

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

24Q229

School Name:

P.S. 229 EMANUEL KAPLAN

Principal:

SIBYLLE AJWANI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Emanuel Kaplan School School Number (DBN): 24Q229
Grades Served: PK-5
School Address: 67-25 51 st Rd. Woodside, NY 11377
Phone Number: 781-446-2120 Fax: 718-672-3117
School Contact Person: Gina Mascia Email Address: GMascia@schools.nyc.gov
Principal: Dr. Sibylle Ajwani
UFT Chapter Leader: Lorertta Tumbarello
Parents' Association President: Eleni Kadribasic
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madeline Chan
Superintendent's Office Address: 98-50 50th Avenue, Corona NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3770 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 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)
Sibylle Ajwani	*Principal or Designee	
Loretta Tumbarello	*UFT Chapter Leader or Designee	
Eleni Kadribiasic	*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	
Ursula Castano	Member/ Parent Grade K	
Joy Prendergrast	Member/ Parent Grade 2,5	
Kristen Ramos	Member/ Teacher Grade 1	
Sinead Kiernan	Member/ Parent Grade K, 1, 3	
Constance Pilato	Member/ SETSS Grade 2 and 3	
Christian Rodriguez	Member/ Teacher Grade 1	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jackie Haworth	Member/ Parent Grade 1,4	
Saima Tauqir	Member/ Parent Grade K, 3	
Samantha Gonzalez	Member/Literacy Coach PK-5	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Many years ago, P.S. 229, Emanuel Kaplan School was one of the first schools in Queens to have an elevator. With the result of having a long history of being an inclusive school, housing many special needs students and having many specialized staff members to service these students. Our school mission does summarize our beliefs:

P.S. 229 will be a safe environment where a love of learning will be nurtured in every child. Students will be encouraged to be academic risk-takers; inquisitive, independent and critical thinkers; and confident, responsible citizens. Our school will be strengthened by a strong partnership with the parent community and our rich cultural diversity. Our teachers will have the opportunity for professional growth and will work collaboratively with all stakeholders. We will prepare students to be technologically literate and appreciate the arts. We will facilitate the various learning styles of all students to assure they reach the highest standards possible.

“P.S. 229 is a school where seeds are planted and children bloom.”

In addition to our students with special needs, we offer a district Gifted and Talented program and have a stable and active parent community. We have a long standing relationship with Maspeth Town Hall and offer our school community extended days Monday through Friday, certain holidays, vacations and summer camp. Our focus is on a rigorous curriculum and we emphasize the arts. We have partnered with Midori Music for over sixteen years, offering string and band instruments. This year we expanded our offerings to two guitar classes. We also offer ballroom dancing in grade four and have partnered with Dancing Classrooms for nine years. Two years ago our dancing team won the Gold Medal for the city final championships.

Some of our annual events are listed below:

- **Halloween Show** - annual production presented by school staff where Broadway like productions are created.
- **UNICEF** each year we collect thousands of dollars, this year we collected over \$7,000.00
- 3,000 pounds of food collected for **City Harvest**
- **Annual blood drive** collecting from 39 to 52 pints of blood held the last 6 years.
- **Math Night** - evening event where parent and child can enjoy learning and playing math games
- **Go Green Night** - evening where science projects are celebrated and events to further the earth's environment are presented
- **Student of the Month** awards given out during monthly
- **Principal's Awards** given out bi-annually for highest academic achievement
- **Ballroom Culminating Event & Ballroom Team competitions**
- **Fancy Bake Sale** to support Ballroom

- **Midori** at Lincoln Center- highlighting the musicians in our school
- **Recycling police** - student organization to further awareness of recycling and helping the environment
- **Games for the Physically Challenged** - an annual event held at
- **Crazy Hat Day** to honor Dr.
- **Annual Toy Drive** to benefit Metro Shelter and needy students in our school - staff adopts a needy child and purchase specific gift for each child
- **Annual Talent Show**
- **International Night** – the most highly attended event at our school
- Annual **Father / Daughter dance** sponsored by our
- **School Spirit Week** - where whole school is involved in competitive events sponsored by student leadership team
- **Annual** collecting thousands for St. Jude's Children's Hospital

Our 2015 results for the *Framework for Great Schools* show our ratings well above city averages in *Supportive Environment, Collaborative Teachers, Effective School Leadership* and *Trust*. We are very proud of our progress in *Trust* showing a 97% positive response. We do need to focus on increasing elements of *Strong Family-Community Ties* and on *Rigorous Instruction*. Our 2015 – 2016 instructional goals address these components in hopes of increasing our results.

Our school's strengths are its diversity and strong, stable community never forgetting to help those less fortunate than we are. Our support of the Metro Shelter children and their families, the visits our students make for the Queens Nursing Home and the large amount of money we donate through fund raisers for various charities speaks for itself.

In addition to our humanitarian accomplishments we are a School in Good Standing, with some of the highest English Language Arts and Mathematics scores in the district. We place great importance on rigor and our School Quality Report and School Survey reflect this. The School Quality Report has a rating of well-developed and our school's learning survey of instructional core, systems for improvement and school culture are all above citywide satisfaction ratings.

