tool that our school uses to assess the early literacy skills of our ELLs. This assessment helps to determine the ELL students' alphabet recognition, phonemic awareness, and independent reading levels. They can also determine whether or not the student has had exposure to literacy before entering our school. Although we have students at the Expanding level, nevertheless we have discovered that some of these students need additional instruction in the areas of Reading and Writing, which we provide AIS/RTI Services on an as need basis.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The trend has been that most students become proficient in English by the end of Kindergarten through second grade. Developmentally speaking, students will first become proficient in listening and speaking before they become proficient in reading and writing. In Kindergarten, the students tend to fall into the Entering, Emerging, and Transitioning levels. By the end of the 1st grade, and after two years of ESL instruction, most children are scoring at the Expanding level or Commanding level. Moving through the upper grades, the numbers of the Entering/Emerging tend to be accounted for by new arrivals. An overall pattern for all grades is that for the most part, students move up through proficiency levels at an expected rate.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
How does your school use information about Annual Measurable Achievement Objectives (AMAO)? What does the data reveal?
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. Our ELL students tend to reach proficiency between 2-3 years.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. When given the option, our students elected to take the state math in their home language, however, when provided with the test books in both their home language and in English, they utilized the English ones as much as or even more than their home language one. This is true of all proficiency levels across all testing grades. We ensure that ELLs are appropriately evaluated in their home language by informally assessing them throughout the school day while doing various tasks such as listening and speaking to each other during partner work and group work. Students in grades 3-5 are provided with glossaries, peer tutoring, and translation dictionaries. (Glossaries and home language dictionaries are provided during math standardized tests, where applicable.) Teachers provide appropriate response time for ELLs to answer, understand, and to ask questions for clarification. In addition, AIS/RTI services are provided throughout the year.

b. N/A

c. N/A

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](#).]

Instead of being reactive to providing ELLs with intervention services, we are proactive. We use the three tiered RTI model to provide high-quality instruction for ELLs according to their needs. The learning rate of each individual student is monitored in order to make important educational decisions. There are three tiers of instructional support. Tier I provides a rigorous and evidence-based core curriculum, including language development for ELLs. If it is found through assessments given that an ELL needs extra attention, the team will provide Tier II intensive targeted instruction in areas of need. The Tier II instruction is provided in addition to the Core Curriculum. Tier II instruction can be provided by a pedagogue, such as a service provider or by the classroom teacher during small-group instruction. The Tier II instruction will be provided for a time determined by the PPC/RtI Team. All the while, progress monitoring will inform if the child is in need of services for a longer period of time or more intensive services (Tier III), or if the services are adequate or should be discontinued.

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

We ensure that the students' second language is considered in instructional decisions by providing students with dictionaries, glossaries, and peer-tutoring, as well as providing additional time on tasks. Students are also provided with translators on an as-needed basis. ELLs are provided with opportunities to read and write within all curriculum areas regularly. Teachers are provided with strategies such as monitoring of their own speech while speaking with ELLs and teaching, speaking clearly, slowly, and naturally, and in simple sentences. Teachers will also use names of people rather than pronouns so as not to confuse the students. Teachers also will pause after each sentence for clarity.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of the program for our ELLs by evaluating the results of their NYSESLAT, ELA Standardized Assessments, Math Standardized Assessments, and Science Standardized Assessments. In addition, as a school, we utilize Envisions unit math assessments, TCWRP, and Ready Gen tasks as tools in monitoring progress.

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 (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal in-classroom 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.

A trained pedagogue administers the Home Language Identification Survey during registration. The teacher is present during registration of the student, and if she is not, the secretary will schedule parents who are registering their child to return to fill the HLIS with the teacher. The secretary holds off on inputting their registration into ATS until the HLIS is completely filled out. The home language is inputted based on the responses to the survey as well as based on informal interviews with parents and the student. The teacher gauges whether the student possesses the necessary skills to succeed on grade-level work in the classroom. An interpreter is found among the school staff or contacted through the DOE Interpretation Line (752-7373) if the parent or child needs interpretation support. The individual who provides interpretation services is identified on the HLIS form. If the pedagogue determines that the student is NYSITELL-eligible, the test is administered and the answer document is scanned into ATS. The level of language proficiency is determined and the student is scheduled into the ENL program that the parent requests or that is available in the school. If the home language is Spanish, the Spanish LAB is also administered by a Spanish-speaking pedagogue. In our school, the NYSITELL is administered by the ENL teacher, and the Spanish LAB is administered by Amy Chang, a Spanish-speaking teacher. The HLIS, student and parent interviews, the

preferred language of communication, and the formal initial assessments (i.e. NYSITELL, Spanish LAB, etc.) must all be completed within the first 10 school days of enrollment. Within the first 5 school days of enrollment, parent notification letters must be sent to parents, including entitlement, non-entitlement, and continuation letters. Newly identified ELL parents are invited to parent orientation meetings within the first 5 school days of enrollment to learn about the 3 ELL program options in NYC. They are shown at this meeting parent videos in parents' preferred languages. The SIFE LENS questionnaire can be used to identify students with interrupted formal education within 30 school days of enrollment.

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

For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for SIFE, called the LENS. SIFE status is inputted in the DOE's data collection systems no later than 30 days from the first day of enrollment in the school. Schools have one year to make a determination on SIFE status, so the initial identification made within the first 30 days can be modified at any time. When the student scores at a transitioning level or higher on the NYSESLAT, the SIFE status is removed.

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).

If there is a student coming in with an IEP as a new admit, a Language Proficiency Team or LPT is formed, consisting of: an administrator, a special education supervisor or teacher, an ENL teacher, and the parent of the child in question. An interpreter must be present, either through a qualified trained school-based staff member or through the DOE interpretation line (718-752-7373 ext. 4). Based on the LPT, the request goes to the Superintendent, who makes the final decision. The re-identification process must be completed within 10 school calendar days of receipt of written notice. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and notify the parent/guardian. The Committee on Special Education must be consulted, the process must be completed within 20 school calendar days.

If the LPT recommends the student take the NYSITELL, the student is administered the NYSITELL to determine ELL status, and the ELL identification continues as with all students: the test is administered and the answer document is scanned into ATS. The level of English proficiency is determined and the student is scheduled into the ENL program that the parent requests or that is available in the school. If the home language is Spanish, the LAB is also administered by a Spanish-speaking pedagogue. In our school, the NYSITELL is administered by Jane Kim, the ENL teacher, and the LAB is administered by Amy Chang, a Spanish-speaking teacher. The HLIS, student and parent interviews, the parent's preferred language of communication, and the formal initial assessments (i.e. NYSITELL, Spanish LAB, etc.) must all be completed within the first 10 school days of enrollment. Within the first 5 school days of enrollment, parent notification letters must be sent to parents, including entitlement, non-entitlement, and continuation letters. Newly identified ELL parents are invited to parent orientation meetings within the first 5 school days of enrollment to learn about the 3 ELL program options in NYC. They are shown at this meeting parent videos in parents' preferred languages.

