

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q214

School Name:

P.S. 214 CADWALLADER COLDEN

Principal:

DENISE FUCCILLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Cadwallader Colden School School Number (DBN): 25Q214
Grades Served: PreK - 5
School Address: 31-15 140th Street Flushing NY 11354
Phone Number: (718) 461-4055 Fax: (718) 460-6841
School Contact Person: Denise Fuccillo Email Address: DFuccil@schools.nyc.gov
Principal: Denise Fuccillo
UFT Chapter Leader: Cheryl Spector
Parents' Association President: Lakeisha Watford
SLT Chairperson: Cheryl Spector
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: (718) 281-7605 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North; Long Island City, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise Fuccillo	*Principal or Designee	
Cheryl Spector	*UFT Chapter Leader or Designee	
Lakeisha Watford	*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	
Kristina Nicosia	Member/Teacher/UFT	
Mindy Diamond	Member/Teacher/UFT	
Nikki Nikoloulis	Member/Teacher/UFT	
WaiYee Chung	Member/Parent	
Kelly Mena	Member/Parent	
Gail Rossman	Member/Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Contextual Information

The Cadwallader Colden School, P.S. 214Q, is located in Flushing, Queens. We are a Title I PreK-5 school serving approximately 540 students from culturally diverse backgrounds. We are a collaborative school dedicated to achieving high standards of academic excellence for all of our students. Our **mission** is to promote a community of students, families, staff and administrators who will nurture the changing intellectual, social and emotional needs of our students and direct their abilities towards the achievement of exemplary performance, enabling them to become responsible, respectful and productive citizens. Toward this end, we will maintain high expectations for our students and develop programs which foster critical thinking, high level problem solving skills and the ability to adapt to our ever-changing global society. Our mantra is to never give up, encourage others and always do your best. P.S. 214 maintains high expectations for our staff and strongly encourages parent involvement in school activities.

Our school's instructional focus for this year is student ownership of questioning and discussion and taking initiative in partner and whole-class discussions. To this end we will ensure:

- Students will develop their own questions about topics and take initiative in partner and whole-class discussions.
- Teachers will cultivate student ownership through reflection and revision of their practice to best support students as they take ownership of questioning and discussion.
- School leaders will ensure that staff and students meet the rigorous expectations and are provided with the resources necessary for this focus.

Instructional initiatives in literacy include our continued implementation, revision and modification of the Balanced Literacy Approach for reading and writing. This includes the ReadyGen Program and includes: a skill/strategy lesson; read aloud; independent, paired, shared and guided Reading; Writing Workshop which includes: model, shared and interactive writing. It also supports Word Study components, conferences and small group work. We will be infusing Writing Revolution methodologies into reading, writing and other content areas. Our Literacy Staff Developer provides professional development in a variety of ways which includes push-in, modeling and mentoring, as well as supporting teachers during professional development sessions. For Math our school follows the Go Math! Program which focuses on authentic and inquiry based instruction. In addition, we supplement Go Math! with Soar to Success, IXL, Exemplars and other problem-solving strategy programs.

Technology is infused into all the curriculum areas through the use of classroom desktop computers, 3 mobile laptop carts with one on each floor, a new iPad mini cart for Pre-K and K, individual classroom laptops, individual teacher iPads and Interactive White Boards. In addition, our state-of-the-art computer lab is utilized by each PreK- grade 5 class at least once a week. Our science cluster teacher gives students opportunities to model scientists' methods of investigation through a "hands-on" workshop model and inquiry based approach that incorporates scientific thinking processes in the science lab which is visited by all students once a week. All students receive music instruction once a week in addition to opportunities to participate in assembly programs that include music, dance and theater. In addition, our fulltime visual arts teacher provides in-depth instruction in a studio environment. Students receive regular physical education instruction in the gymnasium and within the classroom.

At P.S. 214 we recognize the importance of families and other community members in the academic and social success of all our children. Through the dedicated efforts of our Parent Coordinator and Staff Developer, we provide many well

attended parent workshops that focus on strengthening academic support in the home and increase parent awareness and participation in school events and activities. Translators are provided for these workshops. Our school website is a valuable resource for parents to access information where every staff member manages their own page. Information on this page includes upcoming events, daily schedules and important links for parents to access. School-home information is translated and communicated regularly through a variety of media. Our art teacher regularly updates a monitor in our lobby which displays information for our families and students. The running display contains important information about upcoming events, celebrations, news and workshops in addition to student created artwork.

We provide students with opportunities to grow through: before and after school Reading & Math Support Programs; Title III After School ESL Program; School Chorus; Our Cadwallader Colden After School Theater (CCAST) Program; Garden Club; Recycling Committee; Science Fair; Basketball Team and Cheerleaders; Peer Mediators; Quill Awards; and our Student-of-the-Month Program. We collaborate with Queens College and receive student teachers for the fall and spring terms. Student teachers work alongside our classroom teachers and are provided guidance in their practices. Our community based organizations such as Police Athletic League (PAL), Little Sweet Angels and Talent and Learning provide after school opportunities for our students and are housed within P.S. 214.

Student Populations

Our school community includes 18% English Language Learners, 17% Students with Disabilities and 22% Gifted and Talented students. The needs of our English Language Learners are addressed by helping them acclimate to the school community, form positive relationships with peers and adults, and acquire the English language in both social and academic settings. The needs of our Students with Disabilities are addressed by including differentiated instruction, providing them with authentic support driven by their IEP goals, and participating in the school community. The special needs of our Gifted and Talented students are addressed by including differentiated instruction, offering activities for enrichment and providing students opportunities to participate in the local and school community.

Framework Progress

One area of progress is Supportive Environment. Based on the School Survey, our school provides a safe environment with social emotional support which allows the students to collaborate with their peers in an academic setting. Additionally, the 2013 – 2014 Quality Review demonstrated that our school is proficient as a result of communicating high expectations to students and staff. Other data that supports our progress includes our high percentage of attendance and our school strives to provide instruction in the least restrictive environment.

Another area of progress is Effective School Leadership. Our school has adopted school-wide curricula in both ELA and Math. We also regularly engage in curriculum mapping and adapting other programs to align with the goals and content of the curriculum. This is also evident in the data from our School Survey which shows a high level of program coherence. Additionally, the 2013 – 2014 Quality Review found the following strengths: School leaders and staff are making informed curricula decisions beyond core choices and infusing key standards and the instructional shifts to build coherence impacting student learning outcomes and work products. (1.1); Across all classrooms, teachers and students use assessments, rubrics and checklists aligned to the curricula that provide feedback regarding student achievement and instructional choices. (2.2); and The principal and faculty use a wide range of data to build clear instructional goals aligned with benchmark phases that target the learning needs of students and staff and the implementation of the common core standards. (3.1).

Inclusive leadership is utilized in our school community through a variety of teacher led teams and professional development as well as teacher participation in school-wide decision making. The School Survey data shows positive responses regarding questions about Principal Instructional Leadership.

Two key areas of focus for the 2015-2016 school year are Strong Family-Community Ties and Trust. The School Survey provided data indicating an area of need is Parent involvement in the school which impacts Strong Family-Community Ties. The School Survey also provided data indicating an area of need is Teacher-Teacher trust which impacts Trust. Our

school has been engaging in and will continue to build teacher-teacher trust through Professional Learning Walks and continued opportunities for teacher collaboration.

PS 214Q is striving to continuously build strong family ties as well as trust among the school community which will support teacher development and student achievement.

25Q214 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	538	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	69.5%	% Attendance Rate		95.5%
% Free Lunch	69.1%	% Reduced Lunch		9.7%
% Limited English Proficient	16.8%	% Students with Disabilities		16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		5.9%
% Hispanic or Latino	28.0%	% Asian or Native Hawaiian/Pacific Islander		60.2%
% White	4.6%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.67	# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		13.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	39.9%	Mathematics Performance at levels 3 & 4		55.7%
Science Performance at levels 3 & 4 (4th Grade)	93.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

A review of our Quality Review, School Quality Guide/Snapshot, Principal Performance Observations, NYS Test Results, NYC Performance Tasks, NYC School Survey, Advance, NYS School Report Card and school-based assessments (formal and informal), the following findings were noted:

As per the NYS School Report Card, P.S. 214Q has consistently met our AYP in ELA, Math and Science.

As per the NYS School Report Card, P.S. 214Q has consistently been rated a “School in Good Standing”.

P.S. 214Q ranked as a Proficient school based on the Quality Review Report, 2013-2014, with a focused need for improving the consistency of teaching strategies and instructional decision making to provide purposeful entry points that offer appropriate support and challenge to maximize student engagement and ownership of learning.

Our school is fully integrated in the Danielson Framework to support the development of teacher practice through observations, conversations, and feedback. Teacher teams have collaborated to build rigorous Common Core aligned units of study and provide multiple entry points to engage all learners.

Our Quality Review Report indicates strength in student work products and assessment outcomes which are analyzed, compared and aligned to the standards. Modifications are made to units of study to address gaps in student understanding. All curricula maps and supporting resources are held in a *Dropbox* account for teachers to reference and many communicated that they use multi grade maps to monitor coherence and to ensure scaffolding and rigorous expectations for each grade level. Curricula design in English language arts includes unit goals, content area academic language, multiple entry points and aligned formative and summative assessments.

We provide opportunities for collaboration where teachers meet in grade level teams to strengthen student achievement and teacher practice using action research protocols to guide their work. Teachers also work to reflect upon and refine curricula and instruction that will strengthen student outcomes and increase student achievement.

An analysis of our Teacher Level MOTP Detail Report located in Advance indicates that from September to January 3% of eligible staff measured highly effective in component 3b (Using questioning and Discussion Techniques) . From February to June 16% of eligible staff measured highly effective in component 3b (Using questioning and Discussion Techniques). In component 3c (Engaging students in learning) 23% of eligible staff measured as highly effective from September to January; 29% of eligible staff measured highly effective from February to June.

An analysis of *Schoolnet* data (our NYC Performance Baseline) assessments indicates a school average of student performance is 34.8%.

Our NYS State Exam performance for the last three years is indicated in the charts below:

Student Achievement in ELA			
ELA	Overall Performance	Percentage of SWD's scoring at Level 3 and 4	Percentage of ELLs scoring at Level 3 and 4
2012-2013	39.7%	9.6%	8.0%
2013-2014	40.5 %	10.0%	43.3%
2014-2015	41.2%	14.9%	54.5%

Student Achievement in Math			
Math	Overall Performance	Percentage of SWD's scoring at Level 3 and 4	Percentage of ELLs scoring at Level 3 and 4
2012-2013	47.9%	15.1%	23.3%
2013-2014	56 %	25.0%	37.5%
2014-2015	54.2%	19.6%	44.0%

Summary:

Our current data indicates an incremental increase in the overall performance in ELA for the last three years. Our current data also indicates a 1.8% decrease in overall performance for Math, however, the percentage of our ELL students performing at Levels 3 and 4 increased by 6.5%. Professional learning in all grades has been and will continue

to focus on strengthen questioning and classroom discussion skills. Teachers have been working on improving differentiation of instruction to meet individual needs to help increase student progress. Staff will also concentrate on identifying students who were in last year’s lowest third, SWDs and ELLs in ELA and set up action plans to identify and address their specific needs.