Of course we are not without our challenges and maintaining a rigorous academic program with a large, diverse population is an ongoing test for any school. After careful review and analysis of all recent data, we can see that we showed improvement in the number of students who reached proficiency or higher in both ELA and Math (performance). We will continue to focus on the areas of problem solving, critical thinking and using relevant text evidence to support conclusions drawn from the text. By continuing this focus, we seek to improve the progress made by students in the area of solving real world problems and producing strong evidence –based writing.

A key focus of this school year is to make the best use out of the extra Professional Learning time we now have and the additional time for parent outreach. This gift of extra time to fulfill our goals has given us more opportunities than ever to prove that, "Learning never ends."

24Q229 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1409	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	2.1%	% Attendance Rate		95.2%
% Free Lunch	58.9%	% Reduced Lunch		9.4%
% Limited English Proficient	7.8%	% Students with Disabilities		18.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		1.4%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander		35.0%
% White	24.1%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.69	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.2%	Mathematics Performance at levels 3 & 4		55.5%
Science Performance at levels 3 & 4 (4th Grade)	97.1%	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	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	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.

To improve the instructional core across classrooms in all subject areas as well as teacher practice our school team reviewed our item analysis in math and ELA, curriculum maps, pacing calendars, scope and sequence, student performance and data for the 2014-2015 school year and identified the need to develop strong vocabulary instruction.

Part 2 – Annual Goal

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

By June 2016, 90% of students will increase their knowledge of content area vocabulary using direct and small group instruction. Vocabulary skill building will be measured through assessments, writing activities and student discussions with a focus on academic vocabulary.

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) <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>Vocabulary will be taught through a variety of activities that include dramatic play, experiments, art, music,</p>	<p>All Teachers and students</p>	<p>9/2015-6/2016</p>	<p>Principals, Assistant Principals, Instructional School Staff</p>

puppetry, movement and images. Visual and tactile instruction.			
Math vocabulary will be a focus using vocabulary cards throughout topics to encourage the use of math specific words in all math discussions.	All Teachers and students	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Interactive word walls and at home word wall activities.	All Teachers and students	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Rubrics in writing that are aligned to word usage and meaning.	All Teachers and students	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Read Alouds that focus on context clues for meaning.	All Teachers and students	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff

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.											
Professional Learning on vocabulary strategies.											
Teacher team meetings											
Analyzing student work											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-Point benchmark: January 15, 2016.
Vocabulary Quizzes, Discussion benchmarks and rubrics, Level of student questions and answers.
Time-frame to monitor progress will be from January 15 – 30.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

An intense review was conducted by our cabinet of summative conference notes, teacher surveys, school goals, grade goals, teacher goals and a review of our professional learning log for the year. As a result of the findings, our cabinet identified the need to set checkpoint dates throughout the year to monitor successful implementation of Professional Learning to have a positive outcome in all areas of our school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

During the 2015-2016 school year, 74 out of 74 teachers and 31 out of 31 paraprofessionals will select to participate in three extended learning cycles. Success of Learning Cycles will be measured by change in practice as observed in classroom observations, change in student outcomes and surveys for staff measuring change in beliefs and/or adoption or new learning into individual context.

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>Professional learning that focuses on collaborative curriculum planning with a focus on vocabulary.</p>	<p>All Staff</p>	<p>9/2015-6/2016</p>	<p>Prof. Learning Committee /All Staff</p>

Book studies that will be research based around a professional text.	All Staff	9/2015-6/2016	Prof. Learning Committee /All Staff
Analyzing and studying student work in all subject areas. One example is using the writing continuum.	All Staff	9/2015-6/2016	Prof. Learning Committee /All Staff
Vertical grade professional learning teams studying student work, curriculum planning, inquiry problem solving and professional reading.	All Staff	9/2015-6/2016	Prof. Learning Committee /All Staff
Paraprofessional teams to focus on handling the crisis child, ELA/math strategies for struggling students and book studies.	Paras	9/2015-6/2016	Prof. Learning Committee/All Staff
Analysis of Social Studies and Science Curriculum.	All Staff	9/2015-6/2016	Prof. Learning Committee/All Staff

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 Time for the Professional Development Committee to meet and plan.											
Time to Create Professional Learning Log with workshop descriptions and schedules for Mondays											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Mid-Point benchmark: January 15, 2016										
Review Professional learning Logs and evaluation forms from workshops and classroom observations of practice.										
Time frame to monitor progress will be from January 15-30.										
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.

To deepen the work using the Danielson Framework for Teaching to improve teacher effectiveness our cabinet reviewed feedback from the 2014-2015 school year on Advance and from teachers. We identified that we need to give additional feedback and support in Domain 3 competency 3d: Assessment in instruction.