If the new admit is entering from a public school in NYS, the former school is contacted within 2 school days of enrollment and any information regarding the student's ELL status is acquired and services given accordingly. If the new admit was in a NYS public school within the last two years, the former school is contacted and all ELL data is received and placed in the student's cumulative folders: home language code and copy of the HLIS used; LAB score and proficiency level; NYSITELL score and proficiency level; NYSESLAT score and proficiency level; SIFE status. The "NYS Transfer Data Request Form" can be completed and emailed to ELLtransfersNYS@schools.nyc.gov. If there is no response or contact made with the former school regarding the new admit's ELL data within 5 school days of enrollment, conduct the ELL Identification Process.

If the student left the NYS public school system more than two years ago and is returning after two years have passed, the intake process follows the same one given to students who are brand-new admits with no previous ELL determination or history. Based on the home language determination, the accounting secretary enters the home language as well as parents' preferred method of oral and written communication with school personnel. Students who have had interrupted formal education should be administered the LENS in English and in the following languages if they apply: Bengali, Chinese, Haitian Creole, or Spanish.

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.

P.S. 213 makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for services, to collecting the forms that indicate the parent's program choice for their child. By law, we are aware that we need to provide parent information to newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is crucial. Parents' choice, coupled with program availability, determines program placement for ELLs. If the parent chooses the Standalone ENL Program at P.S. 213, as per Commission Regulations- CR Part 154, parents will be given placement letters before the program begins. The letters will be given in both English and in the parents' home language. The letter explains that his/her child will be placed in the ENL Program for the entire school year. The entire process (screening, administering the NYSITELL, and Parent Orientation) must be completed within 10 days of enrollment. Parents of students who were in the previous spring with the NYSESLAT and are entitled to ENL services, or who are transfers and are indicated as ELLs, will also be notified of their Continued Entitlement in the Standalone ENL Program for the coming year. Letters in English and in their home language will be sent home by Mrs. Kim. Parents will be given a date by which the letters must be returned. If the letters are not returned to school by the due date, another letter will be sent out. If needed, parents will be called and reminded to return the letters. The ENL Teacher, Mrs. Kim, is responsible for handing out, collecting, making copies, and filing letters (first time Entitlement, Continued Entitlement, Placement Letters, Parent Surveys, and Home Language Survey). These items will be filed and secured by the ENL Teacher.

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 Identification of ELL Status](#) section).
5. Unless a student is over the age of 18, the parent of the student must initiate a review of the ELL status by written request within 45 days of enrollment. The teacher may also advocate for re-identification as long as written consent from the parent is included. Once the parent and teacher with the parent requests it in written notice, the entire process of re-identification must occur and be completed within 10 school calendar days. The steps consist of: 1) receiving written request; 2) school reviews all documents related to the reversal in question (from ELL to non-ELL status or non-ELL to ELL status); 3) the school reviews student's work in English and home language; 4) the student may be administered the NYSITELL or so if the request is to place the student in ENL, the NYSITELL may be given; 5) the Committee on Special Education (CS) if the student is suspected of having a disability that impacts his/her ability to read/write/speak/listen in English; 6) upon reviewing everything, the Principal makes a recommendation and parents are notified in the language of their preference; 7) the decision is sent to the Superintendent who reviews and makes the final decision; 8) the Superintendent notifies everyone in the process, including the parents in their preferred language, of the final decision; appropriate changes are made and all notices and documentation are kept in the cumulative folder.
- If the student is over 18, he/she can submit a written request to appeal their ELL status within 45 school days of enrollment.
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. All students who are deemed (as a result of the HLIS and interviews given by the ENL Teacher) in need of ENL services are tested within 10 calendar days of admittance into our school. After it is determined that the child is entitled to ENL services, parents will be notified that their child may be eligible for Transitional Bilingual, Dual Language, or Standalone ENL services. The parent/guardian will receive first time Entitlement letters from the ENL Teacher, Mrs. Kim. Letters including information regarding all three programs will be sent home in English and in their home language within 5 business days of the administration of the NYSITELL. Parents of all newly admitted students who qualify for ENL services will be invited to attend a mandatory Parent Orientation session which is given by the ENL Teacher, with a translator, to ensure that they have an understanding of all three program choices. All parents will view an "Orientation Video for Parents of Newly Enrolled English Language Learners" in both English and their home language. Parents are given choices—they can attend either a morning or afternoon Orientation session in their given language. If they are unable to attend at the scheduled time, the parents will be accommodated and a meeting will be set for another day. The video will provide vital information and explain the differences between all three program choices- Transitional Bilingual, Dual Language, and Standalone ENL Services. Mrs. Kim, the ENL Teacher, will have the additional information in the language of the parent, as well as in English. Afterwards, there will be a question and answer period about P.S. 213 Standalone ENL program in addition to the other programs offered by the New York City Department of Education. The Parent Selection Form and Parent Survey will be filled out by the parent/guardian at this time. Because P.S. 213 offers only Standalone ENL services, parents whose first choice is the Bilingual or Dual Language Program are notified that they have the right to transfer their child to a school in the district which does offer the program of their choice, seat permitting. The request is sent by email to ELLProgramTransfers@schools.nyc.gov and the decision is made by the Family Welcome Center. Parents who choose to stay in the current program in the school are notified that if 15 or more parents of students in two contiguous grades request the same program, the school must open up a class with the program. Parents' choices are all recorded and kept in the ENL Coordinator's room; when 15 or more parents do request for a Bilingual or Dual Language program to be opened up, the parents are then notified through letters home and phone calls home that their child is now eligible to enter those newly opened classes.
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 the school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education. Letters are sent out within five days of students' NYSITELL scan dates. Letters are sent in English as well as in the preferred language of the parent as indicated on the RAPL on ATS. All available translated letters are found on the DOE intranet page at: <https://portal.nycenet.edu/CookieAuth.dll?GetLogon?curl=Z2FSpecialPopulationsZ2FELLZ2FResourcesZ2FParentLetters.htm&reason=0&form=0> Letters invite parents to the Parent Orientation to watch a video and to fill out the Parent Choice Form. Parents are informed of three options for how to attend the Parent Orientation: one during the school day, one during a Tuesday Parent Engagement, and one "by appointment" with a 30-day window to accommodate parents' schedules. Parents who do not attend the meetings are called. From there, arrangements are made to have the parent come in or to fill out the form at home and return it. All this takes place within five days of scanning students' NYSITELL exams. Because P.S. 213 offers only Standalone ENL services, parents whose first choice is the Bilingual or Dual Language Program are notified that they have the right to transfer their child to a school in the district which does offer the program of their choice, seat permitting. The request is sent by email to ELLProgramTransfers@schools.nyc.gov and the decision is made by the Family Welcome Center. Parents who choose to stay in the current program in the school are notified that if 15 or more parents of students in two contiguous grades request the same program, the school must open up a class with the program. Parents' choices are all recorded and kept in the ENL Coordinator's room; when 15 or more parents do request for a Bilingual or Dual Language program to be opened up, the parents are then notified through letters home and phone calls home that their child is now eligible to enter those newly opened classes. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. First and second copies of the Parent Survey and Program Selection Forms are sent home by the ENL Coordinator and a phone call is placed to the parent to kindly complete, sign, and return the form. The phone call is made through the help of the DOE Interpretation Line. If the parent cannot be reached, a voicemail is left in the parent's home language. The form is sent both the first and second times in English AND in the parents' preferred language, according to the RAPL on ATS. Copies of the Parent Survey and Program Selection Forms are made and placed in the ELL Compliance Critical Documents Binder that is always available and kept in a conspicuous location in the ENL Coordinator's room. Once the Parent Survey and Program Selection Forms are returned, they are placed in the same ELL Compliance: Critical Documents Binder.