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.

Rigorous Instruction: By June 2016 20% of teachers will be measured as highly effective in 3b: Questioning and Discussion and 35% will be measured as highly effective in 3c: Engaging students in instruction using the Danielson Framework for Teaching with classroom observations and Advance to measure their progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School wide formative and summative assessment data will be collected quarterly to track and monitor student progress and analyze trends</p> <p>Learning Walks- Sharing of best practices- During the Assigned Professional Development time on Mondays, teachers will take turns in sharing of best practices of classroom instruction</p> <ul style="list-style-type: none"> • Collaborating within and across grades to insure continuity of instruction and practices • Sharing and highlighting positive techniques emphasizing Questioning, Discussion, and Instruction 	<p>Pre-K – 5 Teachers, ESL, Clusters</p>	<p>September 2015- June 2016</p>	<p>Administration</p>

<ul style="list-style-type: none"> • Sharing of strategies that will be implemented in own instruction 			
<p>Continue to adjust ELA ReadyGen Program to facilitate Higher Order Thinking Skills and deep conversations</p> <ul style="list-style-type: none"> • Literacy Staff Developer models how to combine components of ReadyGen lessons to allow for: <ul style="list-style-type: none"> • Multiple Entry Points for ELLs and SWDs • Enrichment • Small Group • Identify opportunities to use technology to increase engaging all students and support ELLs and SWDs • Teachers will modify questions embedded in ReadyGen to increase the complexity of questions and create opportunities for student discussion using DOK to encourage all students to use data and text references to support and to build on each other's ideas during class discussions • Teachers in Gifted & Talented classes supplement curriculum maps to reflect the different needs of their students, including extension activities and opportunities to collaborate with art and technology cluster teachers. Students in K-5 will access Raz Kids for additional reading practice. • Low-performing students in K-2 participate in our LLI program with literacy paraprofessionals. • Lead Math teacher attends professional development and turnkeys and shares rubrics for student use to increase continuity of expectations in Math and question stems to be used in Math discussion. Exemplars , and other supplemental programs will assist in providing real-world applications/problems for students. • Students will continue to access and utilize IXL and Soar to Success and teachers will assign to students as needed <p>Additional instruction is provided during, before school and after school to low-performing students in Grades 3 – 5 in ELA & Math as well as ESL students.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration and Literacy coach</p>
<p>Scheduled Grade Wide and Content Planning sessions with Literacy Staff Developer will continue to adjust curricula to ensure it is challenging, engaging, and aligned across grades,</p>	<p>All Teachers</p>	<p>September 2015-</p>	<p>Administration and Literacy Coach</p>

<p>including differentiation, enrichment, formative assessments, summative assessments, and task specific CCLS rubrics.</p> <ul style="list-style-type: none"> • Creating Curriculum Maps using Backward Design • Creating formative assessments to drive instruction and to remediate and/or enrich needs • Creating CCLS task specific, child friendly rubrics • In addition, programming a minimum of 2 common preps for each grade to engage in revising or development of learning activities for modules and review of student work • Cluster teachers will support classroom instruction by immersing students in upcoming units to build schema and teaching to students' modalities. <p>Our administration will provide supports for staff to continue to work with grade bands in ELA and Math as we deepen our understanding, best practices and pedagogy in respective content areas.</p>		June 2016	
<p>Throughout school year administration and various staff members will collaborate with parents</p> <ul style="list-style-type: none"> • By holding informational workshops/Parent Orientations • Parent Workshop topics: <ul style="list-style-type: none"> o Literacy curriculum and assessments o Technology o Science o ENL strategies o Arts Workshops • Tuesday Parent Engagement time is used for: <ul style="list-style-type: none"> o Classroom teachers meet 1:1 with parents o Classroom teacher phone conferences o Informal, individual or small groups informational session based on parents request • The annual Science Fair celebrates exemplary science experiments conducted and presented by students. 	Parents	September 2015- June 2016	Administration and Lead Teachers

Translators are provided during every Parent Teacher Conference session to ensure that parents are able to communicate with their child's teacher effectively.

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 preparation time is provided to teacher teams weekly,
- Our literacy coach facilitates unit planning for ReadyGen including the implementation of assessments,
- Our data specialist and administration analyze school wide data
- Per-session and per diem to support additional planning time and intervisitations.
- The Danielson Framework for Teaching and Advance will be used to measure progress of teachers
- OTPS to support after-school programs and workshops.

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

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

Part 5 – Progress Monitoring

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

By February 2016 there will be a 5% increase in teachers measuring highly effective in 3b and 3c in Danielson from Advance MOTP.

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.

A review of our Quality Review, NYC School Survey, Principal Performance Observations, Advance, Teacher surveys (via IPCs), our Instructional Focus and our 2014-2015 Professional Development Plan indicate the following:

- Our professional learning to be focused on improving questioning/discussion techniques (3b in Danielson Framework for Teaching) and engaging students in learning (3c in Danielson Framework for Teaching)
- As per our Quality Review, there are inconsistencies in the way teachers provide multiple entry points to all students particularly English Language Learners and Students with Disabilities which prevents them from fully engaging in classroom activities and discussions and their ability to produce meaningful work products.
- Our Quality Review indicates that feedback from observations are not tactically used to inform and design more rigorous professional development to meet the individual needs of teachers or weaknesses in the areas of school wide focus.
- Data from the school environmental survey shows, 98% of the parents feel that their children are supported by their teachers; 98% of parents feel that their children are safe in school; 97% feel that teachers do their best to help their children learn; 97% state that Staff at this school work hard to build trusting relationships with parents; and 98% of school staff feel parents and teachers are partners in education children.
- 96% of teachers stated in the school environmental survey that students are safe in and around the building; 96% feel supported by their principal; 98% feel supported by their Assistant Principal; 98% feel supported by other teachers and 93% trust each other.
- Our school has systems in place that ensure the academic, social, and emotional well-being of all students. The guidance counselor, PPT and SAT ensure that students’ needs are met. Peer mediation, student of the Month and Quill awards promote a positive and supportive learning environment as does our daily NED pledge to *Never Give Up, Encourage Others and Do Your Best*.
- An analysis of our Teacher Level MOTP Detail Report located in Advance indicates that from September to January 3% of eligible staff measured highly effective in component 3b (Using questioning and Discussion Techniques) . From February to June 16% of eligible staff measured highly effective in component 3b (Using questioning and Discussion Techniques). In component 3c (Engaging students in learning) 23% of eligible staff measured as highly effective from September to January; 29% of eligible staff measured highly effective from February to June.
- Our Quality Review indicates strength in teacher collaboration with the school schedule allowing time for the staff to work in a variety of configurations and disciplines. Regularly scheduled meetings engage staff members in weekly teacher inquiry team meetings, professional development and common planning time. During common planning and inquiry time, teams are looking at student work, examining student data and developing various effective strategies to support 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–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.

Supportive Environment: By June 2016 a professional development plan will be executed reflecting a minimum of 50 hours per teacher and will focus on best practices in 3b: Questioning and Discussion and 3c: Engaging students in Learning instruction in the Danielson Framework for Teaching leading to deeper understanding of instruction and establishing an environment reflective of students’ ownership in questioning/discussion.

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>Our school uses Pearson’s ReadyGEN for our Literacy Support. Although it is standard based, we have found it lacking in some areas. We use the “UBD” method (understanding by design) to meet unit’s CCLS demands. To meet this goal we create grade, unit, and module specific curriculum maps. Teachers utilize the HESS matrix, DOK, and Bloom’s Taxonomy, to adjust daily lesson/questions which will result in higher level questioning. Teachers will ask focus questions prior to reading to ensure higher level discussion during the Team Talk component of the literacy block. In addition, each module map will include:</p> <ul style="list-style-type: none"> • Remediation and enrichment activities (for ELLs, SWDs and our lowest performing third) • Content specific vocabulary that students are expected to use in own writing • Two formative assessments with specific criteria check lists to allow for multiple assessments across the unit of skills required to be successful on summative task. Check lists data facilitate targeting and addressing students’ needs and to adjust instruction across the unit and the grade • One summative assessment task graded using school wide, child friendly, grade, genre, and task 	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Literacy Coach, Teachers</p>

<p>specific rubric. Teachers lift language from rubric to give clear feedback and next steps for each student.</p> <ul style="list-style-type: none"> • All maps will be maintained on Team 214 Dropbox. This allows for access for cluster teachers and teachers in other grades to refer to for school wide continuity • Maps will be modified by teacher teams throughout the year based on current student performance, analysis of last year's student performance and teacher reflection • Data from ELA assessments will be used to adjust instruction to meet all needs within and across grades <p>In addition to the revision of our curriculum maps, to meet the goal of 3b: Questioning and Discussion and 3c: Engaging students in Learning in the Danielson Framework for Teaching, our staff will continue to</p> <ul style="list-style-type: none"> • Study data from formative and summative assessments to lead to deeper understanding and thus, adjustment of instruction • Establish a safe environment reflective of students' ownership in questioning engaged in rigorous classroom discussion in which students' show respect and build on each other's ideas <p>Our staff will continue to follow our Core Set of Beliefs on how students learn best which is posted in every classroom.</p>			
<p>As per our Professional Learning Walk protocol, teachers will collaborate in sharing best practices through hosting a Learning Walk Session.</p> <ul style="list-style-type: none"> • Each session highlights a component of balanced literacy such as: differentiation, incorporating ELL and SWD strategies, enrichment, small group, whole class discussions, incorporating technology, and other strategies. • Each session will end with a collaborative discussion of how lesson goal and students' needs were met. • Each participant will share out one strategy they will incorporate in own teaching which will improve the quality of instruction and increase continuity of teacher practice <p>Each grade includes an ICT class which allows for flexible programming of special needs students.</p>	<p>All Teachers, Paraprofessionals</p> <p>Support personnel</p>	<p>September 2015-</p> <p>June 2016</p>	<p>Administration, Literacy Coach, Lead Teachers</p>

<p>To strengthen the home/school partnership and to keep our parents informed, staff will hold various informative parent workshops.</p> <ul style="list-style-type: none"> • Literacy Staff Developer and Parent Coordinator will hold workshops on : <ul style="list-style-type: none"> o The Six Learning Shifts and how parents can support each at home o NYC and State Assessments for grades K-2 and 3-5 o Overview of ReadyGEN and CCLS. o NYS ELA 2016/NYS Math 2016 o Homework Help o Technology o Science o ENL • In addition to city-wide report cards, to keep parents abreast of own child performances the school will send home: <ul style="list-style-type: none"> • Individual Interim Reports in January and May which highlight student’s level of performance for core subjects and the benchmark reading levels for P.S. 214 • Parent letters generated by Teacher College AssessmentPro. Letters will include the Independent Reading level of their child, the level they should be reading, and specific examples of how parents can help at home. <p>Weekly opportunities will be provided to parents to meet with teachers during our parent engagement sessions.</p>	<p>Parents, Parent Coordinator, Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Literacy Coach, Parent Coordinator</p>
<p>Classroom teachers and supporting staff will collaborate to ensure growth for all students on summative tasks measured by school-wide rubrics</p> <ul style="list-style-type: none"> • ELL teachers will • pre and re-teach content specific vocabulary • support topic by creating schema and building background knowledge 	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, ESL Teachers</p>

Technology and Visual Art teachers will incorporate at least one skill required by summative task during the length of the module being studied in the teaching of their program.