9. Describe how your school ensures that placement parent notification letters are distributed.
An Excel document ensures that each child who needs to receive a letter receives a letter and, if needed, a second copy is sent home. All letters are sent home in the students' and parents' home language as well as in English. Copies of all letters are kept in the ELL Compliance: Critical Documents Binder, which is always available and kept in a conspicuous location in the ENL Coordinator's room. Also, copies of all letters are placed in students' cumulative folders, so that the information is accessible to students' teachers as well as to any new school that students may transfer to and that the cumulative folder is sent to.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Originals of all ELL documents (HLIS, non-entitlement, continued entitlement, entitlement, parent survey and program selection forms) are placed in students' cumulative folders, while copies of all letters are kept in the ELL Compliance: Critical Documents Binder, which is always available and kept in a conspicuous location in the ENL Coordinator's room. Any staff member who needs to access students' ELL letters know that they are kept in students' cumulative folders as well as in a conspicuous location in the ENL Coordinator's room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all students each year.
When the NYSESLAT exams arrive, they are stored securely in a locked closet or safe, and are unopened until the indicated date. During the test to administer the Speaking portion, students are tested individually in a separate location from all other students where charts and board work are cleared or covered. The RLAT on ATS is used to generate a list of all ELLs in the school that must be administered all the portions of the NYSESLAT to ensure accurate and reliable results, persons responsible for scoring the NYSESLAT must have special training prior to administration. Statewide rules require that the Speaking session must be scored by a teacher who is not the student's teacher of English as a Second Language or English Language Arts. Schools have three options for administering and scoring the Speaking session: 1) Assign someone other than the student's teacher to administer and simultaneously score the Speaking session. 2) Have the student's teacher administer the Speaking session while a disinterested teacher in the room listens to and simultaneously scores the student's responses. 3) Have the student's teacher administer the Speaking session and record the student's responses. The recording would subsequently be scored by a disinterested teacher. If this third option is chosen, the principal must approve the process the teacher will use to record students' Speaking sessions and to safeguard the recordings. At P.S. 213, the former, retired ENL Teacher, Mrs. Daniels, is available to score the students' speaking portion while the current ENL Teacher, Mrs. Kim, administers the exam. The test scorer must use the Score Sheet, which contains the Abbreviated Scoring Rubrics for reference, to record the student's score. After the test is completed, the score is transcribed onto the student's machine-scannable answer sheet.
The new Common Core-aligned NYSESLAT exams no longer have four separate tests to test each modality (Speaking, Listening, Reading, Writing) independently. Instead, there are three sessions of combined Listening/Reading/Writing sections. The NYSESLAT is administered to a small group of 6 students at a time. After each student has finished Session 1 of Listening/Reading/Writing, then Session 2 is administered; after all students have finished Session 2, Session 3 is administered.
Students in Grades 3–5 mark their answers to multiple-choice questions on the separate, machine-scannable answer sheets. Students in Grades 6–8 mark their answers in their test booklets. A teacher or aide transcribes the students' responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers MUST place their names on the answer sheets. At the end of each Listening and Reading section of a test session, Grades K–2 students are informed that they have come to the end of that particular section. At that point, they are given a short two-minute break, where they may stand by their seats and stretch quietly, but they may not talk. At Grades 3–12, students are given a one-minute break between the Reading and Writing sections of a test session. Answer sheets are collected between the Reading and Writing sections and will not be redistributed, as students will record their written responses in the test booklet. Students will be instructed to put down their pencils in their test booklets so the front cover is on top once a section of the test has ended. At all grade levels, after the break is completed, the procedure continues on to the next section (Reading and/or Writing) of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
An Excel document that is kept in a folder clearly marked ENL on the ENL Coordinator's computer ensures that each child who needs to receive a letter receives a letter and, if needed, a second copy is sent home. In addition, this living document (which is updated every time there is correspondence with parents, or anytime there is a new ELL admit, etc.) is printed every month and placed on a bulletin board in a conspicuous location in the ENL Coordinator's room. All letters are sent home in the students' and parents' home language as well as in English. Copies of all letters are kept in the ELL Compliance: Critical Documents Binder, which is always available and kept in a conspicuous location in the ENL Coordinator's room. Also, copies of all letters are placed in students' cumulative folders, so that the information is accessible to students' teachers as well as to any new school that students may transfer to and that the cumulative folder is sent to. The ENL Coordinator is responsible for all forms that must be sent to parents, copies are placed in cumulative folders, copied and placed in the ELL Compliance: Critical Documents Binder, and marked off on the Excel sheet, as well as printed and placed on a bulletin board in a conspicuous location in the ENL Coordinator's room.
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).
Since Mrs. Kim started teaching as the only ENL Teacher at P.S. 213 at the start of the 2014-2015 school year, there is one year with which to track the trend of parents' choices. Last year, one family indicated that their first choice was a bilingual English/Chinese program and one family indicated that their first choice was an English/Korean dual language program. All others indicated that Standalone ENL was their first choice. As per the Aspira Consent Decree, signed in 1974 between the NYC Board of Education and Aspira of New York, bilingual instruction is a legal entitlement for all students. Therefore, all parents are given the option of Standalone ENL, bilingual instruction, or a dual language program for their children.

ELLs. Parents have a right to choose the program they feel is best for their child. Schools that do not have certain programs that the parents of must notify the parent that they have the right to transfer their children to schools that do have the program. Or if 15 or more parents in two grades request a certain program, the school must open up classes with those programs. Records are kept of parents' choices in the ENL Coordinator's room. Transfer requests must be made as soon as parents request them, or if parents choose to keep their children in the school, parents must be notified when classes with their program of choice open up as soon as it happens.

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.

ELLs at P.S. 213 are programmed heterogeneously. As much as possible, each grade is serviced on its own, but when needed, for scheduling reasons, two contiguous grades may be combined (as per amended CR Part 154 mandates). Integrated ENL is an ENL delivery model in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction from a dually certified teacher or two certified teachers. 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 minimum number of units of integrated ENL.

At the elementary level, ENL can be delivered in the following 3 ways:

- A. A 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.
- B. A 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 need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.
- C. A self-contained model: ELLs are grouped together in an ENL class, usually for the entire school day and for all content instruction.

At the elementary school level, entering-level students must receive a total of 360 minutes (8 45-minute periods) of ENL instruction, with 180 minutes (4 periods) as standalone (as a pull-out model in our school) and 180 minutes (4 periods) as integrated ENL. Integrated means that either Mrs. Norris, a teacher dually-certified in ENL and Common Branch, pushes in and co-teaches with the classroom teacher or she pulls them out and services students in both ENL and ELA.

Emerging-level students must receive a total of 360 minutes (8 periods) of ENL instruction, with a minimum of 90 (2 periods) minutes as standalone and a minimum of 180 (4 periods) minutes of integrated ENL and ELA, and a choice of 90 minutes (2 periods) as either standalone ENL or integrated ENL/ELA/content area.

Transitioning-level students must receive a total of 180 minutes (4 periods) of ENL instruction, with a minimum of 90 minutes (2 periods) as integrated and a choice of 90 minutes (2 periods) of standalone ENL or integrated ENL/ELA/content area.

Expanding-level students must receive a total of 180 minutes (4 periods) of ENL instruction, and all 180 minutes must be integrated ENL/ELA/content area.

Commanding-level students receive 90 minutes (2 periods) of integrated ENL/ELA/content area as well as ELL accommodations for two years after testing out.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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

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

ELLs at P.S. 213 are programmed heterogeneously. As much as possible, each grade is serviced on its own, but when needed, for scheduling reasons, two contiguous grades may be combined (as per amended CR Part 154 mandates).

Beginning in the 2015-16 school year, ELLs are required to receive all or part of their ENL through an integrated model, which refers to a unit of study or its equivalent in which students receive core content area (i.e., English language arts, math, science, or social studies) and English language development instruction.

The integrated ENL along with a subject area taught are dependent upon the student's proficiency level. In grades K to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any content area that best meets the needs of the student.

Entering-level students must receive a total of 360 minutes (8 45-minute periods) of ENL instruction, with 180 minutes (4 periods) as standalone (as a pull-out model in our school) and 180 minutes (4 periods) as integrated ENL. Integrated means that either Mrs. Norris, a teacher dually-certified in ENL and Common Branch, pushes in and co-teaches with the classroom teacher or she pulls them out and services students in both ENL and ELA.

Emerging-level students must receive a total of 360 minutes (8 periods) of ENL instruction, with a minimum of 90 (2 periods) minutes as standalone and a minimum of 180 (4 periods) minutes of integrated ENL and ELA, and a choice of 90 minutes (2 periods) as either standalone ENL or integrated ENL/ELA/content area.

Transitioning-level students must receive a total of 180 minutes (4 periods) of ENL instruction, with a minimum of 90 minutes (2 periods) as integrated and a choice of 90 minutes (2 periods) of standalone ENL or integrated ENL/ELA/content area.

Expanding-level students must receive a total of 180 minutes (4 periods) of ENL instruction, and all 180 minutes must be integrated ENL/ELA/content area.

Commanding-level students receive 90 minutes (2 periods) of integrated ENL/ELA/content area as well as ELL accommodations for two years after testing out.

Mrs. Kim, the ENL teacher, is in the final phases of receiving her Common Branch license and expects to receive it in October of 2015. Until then, she must push-in and co-teach during integrated ENL/ELA/content area times. After then, she may push-in or pull-out.

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.

In order to help foster ELLs language development and effectively meet the demands of the Common Core Learning Standards (CCLS), we diagnose each student instructionally, adjusting Bilingual peer-tutors /partners help with the learning of vocabulary and speaking skills. ENL strategies and instruction are provided accordingly and student progress is closely monitored. Native language and prior knowledge is used as a reference for learning English. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. In order to achieve the standards for reading literature, writing, and research, language development and speaking & listening—we provide rigorous, grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. They also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors. Our teachers build on the ELLs prior knowledge and academic instruction and give them additional time and appropriate instructional support. To help ELLs meet high academic standards in language arts our students have access to teachers and personnel at the school level who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom. We provide a literacy-rich school environment where students are immersed in a variety of language experiences. We provide instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework; coursework that prepares ELLs for the expectations outlined in the CCLS, yet the course work is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources). Opportunities are given in the classroom for discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts. Through our Vertical Data Inquiry Team, Grade Level Inquiry Team, ENL Inquiry Team, and our PPC/Rtl Team, we have on-going discourse in how to better help the ELLs, as well as, on-going progress monitoring in collaboration with the classroom teachers, the ENL teacher, and service providers. In the area of math, research shows that regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions as they are learning English. Instruction includes a focus on “mathematical discourse” and “academic language” because these are crucial for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments—all which are a part of the CCLS. We also have a science teacher on staff that provides all the students with a rigorous curriculum. The ENL teacher provides content area support by reviewing lessons done in the classroom that focuses on vocabulary development and comprehension in all subject areas. As mentioned before, in order to provide the students with the demands of the CCLS, the PPC/Rtl Committee meets monthly, as well as, at an at-need basis in order to discuss the needs

of our ELLs and to provide additional services where needed. Our Standalone ENL program is aligned with the CCLS. In addition, we invite students, including students who have reached Commanding level, to participate in our after school Title III after-school program.

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

We provide support for ELL students' home languages. Bilingual teachers, paraprofessionals, parents and students help in the translation for our newcomers. Classroom items are labeled in English, as well as, in the home language of our ELL population. Language experience lessons are in English with key vocabulary words written in the students' home language. Our ENL teachers, classroom teachers, and service providers are able to do this, using Smartboard interactive programs and websites geared for ELLs. Our ENL classroom has bilingual dictionaries in the students home language and other books about their country to promote acceptance of ELLs' native language and culture. All letters going home to families are provided in their home language as well as in English. Our Parent Coordinator, Beth Revello-Wick, provides the parents with information on after-school programs for their children in their native language as well as English. These programs support learning in all content areas. They also provide additional information for parents who are interested in taking classes in English. Although we currently do not have Spanish speaking ELLs, for new entrants we would give adminster the Spanish LAB in order to determine langauage dominance.