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.

- Weekly Professional Development
- Our administration and literacy coach will facilitate Professional Learning Walks and track feedback from staff
- Our data specialist and administration analyze Advance data
- The Danielson Framework for Teaching and Advance will be used to measure progress of teacher
- OTPS to support after-school programs and workshops.
- Per-session and per diem to support additional planning time and inter-visitations.
- Common preparation time is provided to teacher teams weekly,
- Our data specialist and administration analyze school wide data

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

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

Part 5 – Progress Monitoring

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

By February 2016 students’ scores will indicate a 25% increase in score in end of unit summative Performance Based Assessments in the ReadyGen program.

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.

Our school provides opportunities for collaboration where teachers meet in grade level teams to strengthen student achievement and teacher practice using action research protocols to guide their work. Teachers also work to reflect upon and refine curricula and instruction that will strengthen student outcomes and increase student achievement.

An analysis of our Teacher Level MOTP Detail Report located in Advance indicates that from September 2014 to January 2015, 3% of eligible staff measured highly effective in component 3b (Using questioning and Discussion Techniques) . From February 2015 to June 2015 16% of eligible staff measured highly effective in component 3b (Using questioning and Discussion Techniques). In component 3c (Engaging students in learning) 23% of eligible staff measured as highly effective from September to January; 29% of eligible staff measured highly effective from February to June.

Our Quality Review indicates strength in teachers collaborating to build a consistent understanding of the curriculum and spending time revising gaps and enhancing assessments based on what they learn from data and through a deep study of the standards. Professional development opportunities aligned to this work supports teachers in their understanding as to how to implement their curricular and assessment work

Data from our 2015 Annual School Survey indicated: 96% of teachers feel that teachers in this school share/discuss students work with other teachers; 96% of teachers feel the principal, teachers, and staff collaborate to make this school run effectively; and 92% of teachers feel that teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.

A review of our Quality Review, NYC School Survey, Advance, Principal Performance Observations, Teacher surveys (via IPCs), our Instructional Focus and our 2013-2014 Professional Development Plan indicate a need for:

- additional time to support professional learning
- professional learning to be focused on improving questioning/discussion techniques (3b in Danielson Framework for Teaching) and engaging students in learning (3c in Danielson Framework for Teaching)
- As per our Quality Review, there are inconsistencies in the way teachers provide multiple entry points to all students particularly English language learners and special education students which prevents them from fully engaging in classroom activities and discussions and their ability to produce meaningful work products.
- Our Quality Review also indicates that feedback from observations is not tactically used to inform and design more rigorous professional development to meet the individual needs of teachers or weaknesses in the areas of school wide focus. As a result, it is not yet clear how teacher development is impacting the quality of student work products.

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.

Collaborative Teachers: By June 2016 teachers will participate in a minimum of 10 professional learning walks with a focus on 3b and 3c that will inform and improve their instructional practice and ability to provide multiple entry points for struggling learners which will be evidenced by 75% of students’ Performance Based Assessment scores increasing by at least one level in Grades K-5 as measured by our school-wide rubrics from September to June.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our school uses Pearson’s ReadyGEN for our Literacy Support. Although it is standard based, we have found it lacking in some areas. We use the “UBD” method (understanding by design) to meet unit’s CCLS demands. To meet this goal we create grade, unit, and module specific curriculum maps.</p> <ul style="list-style-type: none"> • Each module map will include: • Remediation and enrichment activities (for ELLs, SWDs and our lowest performing third) • Content specific vocabulary that students are expected to use in own writing • Two formative assessments with specific criteria check lists to allow for multiple assessments across the unit of skills required to be successful on summative task. Check lists data facilitate targeting and addressing students’ needs and to adjust instruction across the unit and the grade 	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Literacy Coach</p>

<ul style="list-style-type: none"> • One summative assessment task graded using school wide, child friendly, grade, genre, and task specific rubric. Teachers lift language from rubric to give clear feedback and next steps for each student. • All maps will be maintained on Team 214 . This allows for access for cluster teachers and teachers in other grades to refer to for school wide continuity • Maps will be modified by teacher teams throughout the year based on current student performance, analysis of last year’s student performance and teacher reflection • Data from ELA assessments will be used to adjust instruction to meet all needs within and across grades <p>Our staff will continue to follow our Core Set of Beliefs on how students learn best which is posted in every classroom.</p>			
<p>As per our Professional Learning Walk protocol, teachers will collaborate in sharing best practices through hosting a Learning Walk Session.</p> <ul style="list-style-type: none"> • Each session highlights a component of balanced literacy such as: differentiation, incorporating ELL and SWD strategies, enrichment, small group, whole class discussions, incorporating technology, and other strategies. • Each session will end with a collaborative discussion of how lesson goal and students’ needs were met. • Each participant will share out one strategy they will incorporate in own teaching which will improve the quality of instruction and increase continuity of teacher practice <p>Each grade includes an ICT class which allows for flexible programming of special needs students.</p>	<p>All Teachers, Paraprofessionals Support personnel</p>	<p>September 2015 – June 2016</p>	<p>Administration, Literacy Coach, Lead Teachers</p>
<p>To strengthen the home/school partnership and to keep our parents informed, staff will hold various informative parent workshops.</p> <ul style="list-style-type: none"> • Literacy Staff Developer and Parent Coordinator will hold workshops on : <ul style="list-style-type: none"> ○ The Six Learning Shifts and how parents can support each at home ○ NYC and State Assessments for grades K-2 and 3-5 ○ Overview of ReadyGEN and CCLS. ○ NYS ELA 2016/NYS Math 2016 ○ Homework Help ○ Technology ○ Science 	<p>Parents Parent Coordinator, Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Literacy Coach, Parent Coordinator</p>

<ul style="list-style-type: none"> ○ ENL • In addition to city-wide report cards, to keep parents abreast of own child performances the school will send home: • Individual Interim Reports in January and May which highlight student’s level of performance for core subjects and the benchmark reading levels for P.S. 214 • Parent letters generated by Teacher College AssessmentPro. Letters will include the Independent Reading level of their child, the level they should be reading, and specific examples of how parents can help at home. <p>Weekly opportunities will be provided to parents to meet with teachers during our parent engagement sessions.</p>			
<p>Classroom teachers and supporting staff will collaborate to ensure growth for all students on summative tasks measured by school-wide rubrics</p> <ul style="list-style-type: none"> • ELL teachers will • pre and re-teach content specific vocabulary • support topic by creating schema and building background knowledge <p>Technology and Visual Art teachers will incorporate at least one skill required by summative task during the length of the module being studied in the teaching of their program.</p>	All teachers	September 2015 – June 2016	Administration, ESL teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Weekly Professional Development Our administration and literacy coach will facilitate Professional Learning Walks and track feedback from staff Our data specialist and administration analyze Advance data The Danielson Framework for Teaching and Advance will be used to measure progress of teacher OTPS to support after-school programs and workshops. Per-session and per diem to support additional planning time and inter-visitations. Common preparation time is provided to teacher teams weekly, Our data specialist and administration analyze school wide data</p>											
<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	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016 students' scores will indicate a 25% increase in score in end of unit summative Performance Based Assessments in the ReadyGen program.

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.

A review of our Quality Review, School Quality Guide/Snapshot, NYS Test Results, NYC Performance Tasks, NYC School Survey, Advance, NYS School Report Card and school-based assessments (formal and informal), the following findings were noted for this area:

- In the School Quality Snapshot 85% of teachers agree that leaders of this school place a high priority on the quality of teaching
- In the School Quality Snapshot 89% of teachers of teachers feel that order and discipline are maintained at this school
- Results from our school survey indicate: 96% of teachers feel that the principal is an effective manager who makes the school run smoothly; 96% of teachers feel the principal has confidence in the expertise of the teachers at this school; and 96% of teachers trust the principal at her word.
- Our Quality Review indicates strength in the use of resources; for example, school wide hiring practices, teacher assignments and class configurations. All are done purposefully to provide optimal learning opportunities for students which aides in targeting both struggling and advanced learners in a small group environment.

For the 2014-15 school year, teachers participated in teacher teams analyzing student work and following protocols set by the administration. Each team participated in four sessions. Feedback from these sessions indicated uneven results in the teams’ ability to identify an area of need and design an action plan.

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.

Effective School Leadership: By June 2016 100% of teachers and administrators will participate in Action Research/Inquiry Teams using protocols learned during the 2014-15 school year resulting in a 10% increase in teachers being provided with leadership opportunities as measured by the 2015-2016 School Survey.

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>In order to establish a culture of trust and learning that motivates staff, teachers will participate in action research/inquiry teams twice a month using protocols established in 2014-15. During these meeting teachers will :</p> <p>Examine student work on a rotating basis</p> <p>Provide feedback to colleagues as to what students learned well, how instruction can be improved, and trends of the class</p> <p>Teacher teams will include all teachers in a specific grade as well as support specialists</p> <p>Teacher teams will move to include multiple grades to discuss student progress vertically</p> <p>Celebrate teachers as learners by encouraging experimentation and support risk.</p> <p>Give teachers room to try new things and to make mistakes.</p> <p>Support and celebrate innovation and risk taking.</p>	<p>Teachers, PD Team, Teacher Teams, Learning Walk groups</p>	<p>September 2015 – June 2016</p>	<p>Administration, Literacy Coach</p>
<p>Administrators will:</p> <ul style="list-style-type: none"> • Engage in cycles of supervisory inquiry examining: <ul style="list-style-type: none"> o effectiveness of curriculum, o assessments, o school wide data, o teacher effectiveness data, o school wide systems 	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Literacy Coach</p>

<ul style="list-style-type: none"> Review areas of celebration in teachers' observations feedback and provide a venue for sharing of these best practices with other staff members at weekly professional learning sessions. Staff members will have various opportunities to attend outside professional development sessions in various subject areas and present their new learning to others staff members at weekly professional learning sessions. Support collaboration by making time in the schedule for teachers to work together Each grade has a minimum of 2 common preps per week Maintain teacher team created ELA & Math curriculum maps on school wide web-based program Dropbox Provide time for Professional Development with Literacy Staff developer one to one, by grade, or teaching staff based on observed needs Use data from Advance to identify teacher strengths and areas of need which will be used to share best practices and develop teacher practice Create and support meaningful opportunities for teachers to work collaboratively in order to plan, share work and ideas Plan for effective strategies for meeting the needs of ELLs , SWDs, and Gifted & Talented students. 			
<ul style="list-style-type: none"> To promote the home/school partnership and to engage parents to take part in their children's education they will be invited to attend two end of unit/writing celebration. Parent will be invited to attend classroom/cultural celebrations. 	Parents	September 2015 – June 2016	Administration, Staff
<ul style="list-style-type: none"> Action Research/Inquiry Teams will lead to increased teacher leadership participation in the school's Professional Learning Community. Teachers will have opportunities to become familiar with management and instructional practices being implemented throughout the school and are encouraged to adopt practices to increase school continuity. 	Teachers	September 2015 – June 2016	Administration, Literacy Coach

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"> Weekly Professional Development Our administration and literacy coach will facilitate Professional Learning Walks and track feedback from staff Our data specialist and administration analyze Advance data

- The Danielson Framework for Teaching and Advance will be used to measure progress of teacher
- OTPS to support after-school programs and workshops.
- Per-session and per diem to support additional planning time and intervisitations.
- Common preparation time is provided to teacher teams weekly,

Our data specialist and administration analyze school wide data

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

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

Part 5 – Progress Monitoring

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

By February 2016 50% of teachers will have contributed to our professional learning walks evidenced by *Professional Learning Walks* feedback sheets collected at the end of each session.

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.

A review of our 2014 – 2015 school survey and data collected by the Parent Coordinator indicate:

Data from 2014-2015 indicate the following strengths:

- The 2014 – 2015 school survey indicated 90% of parents or higher were informed about their child’s progress, received communication in a language they understand, and were kept informed about services for parents and children
- 25 Parent Workshops held in 2014 – 2015
- 84% of students had parents attend at least one Parent Teacher Conference from September 2014 until November 2014
- Our school has 3 partnerships with community based organizations- PAL, Little Sweet Angels, Talent and Learning
- Our current school survey data indicates: 98% of parents feel school staff regularly communicate with parents/guardians about how staff can help students learn; 97% of parents feel teachers work closely with families to meet students' needs; 96% of parents feel they are invited to visit classrooms to observe instruction; and 97% of parents feel that teachers try to understand families' problems and concerns.

Data from 2014-15 indicate the following areas for growth:

- 46% of students who had parents attend at least one PTA meeting for 2014-15
- 68% of parents completed the 2015 school survey
- 47% of students had parents attend at least one Parent Workshop

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.

Strong Family and Community Ties: By June 2016, our home school connection will improve student achievement as measured by a 10% increase on the NYC Performance Tasks in K through Grade 5 from October 2015 to May 2016.

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>Our Parent Coordinator coordinates workshops for parents in all subjects. Workshops are presented by the Parent Coordinator, Literacy Staff Developers, Science, Art, and Technology teachers.</p> <ul style="list-style-type: none"> • For each workshop we provide translators for the dominant languages in our school (Chinese, Spanish, and Korean) • For the literacy and math workshops parents are given instructional materials to use at home with their children. • ELA and Math Test workshops are presented in advance so that parents can collaborate with the school to best prepare students. Parents are provided with grade specific material and resources for supporting their children at school and at home <p>Parent workshops specific to parents of ENL students.</p> <ul style="list-style-type: none"> • These include but are not limited to orientation in September. <p>Parents are provided information regarding their child’s education in their native language, when available, or with a translation stamp.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Content Area Teachers, Literacy Coach, ELL teachers</p>
<ul style="list-style-type: none"> • Teachers will provide quarterly feedback to students and parents on students’ progress and opportunities for support. • Teachers will use 30 minutes per week for scheduled in-person parent conferences, conferences by phone, or by providing written updates • A school wide web site is maintained and is updated by teachers monthly to include special events and class news. 	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>

<ul style="list-style-type: none"> • We utilize Global Connect and the special announcements feature on the school phone to advertise Workshops for parents • Translate and/or place translation stamp on all material sent home to parents • Our Parent Coordinator has created a school wide distribution list for the purposes of emailing important information. • We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day. • We provide on site translators for parent teacher conferences • Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean • Our school hosts a grade performance for each grade during the school year. Parents and the school community attend to show their support for student performances in the arts. • Our school also presents a CCAST musical production each Spring. Parents and students are invited to volunteer in a variety of capacities. • Create a communication document between parents and teachers so as to track frequency of communication 	Parents	September 2015 – June 2016	Administration, Parent Coordinator
<p>To ensure academic growth for all students, parents, administrators and teachers will work collaboratively to address individual students’ needs.</p> <ul style="list-style-type: none"> • Parents will be notified in person, by phone, or in writing if there is a need of Tier I intervention • Parents will be kept informed of progress of intervention. • Administrators and members of PPT will support classroom teachers in meeting students’ needs. <p>Parent’s opinions are also voiced in the school community through School Leadership Team and the Parent Teacher Association.</p> <ul style="list-style-type: none"> • The School Leadership Team is a forum for parent representatives to present ideas and concerns to the team. The team works collaboratively to address concerns and implement ideas which will result in increased student performance. • The Parent Teacher Association is active in our school and coordinates many activities which engage our students in our school community. They also play an active role in celebrating 	Parents	September 2015 – June 2016	Teachers, PPT Team, Administration

student success at monthly PTA meetings where awards are distributed for Student of the Month and Quill.

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.

- OTPS to support meetings, after-school programs and workshops.
- Funds for Global Connect and SLT
- Translation funds for parent meetings
- Per session and per diem for staff members

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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 10% increase in the number of parents attending content area workshops as measured by school level attendance sheets.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ReadyGen PBAs and unit assessments given by classroom teachers. NYC Performance Tasks, Running Records, Benchmark Assessments. State Exams	LLI, iReady, small group pull out by literacy personnel, At Risk SETSS, Test Prep	Small group, one to one instruction, peer tutoring, extra time on tests, separate locations for assessments	During the day, push in and pull out, before and after school.
Mathematics	Informal Assessments given by classroom teachers. Go Math End of Unit tests. State Exams	IXL, Soar to Success, Exemplars, Test Prep	Small group, one to one instruction, peer tutoring, extra time on tests, separate locations for assessments	During the day, push in and pull out, before and afterschool
Science	Classroom assessments, Science lab assessments	Reinforce science concepts. Preparation for practical science exam.	Small group, one to one instruction, peer tutoring, extra time on tests, separate locations for assessments	During the school day.
Social Studies	Classroom assessments	Literacy instruction incorporating Social Studies Content Area	Whole class, all grades	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom Teacher	At risk Counseling, Peer mediation, 1:1 paraprofessional support	Small group, classroom activities	During the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Only licensed certified teachers will be hired. New applicants must demonstrate excellent command of instructional pedagogy and perform lessons with children as part of an interview process to judge their command of concepts, instructional philosophy, knowledge of strategies and rapport with students. All teachers are required to participate in ongoing professional development training on a regular basis. New Teachers are provided with mentors in accordance with our new teacher Mentoring Plan. Targeted teachers are provided with outside additional workshops and specific training. They then turn key information to the rest of the staff. Our Literacy Staff Developer continues to go for additional training. This training will be turn-keyed to our staff during the course of the school year.

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).
An assessment of students' needs help us shape a rigorous professional development program. Our district provides the administration with ongoing professional meetings in designing effective instruction and provides in-house support through evaluative walkthroughs. Other professional development supports include inter and intra visitations, staff turn keying of workshops and conferences attended outside of school. In house staff development is also provided by our Administration and Literacy Staff Developer. Cabinet meetings consisting of the Principal, Assistant Principal, and Literacy Staff Developer are scheduled on a weekly basis to formulate appropriate and meaningful professional development activities based on demonstrated needs and articulation with staff members. The Principal attends a District 25 Principal Study Group and other City-wide PD as provided.

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.).

P.S. 214Q provides orientation sessions for all incoming pre-school children and their parents regardless of which program they attended before enrolling in our school (if any). We have two fulltime Pre-K classes. The Pre-K teachers are an integral part of our staff and participate in all professional development. Ongoing articulation is conducted between the Pre-K and Kindergarten teachers, Staff Developers and Administrators. Teachers and students utilize the Letter People literacy program and Everyday Math curriculum daily. A social worker serves our Pre-K working with both pre-K students and their families. Our Pre-K parents are invited to attend workshops to help them improve parenting skills, their knowledge of literacy, mathematics and other content areas. Monthly Parent Workshops are facilitated by our Parent Coordinator with activities and presentations by various staff members to acquaint the children and families with social and emotional transitioning from school to school or home to school. Activities are planned to provide insight into varied curriculum areas, health and administrative items. Our Parent Coordinator is our very active liaison between the parents and the school providing and/or facilitating workshops and enlisting Pre-K parent support and involvement in school activities and functions. In addition, Pre-K parents are regular participants in the Pre-K classrooms and articulate with the Pre-K teachers on a regular basis.

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.

Our teachers meet regularly during common preps and during professional development time to review unit plans and make decisions for their grade about summative and formative assessments for ELA and Math. The teachers then utilize this information to plan for future units, provide RTI for students and to identify those who may be at risk and require further intervention. Our school also has a MOSL team who decides the local and state measure required for their end of year ratings.

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	Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	222,412.00		9-10, 11-15, 16-19, 20-23, 24-26, 27-29, 31-32, 34-38
Title II, Part A	Federal	85,458.00		9-10, 11-15, 16-19, 20-23, 24-26, 27-29
Title III, Part A	Federal	11,200.00		9-10, 11-15, 16-19, 20-23, 24-26, 27-29
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,976,587.00		9-10, 11-15, 16-19, 20-23, 24-26, 27-29

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. 214Q The Cadwallader Colden 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. 214Q The Cadwallader Golden 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, Progress 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. 214Q The Cadwallader Colden School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 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>Caldwallder Colden</u>	DBN: <u>25Q214</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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>1</u>
of content area teachers: <u>2</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: In addition to our (CR Part 154) ESL program, we provide an After-School Title III ESL program providing supplemental English Language instruction. The program addresses individual student needs providing grade appropriate curriculum aligned to proficiency levels. Approximately 40 students participate in the program and are in grades 2-5. The funding for the After-School program is devoted for a total 50 instructional hours (155 hours of per session) for a 17 week program. Classes meet every Wednesday and Thursday from 2:30-4:00 p.m for a total of 3 hours per week. One hour following the Wednesday session is dedicated to professional development each week. The program began on October 22, 2014 and will end on March 26, 2015. Students build basic skills and strengthen academic language through trips, technology, hands-on projects, and supplemental listening, speaking, reading and writing activities. The content focus is Literacy and Math. These are two areas of ELL need as indicated by 2014 NYSELAT data from the School Quality Guide, NYS test results and teacher review of student work.

The classes are co-taught in English by 3 teachers: 1 licensed ESL Teacher and 2 licensed Common Branch teacher experienced in providing ESL instruction and familiar with program materials. They utilize a Team Teaching approach that brings together ESL strategies, techniques and methodology with a Standards-based Literacy and Math specific curriculum. Chinese and Spanish are the dominant languages of ELLs in our school. However, the program is conducted in English. The students are spilt into two groups based on their English language proficiency (newcomers/beginners, intermediate and advanced). Currently, we do not have any SIFE students enrolled. The ESL certified teacher provides direct instruction to both groups spending 45 minutes with each group of students. The licensed Common Branch teacher works directly with the student and the ESL teacher during the 45 minutes and continues the instruction for the remaining 45 minutes.

Our ELL students will also engage in an instructional/diagnostic software progam called I-Ready. This program will allow teachers to instruct students on their individual level in ELA and allow students additional practice at home.