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

We ensure that ELLs are appropriately evaluated in all four modalities throughout the school day by having them practice listening and speaking with peers and teachers. ELLs are provided with opportunities to read and write in all content areas regularly. Teachers are given strategies that will facilitate in the teaching and understanding of their ELL students. Best practices are always utilized throughout the school. Teachers are encouraged to set concrete, child-friendly goals, use visual aids, and ELLs are given time to practice new skillls and strategies learned. Visual aids include pictures with and without words, thinking maps, and real objects. Teachers take a hands-on approach, modify texts, and do small-group instruction.

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

a) In accordance to CR Part 154, placement of SIFE's in mandatory standards-based ENL and content area classrooms is crucial. The ENL Inquiry Team and PPC/Rtl Team facilitate, in a timely manner, the placement of SIFE's. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE, called the LENS. SIFE status is inputted in the DOE's data collection systems no later than 30 days from the first day of enrollment in the BNDC screen. Schools have one year to make a determination on SIFE status, so the initial identification made within the first 30 days can be modified up to a year. When the student scores at a transitioning level or higher on the NYSESLAT, the SIFE status is removed. In addition, bilingual education instructional models, pursuant with CR Part 154, are considered. Determination of the literacy and numeracy skills of SIFE's, is necessary. The students are given diagnostic tests in their native language and English for mathematics, reading, and writing. These tests are developed collaboratively through the efforts of the ENL Teacher, the mainstream teachers, and service providers. The mathematics diagnostic reflects a range of competencies, beginning with basic skills, such as, addition, subtraction, multiplication, and division. The literacy diagnostic is tiered in levels of difficulty in reading and offers options for oral and written responses in both the native language and in English. The assessment results, when coordinated with other information, derived during the intake process, assist in clarifying the needs of students.

b) Newcomers: The primary objective is to simplify while amplifying the content. Students are provided with hands-on demonstrations, opportunities for role playing, journal writing, using native language or pictures and also using the Reading and Writing Workshop model that uses balanced literacy approach with an emphasis on shared reading and writing. Our vocabulary program, "Elements of Reading-Vocabulary" is also utilized. Elements of Reading-Vocabulary use listening, speaking, reading, and writing activities. It has many strategies that teaches new words and uses graphic organizers, and modeling using TPR (Total Physical Response), designed to increase their competencies. Additional strategies and activities used are journal writing, jazz chants, puppetry, interactive read-alouds, and story mapping.

c) Plan for ELLs receiving service 4 to 6 years: For ELL's receiving service of 4-6 years, we utilize intensive, explicit vocabulary instruction, and intensive academic literacy skills building. The focus is on developing social and emotional support in the language acquisition process. This is in addition to all the other instructional services provided to all other ELLs. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities. Our plan is to build on critical thinking skills and comprehension in subject areas, such as reading, math, social studies, and science. Instruction will continue to include basic skills in the context of higher thinking and problem-solving strategies and skills.

d) We have have a plan set in place for Long Term ELLs by providing RTI/AIS services in the areas of reading and writing since we find that they are fluent in speaking but have difficulty in reading and writing.

e) Plan for former ELL's (in years 1 and 2 after testing at Commanding): Former ELLs, who reach Commanding level on the

NYSESLAT, are serviced for 90 minutes (2 45-minute periods) each week and also maintain testing accommodations for two years after passing out. F-ELLs are also included, when suitable, in our Academic Intervention Services during the school day. Students are also invited to continue attending the Title III after school program.

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

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

- Have a home language other than English, and
- Are ELLs and non-ELLs

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, Mrs. McCauley, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

ELL-SWD's: Our plan for ELL students with disabilities is to build on critical thinking and comprehension skills in all subject areas. The ENL teacher will work closely with the classroom teachers. The ENL teacher will look at each student's IEP for recommended goals and strategies. The students are placed in heterogeneous groups according to their grade levels, where instruction is done in English. They are serviced in small groups. The ENL teacher uses visuals, manipulatives, and other ENL strategies. The ENL teacher uses Thinking Maps to build on prior knowledge and to scaffold information. Students are engaged in pre-reading vocabulary development activities to increase their understanding of new material being taught. The following materials are being utilized: Just Right Reading Program and Sundance Nonfiction Strategies Kit. Scaffolding techniques are used extensively with ELLs identified as having special needs. IEP mandates are taken into consideration when working with ELL-SWD's. Students are also grouped according to their goals and targeted instructional needs. The ENL teacher and classroom teacher have regularly scheduled articulation periods throughout the school year to discuss student progress.

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?

PS 213 has an ICT class in grades K, 1, 3, and 4. This allows for 2 teachers in who can attend to the specific goals of SDW-ELLs.

Students are often streamed into other classrooms for subjects that they find challenging or for classes in which they excel.

Teachers have been trained in Special Education strategies to help students with learning disabilities and ELL strategies.

Teachers have also received training that parallels the strategies used for SWD and ELLs. This training has allowed them to create lessons for of their students (regardless of academic level or exceptionality) that are appropriate and engaging within the LRE. The ENL Teacher pushes in to as many classes she is able to for ELLs-SWD's and students are also given ENL instructional strategies.