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: The certified ESL teacher in the Title III program meets for one hour each Wednesday with the two non-certified teachers to discuss ELL strategies, reciprocal training of strategies that the ESL teacher has received from Network professional development. In addition professional development to all staff is provided through grade conferences, faculty conferences and small group and/or 1:1 meetings depending on need. ESL teachers provide professional development for classroom and cluster staff. In-house staff developers provide Title III and classroom teachers with training in correlating the Balanced Literacy and Everyday Math curriculum with ESL strategies and methodology. ESL strategies are also correlated with our science, social studies and art programs through grade and faculty conferences. Five days have been set aside for per diem coverage of

Part C: Professional Development

classroom teachers and/or other staff responsible for ELL instruction and services to attend conferences, training and/or inter-visitations to better understand and implement effective instructional strategies. This information is then shared with our teaching staff at subsequent meetings. Staff is also provided with professional development books and Internet resource websites. Teachers receive training to utilize technology (i.e. interactive whiteboards, laptops, audio-visual modalities) to enhance ESL instruction. ESL Teachers attend CFN Network Meetings once a month. Classroom teachers in grades K-5 receive professional development from our CFN ESL support staff regarding improving ELL comprehension and vocabulary.

Part D: Parental Engagement Activities

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

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

Begin description here: Our ESL certified teachers coordinate workshops for parents of ELLs. 20% of our Title III funds go towards providing parent workshops. In September, we hold an ESL parent orientation. During this workshop, an overview of the ESL program and NYSITELL testing is explained. Parents view videos explaining the available programs that are offered by New York City Department of Education. In December, we hold a "Supporting ELLs at Home" workshop. During this workshop, we provide various technology resources that parents can use to develop their English language skills. In March, we provide a NYSESLAT overview workshop. During this workshop, an overview of the NYSESLAT exam is given. In June, we hold a "Supporting ELLs through the Summer" workshop. During the workshop, we provide resources available to the students and their parents, such as ESL summer school.

Our Parent Coordinator coordinates workshops for parents in all subject areas including technology, math, science, literacy, social studies and art. We have translators for the dominant languages in our school (Chinese, Korean and Spanish) at each workshop. In addition, we have parent workshops specific to parents of ELL students. This year we plan to have a minimum of 10 content area workshops for parents

Parents are provided information regarding their child's education in their native language when available or with a translation stamp. Our parent handbook is published in our four dominant languages; English, Spanish, Chinese and Korean.

Teachers will provide feedback to students and parents, on students' progress and provide opportunities for support on a quarterly basis.

We utilize Global Connect and the special announcements feature on the school phone to advertise workshops for parents

We provide parents with at least 4 workshops in curriculum/content areas: test taking, literacy and/or math expectations. Workshops are presented by the Parent Coordinator, Literacy Staff Developer, Science, Art, and Technology teachers.

We provide parents with materials and resources for supporting their children at school and at home.

Our Parent Coordinator regularly invites parents to visit and utilize the Parent Resource Center.

One of our parent training sessions facilitated by our Parent Coordinator and Technology Teacher focuses solely on ARIS Parent Link.

We provide opportunities for staff and parents to meet weekly on Tuesday afternoons from 2:20-3:00. Parent letters, including specific information related to individual student goals, will be distributed with suggestions for support and/or enrichment.

A school-wide web site has been created and will be updated by teachers quarterly to include special

Part D: Parental Engagement Activities

events and class news.
Our Parent Coordinator has created a school-wide distribution list for the purposes of emailing important information.
Our school works closely with our PTA and will provide workshops for parents from outside agencies i.e. NYC Fire Department during PTA meetings.
We will duplicate workshops as needed for parents in the evening for those that are unable to attend during the school day.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 214
School Name P.S. 214 Cadwallader Colden		

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 Denise Fuccillo	Assistant Principal Suzanne Mora
Coach Mirella Rizzo	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Lisa Cohen
Teacher/Subject Area Julie Wall/ENL	Parent Lakiesha Watford
Teacher/Subject Area type here	Parent Coordinator Donna Pelle
Related-Service Provider Kristina Nicosia	Borough Field Support Center Staff Member type here
Superintendent Danielle DiMango	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	2
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)	530	Total number of ELLs	81	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
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	81	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	78	0	6	3	0	3	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	6			2	1	8								0
Chinese	16	16	8	14	2	5								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	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)	14	3	1	6	1	4								0
Emerging (Low Intermediate)	3	1	1	0	1	1								0
Transitioning (High Intermediate)	5	3	1	1	0	2								0
Expanding (Advanced)	1	10	5	9	2	6								0
Commanding (Proficient)	0	12	10	17	6	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	1								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	12	12	35	18	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2			0
5	6	1			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									0
4			1		1	0	1		0
5	5	0	2	0	2	1			0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses a variety of assessment programs to assess the early literacy skills of our ELL population. there are numerous programs that are utilized in the beginning of the school year. These programs are utilized continuously as a form of on-going assessment and are also given at the end of the school year. The programs include TC Reading benchmark levels and running records to assess students' reading levels, Primary Assessments to assess various early literacy skills, ReadyGen formative and summative assessments (Performance Based Tasks), ReadyGen End of Unit Assessments for grades 2-5, Go Math End of Unit Assessments, Measures of Student Learning (MOSL) which include the Beginning of the Year and End of Year tasks. Latly, our school uses the NYS ELA, Math, Science (gr.4), NYSITELL and NYSESLAT test scores to inform and drive instructional programs. Teachers and administrators use this data to inform planning of effective instruction, gathering of useful resources as well as creating additional supports to help our ELL students. Teachers review the data continuously during teacher team meetings and Action Research inquiry teams where they identify patterns and implement any changes to the grade curriculum maps in order to improve instruction. Based on this data, teachers form small groups, provide students with RTI services, administration provides additional services such as Title III or Test Prep after-school programs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data reveals that majority of our ELLs excell in the Speaking and Listening modalities of the NYSESLAT, however they need further supports to improve in the Reading and Writing modalities. Approximately half of our first grade ELLs have become Commanding level students based on the previous year's NYSESLAT scores. The remaining first grade ELLs have all gone up in the proficiency level. This trend continues with our current second grade ELLs, where approximately half of students have become Commanding level based on the previous year's scores. A similar pattern is revealed in our third and fourth grade ELL population as well, where about half of students have achieved Commanding level and majority of the remaining ELLs have gone up at least one proficiency level. In fifth grade, our current ELLs have mostly gone up at least one proficiency level as well. When examining the data, we have noticed that accross all levels and grades our ELLs struggle the most in writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data yielded from the AMAO is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and to plan instructional programs and/or interventions for those students. We examine the home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. Additionally we use the tool to track groups of students who consistently progress toward proficiency and those who do not. We are also able to easily track ELL sub-populations, for example how well our former ELL's do academically by measuring the progress toward their goal of English proficiency.

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

Our school's various assessments along with the Ready Gen Performance Based Assessments, show a pattern of positive growth across the levels reflecting English language proficiency and grade levels. Students who did not master benchmark activities tended to score at the Entering and Emerging levels of ENL proficiency. This drives our instructional decisions to provide these students with foundation language in the four main modalities, academic vocabulary strategies alongside basic experience- building activities through the utilization of BICS-based language materials and techniques. Students who mastered benchmark activities scored at the Transitioning or

Expanding levels of proficiency. This pattern drives our instructional programs to include higher level critical thinking strategies, close reading with a focus on comprehension, academic language and writing strategies. Content and academic language is modeled and fostered in the classrooms. Students are involved in classroom discussions that enable them to use the academic language and vocabulary. Teachers strive to create a challenging setting where instruction is scaffolded to meet the ELL students' language needs. Lessons are planned and delivered using differen modalities to maximize learning. School leadership also use assessment data to plan additional support programs, such as RTI and Title III after-school program. ELLs are grouped by their proficiency level across grade levels in order to maximize the effectiveness of the program and deliver the most appropriate and effective instruction. All teachers use students' home language to foster understanding, especially for our newcomer ELLs. The ENL teachers provide various resources that utilize students' home language, such as glossaries, bilingual books, translated vocabulary, question prompts and everyday communicative phrases. ELLs are often paired with students who can use their home language to foster group work and comprehension of given tasks.

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](#).]

Students who scored in the bottom third on the ELA, will receive additional small group instruction from our Literacy Coach and the AIS staff. This instruction will focus on needed skills based on the reviewed test data. Students who scored above a level 2 will receive continued small group instruction with a focus on skills and strategies that show need of improvement. After-school programs, such as Title III and Test Prep are offered to provide students with additional support and practice. Teachers continuously utilize the RTI framework throughout their instruction to provide targeted support, including Tier I and II intervention strategies. Guided reading groups, IXL math program and various technology-based resources are utilized continuously to help students improve across all proficiency levels.

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

To enure our students' second language development, we provide various materials and resources including bilingual glassaries and dictionaries, picture dictionaries, translated vocabulary cards with picture support, bilingual books to supplement independent reading time, online access to translation websites, such as Google translate, translated question prompts and discussion starters, etc. Teachers label their classrooms with multi-lingual labels and encourage student partnerships where students' home language is used. Teachers also encourage students to write in their native language if they cannot do so in English. ENL teachers provide students with vocabulary folders where translation and picture support is used to foster understanding of key vocabulary. Our school celebrates diversity and encourages all students to continue using their home language as they acquire the English language. Students often visit the local library during school outings where they can access both written and online material in English and their home language. Our administration also provides newcomer ELLs with Go Math books in their home language. All students have online access to the Go Math program components on Think Central which features various resources in different languages. Lastly, all of our teachers utilize the Reading A-Z online program which has many reading resources in various languages.

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?