Chart

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

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

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

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



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

Chart

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

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

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

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

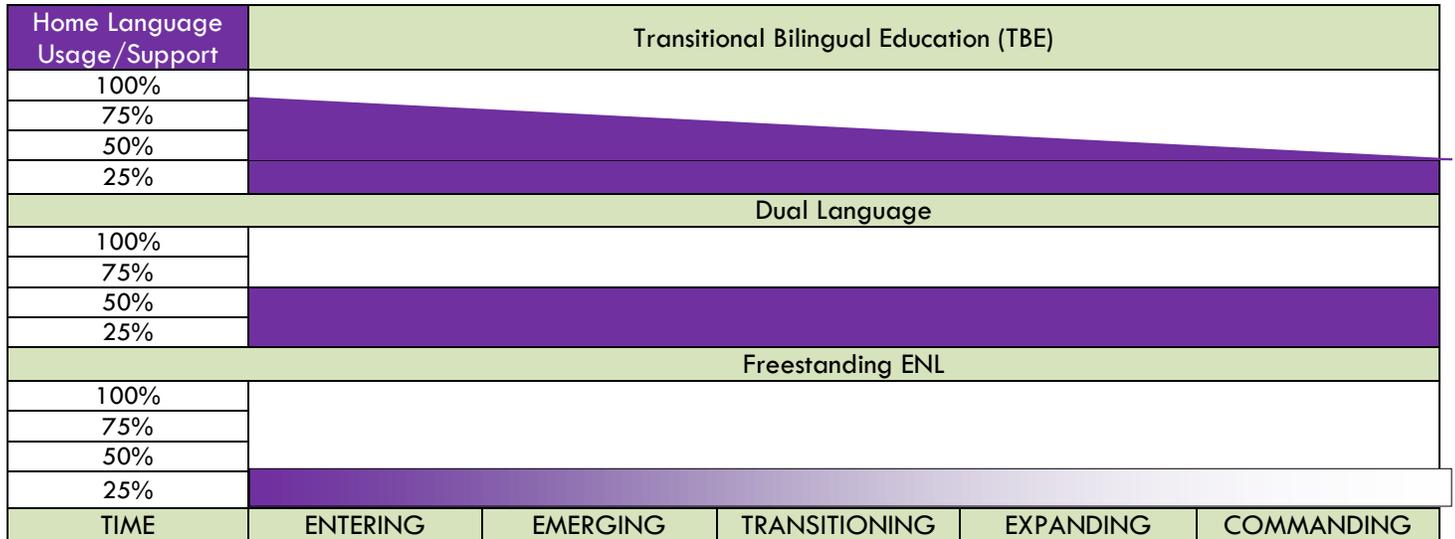


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In order to meet the needs of all students, we have a PPC/RtI Committee set in place. We meet monthly, as well as, in an "as need" basis. Our service providers and all committee members have discussions with the teachers of the students receiving RtI services in order to assess additional services, length of services, and to ascertain how the ELL student is progressing. The targeted intervention program for ELLs in ELA, Math, Social Studies, and Science includes the ENL Inquiry Team, Vertical Data Inquiry Team, Grade Level Inquiry Teams, and the PPC/RtI Teams, that meet regularly to discuss specific needs of all students. Students in need for additional services are identified according to their New York State ELA, Math, and Grade 4 Science scores as well as teacher recommendations. Strategies are agreed upon to address to needs of the students. Progress monitoring is a crucial component and the providers working with the students are in daily communication with the classroom teachers. 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, Enrichment Clusters. Students requiring native language assistance are provided with translator dictionaries and glossaries in order to assist them with their translations needs. 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.
- Due to the fact that we have implemented the CCLS for the past few years and teachers have had Professional Development in knowledge of academic language and of the particular type of language used for instruction as well as for the cognitively demanding tasks typically found in textbooks, classrooms, assessments, and those necessary for engagement in discipline-specific areas, we feel that our program has been effective and students have been successful in reaching higher levels in the NYSESLAT. Our program has shown improvement across the grades in language development. All teachers in the school building, whether cluster teachers like science, music, art, and gym or related-service providers, are given an ENL folder that contains a list of all the ELLs in the school as well as their proficiency levels, and a list of all the former ELLs in the past two years who are eligible for ELL accommodations. The folder also contains information regarding the DOE Interpretation Line (718-752-7373 ext. 4) to use in communicating with parents who prefer to communicate orally with staff members in their home language. Also contained in the ENL folders to teachers is the RAPL with parents' preferred language of communication highlighted; this includes parents of non-ELLs who have indicated that they prefer to speak a language other than English when communicating with the school. Classroom teachers, who at P.S. 213, teach math and social studies in the classrooms, have these ENL folders as well. The whole school is involved in knowing who our ELLs and former ELLs are, as well as the needs of LEP parents, and is equipped with interpretation and translation resources to assist both ELL students and LEP parents. Each ELL is given a dictionary in English and their native language, and teachers use the dictionaries to support their ELLs in all aspects of the classroom, including teaching them how to use the dictionaries so that on state tests, ELLs are familiar with how to find words effectively and efficiently, since ELL accommodations include word-by-word glossaries.
12. What new programs or improvements will be considered for the upcoming school year?
- New programs and improvements for the upcoming year:
- 1) New PD hours: All teachers must receive a minimum of 15% of their PD hours on ELL professional development, while 50% of the PD hours of ENL and bilingual teachers must be on ELL professional development.
 - 2) Integrated ENL/ELA/content area means more pushing-in and co-teaching and/or more content area development in ENL and also means that there will be even more instructional collaboration between ENL and classroom teachers.
 - 3) The principal, Mrs. McCauley, has agreed to see if purchasing Reach by National Geographic (content-based curriculum for ENL students) is within our budget. This would strengthen the ENL program with a rigorous, standards-based, content-delivering, Common Core-aligned curriculum.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We have targeted intervention programs for ELLs. They are grouped according to grade level. Instruction is differentiated according to proficiency and interest levels. In addition, ELLs are given the opportunity to receive additional services during the school day (if needed) and participate in the Title III after school program all year. Our school also provides other extracurricular after school programs which assist ELLs with homework and socialization. Students choose from various extracurricular activities, such as sports, technology, music, theater, and art programs. In addition, one day per week, for eight weeks in the Fall semester and eight weeks in the Spring semester, the students have the opportunity to participate in the school-wide Enrichment for All Program. The choices of which Enrichment Cluster is made by each student. The choices range from recycling materials, horticulture, and making items to sell in order to raise money for charity.
- The school invites all ELLs to participate by sending letters home in their home language and in English. ELLs are able to fully participate with the help of peer translators or with the assistance of staff members who can translate. All ELLs are invited to the Title III after school programs, so all are represented in that program. In other programs, ELLs or their parents can choose for them

which program best suits them. For example, there are three ELLs in the Jewelry Fun enrichment cluster. They were able to choose their top three choices from a list and were given one of their three choices. Because they were led by their interest in the cluster to choose it, there is high motivation for students, leading to high engagement. Teachers are all equipped with dictionaries to help those students who need translating and for whom there are no peer translators available. Most of the enrichment clusters, however, are hands on, like cooking or dancing or various types of crafts. Therefore, using TPR or strong visuals, there is a lot of support for ELLs for whom reading and writing may be difficult, allowing them to display their non-linguistic skills, which can boost their self-esteem. All our programs are provided with the participation and success of ELLs in mind.

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.

15. The materials we use in our program are aligned to the CCLS and involve technology programs. We use the following programs which covers all areas and interest levels: "Listen and Learn Word Family Phonics Activity Programs; "Let's Talk About It" Oral Language, Reading and Writing Program; English to a Build Program with CD's. Other computer software programs include: Simple Sentence Structure-Listening and Comprehension on Words, Concepts Vocabulary-Word Identification, Word Association, Town-Language Activities of Daily Living, Swim, Swam, Swum, Mastering Irregular Verbs, Vocabulary Listening Packs in the areas of Multiple Meanings, Prefixes, and Suffixes. Hopefully we will be able to start purchasing and implementing Reach by National Geographic, which supports ELLs in language development through science and social studies. Native language materials include books and dictionaries in students' native language, including books on tape in both languages as well as bilingual books so that literacy in their L1 can also be developed as they work on literacy in English.