Paste response to questions here:

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

We evaluate the success of our programs for ELLs based on various tools. The ENL teachers and administrators focus on the NYSESLAT data, reviewing each modality and the proficiency scores. The school leadership also reviews school-wide goals and focuses on goals for ELLs. Through informal assessment and observation, teachers assess students' progress in the Title III program and review its correlation with the NYSESLAT, as well as other NYS tests. All teachers use the various assessments utilized in our school to monitor ELLs' 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 Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
All new admits are given a Home Language Identification Survey (HLIS) in the parent's preferred language to fill out facilitated by pedagogues (teachers on staff) and translators if needed. An interview is conducted by either the ENL teacher or a trained pedagogue at the time of registration. The staff member conducting the interview addresses questions to both the parent/guardian and the student. We use in-house translators or parent volunteers if available to aid in translation if needed. If student work or records are available, they are reviewed as part of the identification process. Once the student is identified as eligible for testing, the ENL teacher (S.Popkin or J.Wall, both TESOL licensed) administers the NYSITELL. If a Spanish-speaking student is identified as an ELL based on the NYSITELL results, he or she is then given the Spanish LAB by Ms.Wall who is one of our ENL teachers and is also fluent in Spanish. Once the student is identified as an ELL based on the NYSITELL results, parents are offered to view the Dept.of Education video which explains the available programs in NYC, in their preferred language. Parents are informed of the Dual Language, Transitional Bilingual and Freestanding ENL programs. If parents are unable to attend our ENL orientation, other efforts are made to schedule a meeting, such as during Tuesday parent engagement time. Once parents view the video, they complete the Parent Survey and Program Selection form where they indicate the preferred program they want their child to attend. After receiving the surveys, ENL teachers review them and make efforts to place students according to their parents' program selection. Parents are made aware that they can request a bilingual program in another school if they desire, if the number of students needed for a bilingual program is insufficient at our school. All parents/guardians receive entitlement notification letters of the NYSITELL/NYSESLAT testing results, as well as their child's placement into a program.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
First, the parent/student interview and the information from the HLIS form is used to determine if a student had any interruptions in their education. If it is determined that a student may be a SIFE (grades 3-5), we administer the SIFE Oral Interview Questionnaire. if a gap of two or more years is determined, we administer the Literacy Evaluation for Newcomer SIFE (LENS) to students who have the applicable home language. For all other languages, we will plan on using the Questionnaire to determine SIFE status.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The identification process for a newly enrolled student with an IEP will involve the Language Proficiency Team (LPT) determining if the student should be administered the NYSITELL. The team is comprised of our school principal, assistant principal, school psychologist who leads our School Assessment Team, the ENL teacher who is certified in TESOL and the student's parent/guardian, as well as translator if needed. The team will meet to evaluate the IEP and discuss with the parents to determine whether the student has English acquisition needs or if his/her disability is hindering his/her ability to show English proficiency.
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.
The ENL teachers at our school work as a team to ensure that all eligible students are tested and all entitlement letters are sent home in a timely manner, within the mandated time frame. As each eligible student is tested, parent notification letter is sent home immediately following the receipt of the score from ATS. A copy of the letter is placed in the student's cumulative folder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed of their right to appeal ELL status within 45 days of enrollment by receiving an entitlement/non-entitlement letter which explains this right and is translated into the parent's preferred language. Also, we explain this right during the ELL parent orientation.

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.
- In order to ensure that parents understand the three program choices we hold the ELL parent orientation, immediately following the distribution of entitlement letters. This year, our orientation was held on Sept. 21st. Flyers informing parents of the orientation were sent in addition to the administration's letter to parents which also informed them of the orientation during the open school night. The flyers were translated into the dominant languages. The flyers had a tear off section for parents to return to school so that we were informed of an approximate number of parents attending, as well as their translation needs. During the orientation the video was shown in parent's preferred language; we also had in-house staff available for oral translations. The three program choices were discussed and explained. The parents who could not attend were notified of our Tuesday afternoon parent engagement time during which they could discuss the ENL program at our school as well as all the available programs.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The parent surveys and program selection forms were distributed at the ELL parent orientation. Parents were given a time frame by which to return the surveys if they did not wish to complete them at the orientation. Most parents who attended the orientation completed the surveys after viewing the DOE video. Those who did not, returned them to school shortly after. Our in-house translators along with the ENL teachers reminded parents of the importance to return these forms in a timely manner. Our school monitors the parent program choice by completing the ELPC screen in ATS, as well as carefully reviewing the survey forms. Parent requests for bilingual or dual language programs are noted and monitored to see if there is a sufficient number of parents of the same language to create a bilingual program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Those parents who did not complete and return the survey and program selection form are reminded through a letter that our ENL teachers send home, along with a copy of the form in the parent's preferred language. Our in-house translators make phone calls if needed to remind parents to return those forms. Naes of students with missing forms are kept on a list to ensure that all efforts are made to reach out to parents and attempt to get the forms returned to school.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ENL teachers distribute the placement letters immediately after the parent surveys have been received and if they are not, the default placement letter is sent home. A copy of each letter is put in the student's cumulative folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation is placed in the child's cumulative folder. Copies of all documents are also kept with the student's ENL teacher as well as in the main office files.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Once students are identified as an ELL based on the NYSITELL or as a continued entitled ELL based on the NYSESLAT, they are given the NYSESLAT in the spring. ENL teachers administer all parts of the NYSESLAT, as well as other trained teachers if needed. The Speaking portion is administered individually and given by a teacher other than the one who is servicing the student. The Listening, Reading and Writing portions of the test are administered in small groups. In case a student is absent during any portion of the test, a make-up is administered as soon as the student is present in school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Once the NYSESLAT scores become available, the ENL teachers distribute the continued entitlement and transitional support letters to the eligible students. This happens at the beginning of the school year. Copies of these letters are kept in students' cumulative folders.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).
- The parent survey and program selection forms over the past few years show that majority of our parents request the Freestanding ENL program as the first choice for their children. There have not been a sufficient number of parents requesting a bilingual program. For a parent who has requested a program other than Freestanding ENL, we have explained the process of creating such program at our school, as well as requesting placement in another available school.

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.

Our school employs a push-in/pull-out model of ENL instruction. There are two full time certified TESOL teachers who service ELLs. ELLs are grouped by proficiency level across each grade. Integrated and standalone ENL is implemented by the ENL teachers who are dually certified in TESOL and Common branch licenses. Instruction is delivered in a small group setting.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
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)?

Our Entering and Emerging level students receive 360 total minutes of ENL of which 180 minutes are focused on integrated instruction supporting ELA and 180 are for standalone ENL. During both program models Home Language Arts are incorporated by using various resources and tools in students' home languages. Our Transitioning and Expanding level students receive 180 total minutes of ENL of which all are focused on the integrated ENL/ELA instruction. Former ELLs receive 90 minutes of integrated ENL. In addition to the services provided by our ENL teachers, ENL teachers collaborate with classroom teachers to aid in planning and differentiation of instruction for ELLs, incorporating HLA and using ENL methods while integrating ENL with ELA instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL teacher's method of instruction assists the ELL students, regardless of their proficiency level, to quickly and comfortably assimilate and transition into the academic and social community of P.S. 214. ENL instruction is designed to align curriculum and instruction with the NYS Common Core State Standards in math and literacy. The ENL teacher utilizes teacher-created curriculum maps to align ENL instruction with regular classroom instruction. In addition, the ENL teachers preteach content area vocabulary to support ELLs. 25% of instructional minutes are allotted for home language support through the use of bilingual glossaries, dictionaries, books and translated vocabulary, question prompts and discussion starters. The ENL teachers mirror classroom instruction by using curriculum maps and communicating with the classroom teachers on an on-going basis. Content is made comprehensible by the use of numerous ENL strategies such as vocabulary instruction with picture and home language support, academic language modeling through discussion starters, sentence frames and question prompts. Close reading is implemented where students can access complex texts with scaffolds and teacher support. Text dependent questions and partner/group discussion help foster reading comprehension. Differentiated leveled texts on the same topic help students across all proficiency levels access the content. We also utilize various technology resources, such as IXL and Think Central in Math, Science A-Z, Reading and Vocabulary A-Z, Discovery Education, RazKids, Brain Pop, etc. We implement the Writing Revolution methodologies to help students with syntax in their writing. Our lower-level proficiency students also receive support to make content comprehensible by teaching them BICS language through various content areas, so that learning the English language and content occurs simultaneously.

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

ELLs who are Spanish speakers are evaluated using the Spanish LAB during the initial identification process. During the NYS exams, students are given a choice of answering in their home language for the Math and Science exams. Throughout the year, classroom teachers encourage ELLs to write in their home language, which later is translated by an in-house translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to state ELA, Math and Science exams and the NYSITELL and NYSESLAT, students are evaluated in all four modalities of English by using various formal and informal assessments. Teachers administer the TC Reading Benchmark assessments on an on-going basis to monitor students' reading progress. Teachers administer the ReadyGen formative and summative Performance Based Tasks during each module of each unit to monitor students' writing and content comprehension progress. Classroom and ENL teachers use class discussions to assess students' speaking progress, as well as various activities that require listening skills.

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

Currently, our school does not have any SIFE or Long Term ELLs. However, we are prepared to differentiate instruction for those students should they enroll at our school. For SIFE students, we are prepared to have remedial instruction in a small group setting delivered by a licensed TESOL teacher, as well as an AIS teacher. We will use home language supports to make content comprehensible. We will utilize various ENL methods and scaffolds to help our SIFE student(s) acquire BICS English effeciently, so that they may continue acquiring academic langauge. SIFE students will be offered additional help through the Title III program. We are also prepared to differentiate instruction for any Long Term ELLs, should they enroll in our school. Long Term ELLs usually require the most support in accessing complex texts, comprehending reading and writing on grade level. To support those areas, we are prepared to have our licensed TESOL teachers and our Literacy Coach deliver small group instruction focusing on specific reading and writing skills that the ELLs may need help in. Long Term ELLs would also be invited to our Title III program for additional help. Our Newcomer ELLs receive differentiated insrtuction both in their regular classroom and in the ENL program. We use leveled texts from the Scott Foresman Reading Street book series to help Newcomers access content area topics. We use home language supports such as bilingual glossaries, dictionaries, content area picture dictionaries, vocabulary folders, discussion prompt cards, word banks, vocabualry word walls and bilingual books, as well as various online websites and technology tools, such as Reading A-Z which has numerous leveled texts available in different languages, iPad apps that help students practice "survival" and academic English. Our Developing ELLs also receive differentiated instruction both in their classrooms and in the ENL program through the use of leveled texts, vocabulary pre-teaching, word banks, discussion starters and online programs available at our school. Teachers continously implement small group work that is strategy or skill specific to help Developing ELLs improve their reading and writing. Former ELLs receive transitional help by getting 90 minutes of integrated ENL. The teachers employ close reading startegies to comprehend complex texts, discussion strategies to aid in higher order critical thinking and writing in response to reading with a focus on using text evidence to support their answers.

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.

We have not experienced the re-identification process at P.S. 214 as of this date. However, if this situation arises in the future we are prepared to monitor the student's academic progress by utilizing all the assessments available at our school to ensure that the student's progress has not been adversely affected by the re-identification process. Classroom teachers will monitor student's progress through formal and informal assessments and observations and will communicate any concerns with the ENL teachers, the administration and the student's parents.

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?

ELLs who are also SWDs are given differentaited work and scaffolds across all subject areas. In our Go Math program, Think Central is utilized to deliver animated videos which model math concepts and strategies, the Grab and Go math center which uses games and texts to provide further practice of math skills, as well as various manipulatives to allow students with limited English proficiency access the curriculum. In our ReadyGen literacy program, students with special needs as well as ELLs receive differentiated activities, graphic organizers, guided reading groups, small group instruction, phonics readers, etc. to help them access and comprehend our literacy curriculum. Across all subject areas, students are able to use tools that utilize home language, technology to research and publish their work, peer partnerships that foster cooperative work, sentence frames and starters to help them participate in class discussions, as well as checklists and self-assessments to help them understand and complete tasks. ELL-SWDs also receive various accomodations on tests, as per their IEPs.

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

ELL-SWDs receive all services mandated on their IEP. Various service providers work alongside the classroom teachers to help students achieve their IEP goals. Our school strives to provide flexible scheduling and delivers various services through push-in and pull-out models. Integrated Co-Teaching classrooms are found across every grade level, where the Special Education teachers work in collaboration with the regular classroom teachers as well as additional service providers, such as ENL, OT, PT, counseling and speech therapy. All service providers and classroom teachers communicate with each other so that everyone involved in the child's education is aware of specific goals and child's needs. These meetings take place during our Tuesday

Chart

teacher work time, common prep periods, as well as during any IEP meetings. The child's parents are invited to play an active role and made aware of all that's being done to help their child.