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

We provide support for each ELL students' home language. Teachers, who are bilingual-paraprofessionals, parents, and students, help in the translation for our new ELLs. Classroom items are labeled in English, as well as, in their home language. Language experience lessons are in English with key vocabulary words written in the student's language. Our ENL teachers and service providers are able to use ENL websites which are interactive on the Smartboard. Our ENL classroom has bilingual dictionary and books in the students' native languages and other books about their countries are available to promote acceptance of the ELLs native language and culture. Our Parent Coordinator, Mrs. Beth Revello-Wick, is also available with translators at the beginning of the school year to assist with newcomers. All correspondence to parents is provided in their home language as well as in English. We also have implemented the International Festival every year celebrating the many cultures within our school community. These programs offer support socially, emotionally, and academically.

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

We have several targeted intervention program for ELLs. They are grouped according to their grade levels. Instruction is differentiated according to proficiency and interest levels. Formal and informal assessments are administered in order to determine the need for each student. There is communication between the ENL teacher, classroom teachers, service providers, and PPC/RTI to determine the placement of our ELLs in our targeted intervention program. PS 213 has an ICT class in grades K, 1, 3, and 4. This allows for 2 teachers in who can attend to the specific goals of SDW-ELLs. Students are often streamed into other classrooms for subjects that they find challenging or for classes in which they excel. Teachers have been trained in Special Education strategies to help students with learning disabilities and ELL strategies. Teachers have also received training that parallels the strategies used for SWD and ELLs. This training has allowed them to create lessons for of their students (regardless of academic level or exceptionality) that are appropriate and engaging within the LRE. Students who are ELLs and SWDs are given grade- and age-appropriate work engages them cognitively. For example, even if a student needs support in more basic skills, the content that is used for delivery of instruction is grade- and age-appropriate so that the CCLS can be met and the student can maintain a high level of interest as well as continue to be cognitively engaged and challenged.

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).

We provide age appropriate and grade appropriate books for all our ELLs in all proficiency levels. We differentiate the instruction and ensure that the students are provided with differentiation and with ENL strategies. The Parent Coordinator ensures that all parents are able to be reached by phone and email and regularly sends out updates and news. Classroom teachers distribute supply lists as well as summer reading and other assignments and new students are given these lists when they register so they can start off the school year ready. The guidance counselor is available to assist students who need support through change, like change of school or moving to Queens, NY from another city, state, country, etc.

When new incoming students are enrolled and are determined to be ELLs, the students are provided all the ENL services during the day that they are eligible for and are invited to join in the Title III program. They are also invited to join other after-school programs going on in the school, on days when Title III after-school does not take place. The guidance counselor meets with all new admits and with the help of an interpreter gets to know the student. The parent coordinator introduces herself to the parents and they are invited to PTA meetings as well as given opportunities to join parent volunteers for various events inside and outside

of school. Students and parents of ELLs are invited to everything all other students and parents take part in, so that every effort can be made by the school to acclimate these individuals to their new school community.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

The ENL Coordinator will provide staff members (including the school guidance counselor, subject area teachers, the school psychologist, OT and PT and speech teachers, secretaries and parent coordinators) with high-quality ELL-related professional development every other month during a Monday PD session, turn-keying valuable information from PDs the ENL Coordinator attends, such as the Borough Field Support Center's Academic Research Rounds' 8 sessions of professional learning opportunities and the BFSC's ENL: Helping ELLs Integrate into Our Schools' 9 sessions of professional learning opportunities. The tentative schedule for the 2015-2016 school year is as follows:

Monday, 11/9/15	65 minutes
Monday, 1/11/15	65 minutes
Monday, 3/14/15	65 minutes
Monday, 5/9/15	65 minutes
Monday, 6/9/15	65 minutes
5 sessions	Total: 5 hours and 25 minutes

In five years, school staff will receive more than 15% of their mandated 175 PD hours in ELL-related content.

Where staff members are not able to make it, a makeup session will be offered on Tuesdays during the professional work time.

In addition, with Title III funds, part of the budget goes towards high quality professional development that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms.

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?
Professional development hours can be done through in-person trainings and meetings as well as through online learning. Videos can be found on the ELL Educator Resources page at <http://schools.nyc.gov/Academics/ELL/EducatorResources/default.htm>. The BFSC also provides training and development for teachers. Monday PD days are built to support teacher learning through turnkey meetings as well as bringing in experts from outside the building.
The ENL Teacher will attend PDs on Academic Research Rounds, provided by the BFSC on:
October 29, November 24, December 17, January 21, February 24, March 17, April 20, and May 26 in the 2015-2016 school year.

The ENL Teacher will also attend PDs on "Helping ELLs Integrate into Our Schools" also offered by the BFSC on: October 16, November 17, December 15, January 19, February 11, March 15, April 19, May 17, June 21 in the 2015-2016 school year. These PDs support teachers in delivering Common Core-aligned instruction by using the reading, writing, listening and speaking standards of the CCLS to lesson plan and deliver rigorous instruction that pushes ELLs to succeed in being college and career ready. For example, teaching ELLs on academic language and to have meaningful discussions in which they cite text evidence, are some of the standards they will reach after the ENL Teacher attends these PDs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To support our staff in assisting our ELLs transition from Elementary to Middle School, the ENL Teacher and the School Guidance Counselor have on-going communication with the ENL Teachers at the Middle School level regarding transitioning of our fifth grade students. Discussions include the students' academic strengths, weaknesses, and learning styles, and any pertinent data that may inform instruction.
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.

A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of 50% of the required professional

development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For each PD, agendas are distributed and sign-in sheets are passed around for attendance purposes.

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 provide parents annual and individual meetings to discuss their child's progress in addition to already existing meetings. Tuesday Parent Engagement times may be used to meet with parents individually. One meeting must be had between teacher and parent for all students, exclusive of Parent-Teacher Conferences and Meet the Teacher Nights. Logs and sign-ins are maintained. Phone and email conferences are acceptable as long as there is a record kept of the content of the meeting. Follow-up calls for Parent Teacher Conferences are acceptable as well. The interpretation line may be used or budget for the Translation and Interpretation may be used for in-person interpreters. The Translation Unit may be utilized to translate forms and slips that parents need in their home language.

The ENL Teacher will inform parents by a letter home in both English and in the students' native language that they can set up a time to meet with the ENL Teacher. Parents can choose a time that works for them (on a Tuesday or after school on another day) and a mode of meeting (face-to-face, email, phone call with an interpreter, etc.). After the first parent-teacher conference in November, the letter will go out so that the individual meeting can be a follow-up. There are 44 ENL students (as of September 2015) so there will need to be 44 different meetings that will need to be set up. Once all the responses are received, parents will receive a letter and a phone call in English and their home language to confirm the date, time, and location of the meeting.