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

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



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

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

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

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

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

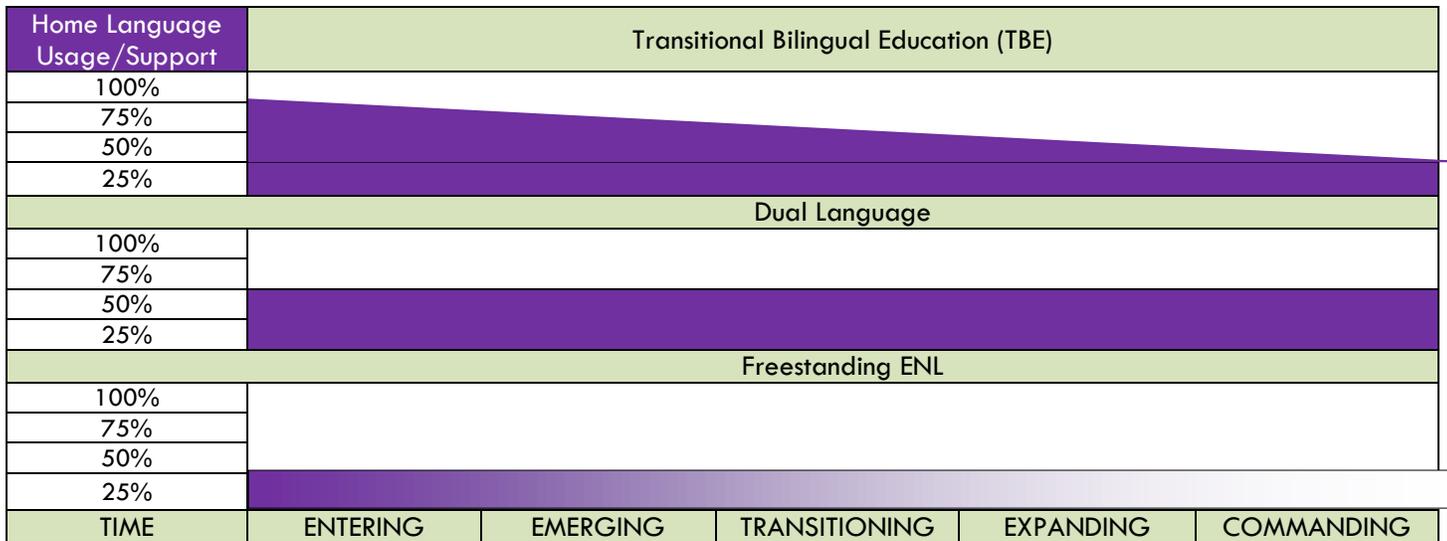


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our intervention programs are delivered by the RTI team, which includes our RTI teacher, literacy coach, special education teachers as well as other service providers. The team delivers small group Tier III intervention strategies, along with classroom teachers who continuously provide Tier I and II interventions in their instruction. Targeted ELL subgroups who receive the Tier III interventions include, but are not limited to, Developing and ELL-SWDs. If our school had Long Term ELLs, those students would be included as well. Newcomer ELLs receive rigorous English language instruction with the supports of their home language through our ENL teachers. All of our intervention programs are offered in English, with the support of home language if needed. The interventions in ELA and Math involve specific skill based small group instruction; skills are identified after reviewing student data. Close reading focusing on comprehension and higher order thinking is targeted. Basic math skills, as well as problem solving through the use of math vocabulary, word problems and manipulatives is the target of the math interventions. All interventions are based on current data and focus on specific needs of our targeted students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Our current program is effective in meeting the needs of our ELLs in both content and language development. This is evidenced by a significant increase in our ELLs scoring a level 3 on the state ELA exam over the past year. Academic language is a strong focus across our school and is evidenced in student discussions, through reading of complex texts and their written responses. Both the ENL, classroom and content teachers collaborate regarding instruction for ELLs. Our curriculum maps are monitored and revised on an ongoing basis to ensure their effectiveness in delivering differentiated instruction. Teachers review student progress and discuss trends in data during our Action Research inquiry team meetings. During that time, teachers review current ReadyGen Performance Based Tasks, as well as the MOSL results. Rubrics are carefully reviewed to ensure that students receive instruction focused on areas of need. These assessments and teacher team work is used to drive instruction across all content areas. Active collaboration between the ENL and classroom teachers ensures that all work and instruction provided to our ELLs is aligned with the CCSS. Our ELLs are exposed to a variety of informational and literary texts, technology resources and critical thinking questions to deepen their understanding of the subject matter. Key vocabulary is explicitly taught and home language is used as a support for those ELLs who need it. ELLs are involved in all of the available school programs and resources which enrich their learning experience, such as our state of the art computer lab, iPads and laptops available at all times, Interactive and Smart boards in all classrooms, school-wide events such as dances, science fair, class performances and assemblies, class field trips, special programs (chorus, band, CCAST theater, garden club, peer mediators, student council, Title III and test prep after-school). These programs not only enrich ELLs learning and exposure to the English language, they also help create an inclusive, nurturing learning atmosphere where students can feel comfortable and be a part of our school community.
12. What new programs or improvements will be considered for the upcoming school year? Although our school has a wealth of available technology, we will continue improving teacher practice in using these tools to improve instruction. Through our Professional Learning, teachers will share their best practices in using various technology resources, as well as any other beneficial strategies that can meet our school's goals for our ELLs. We will be looking into online based programs, such as the First 4000 words program, which can improve our ELLs' vocabulary and reading.
13. What programs/services for ELLs will be discontinued and why? There will be no programs/services for ELLs discontinued at our school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs in our school are involved in numerous programs and services and are always invited to play an active role in our school community. In addition to our mandated ENL program, ELLs take part in their classroom's annual performance during which they may participate in dancing, acting and musical production. Their parents are invited to watch the performance, as it is an exciting part of our school. We also offer the CCAST after-school theater program which puts on a Disney musical production every year. It is a program where all students in grades 3-5 are invited to audition for acting roles, as well as scenery and costume design and back-stage production. We have a basketball team and a cheerleading team, where ELLs along with the rest of the student body can audition and become a part of the team. Currently, we have ELLs involved in both teams. We have a chorus and band that meets during school and puts on concerts throughout the year. We have a Garden club where students learn various science concepts and tend to our school garden. We have Peer Mediators, where students serve as mediators among their peers to help resolve some conflicts. We have an annual science fair where our ELLs can prominently display their scientific experiments. Every Spring, we have a Field Day during which all students participate in physical activities facilitated by our Physical Education teacher. Our PTA organizes numerous events, to which ELLs are invited to along with all the students, such as holiday dances, the Book Fair, PTA meetings, candy sales etc. Throughout the year we have various assemblies, such as the NED anti-bullying assembly during Respect for All week. ELLs in grades 2-5 take part of our Title III after-school program which provides them with supplemental English instruction and targets areas of academic need. The program runs from October to February and is co-taught by ENL and classroom teachers. We also offer an after-school test prep program to ELLs in grade 3-5 who will be taking the state ELA and Math exams. Both ELLs and their families are afforded equal access to all the programs and services mentioned above through

active parent-school communication. Translation and interpretation services are always utilized to ensure that all information about our programs and services is disseminated to all the parents. Both in-house staff translators as well parent volunteers make sure documents and informative flyers are translated, as well as phone calls made home.

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.

Our ENL and classroom teachers use a wide variety of instructional materials to support ELLs' learning. Technology resources include Smart/Inteli boards in every classroom, iPads, laptops and desktop computers, and online based programs and websites (Reading A-Z, Raz Kids, Discovery Education, IXL, Brain Pop, Think Central). These technology materials allow students to access the curriculum through an alternate way and make content more interactive and engaging. They also allow for differentiation as each ELL can use materials on his/her level and work on their own pace. Other content area materials include the Go Math Grab and Go center which has math games and math books to support the math concept/skill being taught. Math manipulatives, such as cubes and base-10 blocks are used in all grade levels. Spanish speaking ELLs have the option of using the student workbook in Spanish. All other language groups have access to bilingual math glossaries and dictionaries. Our Science program incorporates hands-on activities, experiments and observations to allow ELLs to access the Science curriculum despite their English language proficiency level. Bilingual glossaries and dictionaries are also used. In our literacy and the ENL program ELLs use materials such as vocabulary cards, word banks, word walls, sentence prompts crafted for various activities, discussion starters, question prompts, anchor charts, picture dictionaries, and bilingual texts. These materials utilize picture support as well as student's home language. ELLs have access to differentiated paper choice and graphic organizers to help them with writing and leveled books for their independent reading time.

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

Home language support in our ENL program is delivered by having various materials and resources available in the students' home languages. Currently, majority of our ELLs speak either Chinese or Spanish. Our ENL teachers utilize our in-house bilingual speaking staff for translating vocabulary, question and discussion prompts, word banks, etc. Google translate is also used as an aid in translating texts and other materials. A bilingual student or staff member ensures that translation is accurate. Our ENL program also has numerous books available in the dominant languages to supplement students' independent reading. We use bilingual picture dictionaries and glossaries. The ENL classrooms and students' regular classrooms have multilingual labels and basic "survival English" phrases available for our newcomer ELLs to easily adjust to their new setting. Go Math program has students books available in Spanish as well as bilingual math vocabulary on the Think Central website. Our bilingual staff regularly reaches out to parents and guardians of ELLs and uses their home language to communicate vital information.

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

All instructional materials are aligned with the Common Core State Standards and grade levels that ELLs are in. Teachers evaluate various materials and resources to ensure that they are grade and age appropriate. ENL teachers use scaffolding techniques in regard to any and all instructional materials. ENL teachers collaborate with classroom teachers to ensure learning objectives are aligned with the grade level and the standards. ENL teachers use curriculum maps to mirror classroom instruction and ensure it is on grade level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs and their parents receive information about our programs at the time of registration. All ELL families are invited to our "Meet the Teacher" Night and ELL orientation at the beginning of the school year. The Parent Coordinator, ENL teachers, administration and our in-house translators maintain constant communication with ELL families throughout the year to inform them of any school activities/programs. ELLs are invited to participate in all school programs and events, as stated earlier, regardless of when they enroll in our school.

19. What language electives are offered to ELLs?

Not applicable.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

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

All teachers at our school are involved in professional development. Professional learning takes place during the designated time on Monday afternoons, as well as Chancellor's PD Days, special workshops, etc. The professional development plan incorporates learning walks during which teachers can share their best practices with each other, view model lessons, and/or present artifacts. Our Literacy Staff Developer models how to combine components of ReadyGen lessons to allow for Multiple Entry Points for ELLs and SWDs, Enrichment, Small Group and identify opportunities to use technology to increase engaging all students and support ELLs and SWDs. Teachers learn to modify questions embedded in ReadyGen to increase the complexity of questions and create opportunities for student discussion using DOK to encourage all students to use data and text references to support and to build on each other's ideas during class. Teachers are involved in learning how to differentiate the content, process and product to make curriculum accessible for our ELLs. During PD time, teachers are involved in modifying and implementing changes to our curriculum maps, such as: Remediation and enrichment activities (for ELLs, SWDs and our lowest performing third); Content specific vocabulary that students are expected to use in their own writing, etc. Classroom teachers and supporting staff collaborate to ensure growth for all students on summative tasks measured by school-wide rubrics. Additionally, our school uses Dropbox to store, and thus, make available, materials and resources for all staff. This ensures alignment of instructions and assessments across grades.