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.

The ENL Teacher will keep a record of all interactions between parents and teacher regarding students during the annual individual meetings. Letters will be sent home asking parents for their preference of time as well as mode of communication. Meetings can take place during teacher preps and on Tuesday Parent Engagement slots, and meetings can take the form of phone, email, face-to-face, or written correspondence.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents, including parents of ELLs are involved in school activities. Our Parent Coordinator, Mrs. Beth Revello-Wick, will be giving parent workshops. She provides parents with information on adult ENL Programs being offered locally. She coordinates with the Parent-Teacher Association and School Leadership Team, to organize the International Festival. Our Parent Coordinator and members of our Parent-Teacher Association, reach out to new in-coming parents to our school community. In addition, Mrs. Kim, the ENL teacher will be giving workshops and informational sessions for parents on how to help their children succeed academically and linguistically. Many parents assist in communication with the newcomers and encourage them to become involved in school activities. We have an annual International Festival where all ethnicities are represented and celebrated. Here families are able to share aspects of their culture with the entire school community. Parents and students are involved in preparing food, art activities, music, and dance performances of all cultures represented at P.S. 213. We have Bilingual teachers on staff. These teachers are available during the school day and assist in translation at workshops and meetings. We also utilize the New York City Department of Education Translation Services to translate letters, Power Point Presentations, and notices that are sent home. Data is collected and analyzed from the school survey with regard to parent needs. This data is then used to inform and guide future workshops and facilitates in the home-school connection.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with NYCDOE translation services and NYC immigration to provide workshops and services to ELL parents.

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

The needs of the parents are evaluated through surveys, PTA meetings, and school messenger communications. When we have workshops we give out survey feedback forms asking what needs the parents have to hold further workshops for them.

We use teachers in the school who speak other languages for interpretation as well as the DOE interpretation unit for flyers in other languages and for P/T conferences as needed. The parent coordinator sends all information home via school messenger which includes three languages.

She holds monthly parent workshops that include all ethnicities such as Zumba, Coffee and Conversation, Homework Help, etc. Our parent coordinator is responsible for coordinating our annual International Fair which includes the help of our many cultures through parent involvement in preparing food, dance, costumes etc.

Our parent Coordinator is the appointed person to do many of the schools plans, revisions, surveys and helps with parent teacher conferences and getting interpreters to help.

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

We do diversified activities to include parents who do not speak English, parents new to the school, and parents of different cultures. Our PTA is comprised of 4 different ethnicities to encourage parents to get involved. Our international fair is a wonderful

opportunity that allows all parents to get involved and show off and share their culture with the whole school community. Our PTA executive board covers the nationalities that are prevalent in our school. These parents do outreach to other parents of their unique culture. They meet quarterly to discuss school issues and have the Parent Coordinator involved in these meetings to meet their needs. Our international fair includes, African American, Chinese, Korean, Jewish, Latin American, Greek and Irish families. The parents of these ethnicities teach and show the children of the school cultural games, clothing, food, etc. of their culture. The parent coordinator sends all information home via school messenger which includes three languages. She holds monthly parent workshops that include all ethnicities such as Zumba, coffee and conversation, homework help, etc. Our parent coordinator is responsible for coordinating our annual International Fair which includes the help of our many cultures through parent involvement in preparing food, dance, costumes et.

Our parent Coordinator is the appointed person to do many of the schools plans, revisions, surveys and helps with parent teacher conferences and getting interpreters to help.

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.

N/A

School Name: P.S. 2**School DBN: 26Q213**

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)
Megan McCauley	Principal		9/18/15
Natalie Culpeper-Brown	Assistant Principal		9/18/15
Beth Revello-Wick	Parent Coordinator		9/18/15
Jane Kim	ENL/Bilingual Teacher		9/18/15
	Parent		
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Peggy Toy	School Counselor		9/18/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Jasmine Norris	Other <u>Related Service Prov</u>		9/18/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q213** School Name: **The Carl Ullman School**
Superintendent: **Danielle Giunta**

Before you begin, please check the following:

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

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

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

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

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

During registration, parents complete the Home Language Identification Survey (HLIS). The last two questions ask parents in what language do they prefer written and oral communication with the school. The results of those two questions are inputted by the secretary who registers the students. The RAPL screen on ATS collects this data and is available for viewing/printing.

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.

According to the RAPL, 60 parents of students at P.S. 213 prefer to receive either spoken or written communication or both in Korean, 71 in Chinese/Any, 1 in Cantonese, 3 in Spanish, 3 in Urdu, 1 in Polish and 1 in 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.)

Newsletters are sent home by teachers every month. Calendars are sent home by the school every month. After-school information is given out prior to each of the 4 sessions throughout the year. NYS testing information is given out periodically during the year, and ramps up in February. The general overview of student curriculum is given out at the Meet-the-Teacher sessions during the first month of school.

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.

PTC: September 17, 2015 (evening); November 4, 2015 (afternoon and evening); March 2, 2016 (afternoon and evening); May 12, 2016 (evening)
Guidance counselor and Psychologist calls to parents: often throughout the year, before and during IEP meetings, etc.
School aides call for student attendance several times throughout the day

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.

The ENL Teacher, Mrs. Kim, will distribute a survey to teachers and staff members asking them what languages they are adept in writing in and whether they would be able to contribute their language abilities to communicating with parents and students to create a more welcoming school environment. Based on the survey, the ENL Teacher would tap into the linguistic resources of the entire P.S. 213 school community.

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.

For interpretation, the ENL Teacher, Mrs. Kim, will distribute a survey to teachers and staff members asking them what languages they are adept in speaking in and whether they would be able to contribute their language abilities to communicating with parents and students to create a more welcoming school

environment. Based on the survey, the ENL Teacher would tap into the linguistic resources of the entire P.S. 213 school community. In addition, the translation hotline: 719-752-7373 ext. 4 is also used when needed.

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.)

During Monday PDs and through newsletters from the ENL classroom, the school will ensure that all staff members are aware of how to use translation services and over-the-phone assistance.

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

Letters home and signs in the main office as well as at the security desk will ensure that parents are notified of their options and rights, as well as the phone number to the interpretation hotline. Materials sent to the school by the Translation and Interpretation Unit to be sent home will be distributed to students to take home.

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)

Letters home and signs in the main office as well as at the security desk will ensure that parents are notified of their options and rights, as well as the phone number to the interpretation hotline. Materials sent to the school by the Translation and Interpretation Unit to be sent home will be distributed to students to take home.

The school can also hold a focus group of parents inclusive of all cultures and languages to be represented in our school to gather feedback on services and to share best practices that they see happening in the school.