Based on data from formative and summative assessments and from Inquiry research, teachers continue to revise curriculum maps in literacy and math to make each unit and chapter more rigorous and meet the CCLS demands and to offer multiple entry points. By examining student work, teachers can develop skills and share ideas on how to improve student achievement.
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?

In addition to the above-mentioned professional development plan for all ELL personnel at our school, ENL teachers frequently attend professional development workshops and seminars that are offered by the district, DOE and the teacher's union. These workshops center on various ELL specific topics, such as Academic Language, Vocabulary instruction, accessing the CCSS, differentiating instruction, just to name a few. Teachers learn about new research trends and methodologies that they can use to support ELLs as well as turn key to the rest of the staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In addition to the school-wide professional development, and individual outside workshops, our fifth grade teachers along with our administrator and ENL teacher have been attending a series of district-led workshops that focus on students' transition from elementary to middle school. The workshop series provides research and theoretical background knowledge essential to the teaching of ELLs, as well as practical strategies to help ELLs progress on the state tests and adjust to the demands of middle school curriculum. Our staff also collaborates with our Guidance Counselor who provides assistance and information regarding middle school. Staff members will also be trained in Transitional Activities that provide College and Career readiness to all students.
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.

15% of our school-wide professional development plan for all teachers focuses on ELL specific professional learning. Our ENL teachers turn-key vital and useful information gathered from ELL specific workshops they have attended outside of the school. Teachers view educational training videos that model various ENL strategies which they can use in their classrooms. ENL teachers and our literacy coach model and share their best practices for ELLs by showing video clips of their ENL instruction and samples of teacher-created materials. ENL teachers work as part of teacher teams during Action Research and curriculum mapping to aid classroom teachers in implementing ENL strategies and differentiation into the curriculum. ENL teachers attend ELL specific workshops as part of their 50% total hours of professional development, as previously stated. Record of these activities is kept by keeping attendance during each professional development session as well as retaining each workshop's/session's agendas.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teachers, with assistance from our in-house translators, reach out to ELLs' parents/guardians via phone and/or written communication to schedule individual meetings. These meetings generally take place during our Tuesday afternoon parent engagement time, although if needed parent requests can be accommodated to meet at a different time. Once a meeting is scheduled, the ENL teacher prepares any necessary information, such as student work or test results to share with the parents. The ENL teacher can request one of our bilingual staff to aid in translation and interpretation, as this staff is available during our parent engagement time. ENL teachers are also aware of the over-the phone Translation & Interpretation Unit, in case staff members are not available to translate.

(Q.2) Records are kept for the annual individual meetings with ELL parents by using an online parent communication log created by our administration. If the teacher so chooses, they can also keep written logs of all parent meetings and communication. To ensure parent needs are accommodated, parents can meet with the teacher in person during a designated time or if a mutual time can not be met, teachers can hold a conference over the phone, via email or through letters.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited to all of our parent workshops facilitated by our parent coordinator, literacy coach, ENL teachers and other staff members. Every year we hold informative parent workshops centering on homework help, preparing for the ELA, Math and Science state exams. In addition to our "meet the teacher night" and ELL orientation, we hold a spring NYSESLAT workshop that focuses on the elements of the exam, proficiency levels and test scores and placement for the following school year. Parents are given various resources that they can use to help their children prepare. Other activities that foster parent involvement include the use of Remind and Class Dojo, which are phone texting and web based apps and programs that foster ongoing communication between teachers and parents. Parents are informed of important reminders regarding school and class events, such as field trips, assemblies and performances which they are invited to attend, as well as their children's academic progress. Our PTA organizes various activities and reaches out to parents to get involved in and volunteer their time and help, such as school store and candy sales, Book Fair, PTA meetings, school dances, and end of the school year celebration in the school yard. Various grades host different celebrations, such as Thanksgiving feasts, to which parents are invited to.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school collaborates with various outside groups and organizations, such as the after-school programs that take place in our building (Little Sweet Genius, Talent & Learning, etc.) and Police Athletic League (PAL). Our staff articulates with the leaders of these programs any student needs, such as tutoring or homework help and/or if translation is needed to communicate with parents, as the staff members of these programs usually speak the dominant languages of our community. Our parent coordinator turn keys information about the Cool Culture program to the parents. Teachers often collaborate with the local Queens Library branch to schedule class visits and request library cards for our students.
5. How do you evaluate the needs of the parents? We use various tools, such as the HLIS form, ATS Adult Preferred Language Report and the emergency cards, as well as interactions with parents to evaluate their needs. Following workshops we ask for feedback and we encourage parents to fill out the DOE School Survey either online or in paper form.
6. How do your parental involvement activities address the needs of the parents? Our parent workshops address parents' needs by explaining our school programs and curriculum. Parents are informed of the ways their children are taught, such as novel ways of solving math problems or the types of discussion questions they are being asked in class. Parents are informed of the CCSS, teacher expectations, school wide goals and grade appropriate learning objectives across all grades and content areas. Parents are given various resources that they can access to help their children at home, such as Think Central, IXL and RazKids. Global Connect, Remind and Class Dojo are all used to communicate with parents to keep them informed of their child's progress. Through our state test oriented workshops we communicate vital information so that the parents are aware how their children are being evaluated and what the scores mean for their child.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q214**

School Name: **P.S. 214 Cadwallader Colden**
Superintendent: **D. DiMango**

Before you begin, please check the following:

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

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

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

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

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

The HLIS, ATS, and OTELE are forms used to assess the written and oral interpretation needs of parents. Surveys of attendance at parent workshops and conferences are taken by the administration to further determine interpretation needs. Discussions are conducted with staff, the PTA Executive Board and the parent coordinator to ascertain and assess prominent language groups and their needs. The school's Demographic Report, along with the RLPA Adult Preferred Language Report, are also reviewed to gather information and identify trends.

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.

We found, by assessing the Adult Preferred Language Report (RLPA), that 1 parent speaks Araucanian, 1 parent speaks Tamil, 1 parent speaks Macedonian, 1 parents speaks Cantonese, 2 parents speak Bengali, 13 parents speak Korean, 25 parents speak Mandarin, 74 speak Spanish, 249 parents speak Chinese and 378 parents speak English as their home language.

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.)

Our school disseminates the parent handbook, that is published in four languages (English, Chinese, Spanish and Korean) at the beginning of the school year. Next, we send out the announcement flyer for "Meet the Teacher Night", distribution request letter, uniform information letter, photo consent forms, "Cool Culture" information letter, etc. all translated into the three dominant languages. In addition, all Dept. Of Education notices are translated into the dominant languages. The information available on our school website is also translated via Google translate. All parent workshop flyers are either translated or the translation stamp is placed on them. For parent-teacher conferences, we provide parents a "Parent Checklist" brochure in the dominant languages. The HLIS form and the Parent Choice of ELL Program Video and Placement Survey are all provided in the language of choice.

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.

Our school conducts parent-teacher conferences in the fall and spring. We hold a "Meet the Teacher" open school night at the beginning of the school year. Throughout the year, there are various parent workshops facilitated by our parent coordinator, literacy coach and various teachers, such as Science, Art, Technology and English as a New Language. The School Assessment Team holds parent meetings. Some informal interactions involve the school guidance counselor meeting with parents on an as needed basis and the parent coordinator assisting parents with any issues or concerns. Teachers have parent meetings during the parent engagement time on Tuesday afternoons.

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.

In order to meet the translation needs of our school, documents such as school reports, notification of school-wide events, flyers, memos, the Parent Handbook etc. will be translated in the dominant languages by in-house staff, which include teachers and paraprofessionals fluent in both English and one of the dominant languages. The Translation & Interpretation Unit is utilized as needed. Google translate, as well as our in-house staff is utilized for translation of IEPs and other important

documents. Translators are provided via DOE phone service for all parent meetings if needed. In addition to our in house translators for parent teacher conferences, "Thebigword" was purchased. It provides document translation services. Translators are available at all parent workshops, meetings and the "Meet the Teacher" night. Our school website, ps214.com, is also translated into several languages by utilizing Google translate. The available ELL programs video shown to parents of ELLs during ELL orientation is provided in the parent's preferred language, as well as all documents related to ELL identification and placement. Lastly, report cards and the DOE Discipline Code is sent home in each respective language. To ensure timely provision of all these translation and interpretation services that our school offers, we primarily utilize our in-house staff. Prior to parent-teacher conferences, we utilize a translator sign-up sheet so that both teachers and translators can have a schedule to provide translation services in the most efficient and effective manner. Parent meetings are scheduled in advance so that translation services can be secured prior to the meeting. Additionally, flyers for parent workshops ask parents to identify whether they require translation so that we can have that available. We plan ahead and submit translation requests in a timely manner to the T&I Unit (or to vendor for languages the Unit does not cover, if the need shall arise) to ensure translations are distributed at the same time as English documents. We utilize the Translation and Interpretation Unit's intranet site: <http://intranet.nycboe.net/SchoolSupport/translation> to obtain many translated templates for school holidays, parent-teacher conferences and other DOE notices. We also utilize funding for on-site interpreters for events and parent-teacher conferences. We make arrangements with vendors early to ensure each event is covered in the case that our in-house translators are insufficient or unavailable.

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

Our school will meet the identified interpretation needs by utilizing in-house staff who are fluent in both English and one of the dominant languages. Staff members include teachers and paraprofessionals. Other in-house translators include parent volunteers. We also use outside vendors for additional translators from The Big Word. In case any of these translators are not available, we will utilize the over-the phone Translation and Interpretation Unit.

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.)

Our school will ensure that all staff members are aware of translation and interpretation services by posting the "available languages" poster in the outer lobby of the school. Our security agent and the main office is equipped with the "available languages" cards. Staff members are aware of free over-the phone interpretation services in case in-house translators are not available. Staff members are aware of the Language ID cards and brochures that are available for them and for parents. Staff members are also aware of Google translate to aid in translation of any written communication in case in-house translators are not readily available. All teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation. The school administration also plans on providing professional development session focusing exclusively on translation and interpretation services that are available to the staff.

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

Our school will fulfill parental notification requirements for translation and interpretation services by having the welcome poster posted in the outer lobby. The Parents' Bill of Rights is available in all the available languages in the main office and in the parent coordinator's office. This is also sent home and parents are made aware that they can access it online. Parents' Guide to Language Access is made available to parents at the beginning of the school year as well as throughout. Language ID Guide is at the security desk, as well as the main office. In addition, all staff members and administration make parents aware during any interaction that there are translation services available to them. We also utilize all notification documents which can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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)

In addition to the DOE School Survey that parents take in the spring, our school provides evaluation forms after parent workshops where parents can provide feedback on the workshop as well as the translation and interpretation provided. We also gather feedback informally through conversations with parents.