Part 2 – Annual Goal

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

By June 2016, 40 out of 74 teachers will demonstrate a highly effective practice in domain 3d: using assessment in instruction, of the Danielson Framework where assessment will be fully integrated into instruction through extensive use of formal and informal assessments measured by classroom observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All teachers will participate in professional learning dedicated to understanding domain 3d: using assessment in instruction .	All Teachers	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.
Professional learning that focuses on analyzing student work with rubrics and assessments.	All Teachers	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.
Planning time for the creation of calendars for units of study to incorporate tasks that will keep students focused on the skills they need to improve on.	All Teachers	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.
All teachers and related staff will attend a session on how to differentiate instruction across subject areas with small group and individual strategy lessons.	All Staff	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.
All teachers and related staff will participate in professional learning geared to discussions on teachers eliciting evidence of student understanding.	All Staff	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.
Assessment in instruction will be observed through classroom observation and tracked through Advance reports.	All Teachers	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.
Parent workshops on teacher rubrics.	Parents	9/2015-6/2016	Principal, Assistant Principals, Coaches and highly effective rated teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Teachers will attend Danielson Rubric Professional Learning Sessions focusing on using assessment in instruction during Monday Professional learning, mass preps, or common planning time.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Mid-Point benchmark: January 15, 2016.

Review Professional Learning Logs and Evaluation Forms from workshops, and classroom observations of practice.

Review Advance Dashboard measurements.

Timeframe to monitor progress will be from January 15 – 30.

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.

To better meet the needs of our school community we met as a school team and identified the need to improve relationships with families as we analyzed our parent communication logs, environmental survey, and attendance at school events, workshops and parent teacher conferences.

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.

During the 2015-2016 school year, 83 out of 83 teachers will establish relationships with families by communicating about the instructional program, conferring with parents about individual students and inviting them to be a part of the educational process as measured by parent communication logs and attendance at school events .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PS 229 will continue to host our International Night, Math Night and Go Green Night, Field Day and Spirit Week.</p>	<p>229 School</p>	<p>9/2015-6/2016</p>	<p>Principals, Assistant Principals, Instructional School Staff</p>

	Family		
Project Arts offerings such as Midori Music, Ballroom and Recorder.	229 School Family	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Adult ELL classes	229 School Family	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Middle School Choice Orientation Meeting	229 School Family	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Parent engagement nights	229 School Family	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Teachers will be encouraged to invite parents into the classrooms, incorporate class websites, newsletters, student newsletters, online curriculum sites and homework help into their curriculum.	229 School Family	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff
Principal award assemblies will continue as well as honoring student of the month recipients at our monthly PTA meetings.	229 School Family	9/2015-6/2016	Principals, Assistant Principals, Instructional School Staff

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.											
Per session for staff to supervise the night time events.											
Schedules for all project art programs, field day, spirit week and night time events.											
Meetings with appropriate staff to coordinate notices, letters, passes and common planning time to execute and plan the events.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

Mid-Point benchmark: January 15, 2016.

Review Parent Communication Logs and Evaluation Forms from workshops and attendance sheets from events.

Results of School Survey.

Timeframe to monitor progress will be from January 15 – 30.

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)	<ul style="list-style-type: none"> • NYS ELA/Math Scores • Teacher Recommendation • PID Status • Student Progress Parental Inquiry 	<ul style="list-style-type: none"> • After School Program (Maspeth Town Hall) • ELL Extended Program • Educational Paras • Funded Reading • Headsprout • Leap Frog/Leap Pads • Foundations • Wilson • Learning Leaders • MyOn • Mind Play • Saturday Academy 	<ul style="list-style-type: none"> Small Group Small Group Small Group, One to One Small Group Whole Group One to One Small Group Small Group Small Group/One to One One to One One to One 	<ul style="list-style-type: none"> After School After School The School Day School Day/After School School Day/After School
Mathematics	<ul style="list-style-type: none"> • NYS ELA/Math Scores • Teacher Recommendation • PID Status • Student Progress Parental Inquiry 	<ul style="list-style-type: none"> • After School Program (Maspeth Town Hall) • Envision Reteach • Educational Paraprofessionals • Learning Leaders • Dreambox 	<ul style="list-style-type: none"> Small Group Small Group/One to One Small Group/One to One Small Group/One to One One to One 	<ul style="list-style-type: none"> After School School Day/After School The School Day The School Day The School Day The School Day

		<ul style="list-style-type: none"> • Saturday Academy 		School Day/After School
Science	<ul style="list-style-type: none"> • NYS ELA/Math Scores PID Status	<ul style="list-style-type: none"> • Reading For Information 	Small Group	The School Day
Social Studies	<ul style="list-style-type: none"> • NYS ELA/Math Scores PID Status	<ul style="list-style-type: none"> • Reading For Information 	Small Group	The School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher, SBST, Parent Recommendation • Previous counseling history • Case by Case Analysis 	<ul style="list-style-type: none"> • AIS and STH Counseling 	Small Group/One to One	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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Emanuel Kaplan]**, 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. **[Emanuel Kaplan]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Emanuel Kaplan School</u>	DBN: <u>24Q229</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: P.S. 229's Title III program provides approximately 40 English Language Learners with supplemental instruction in an After-School Program and an Early Bird Program. The three teachers that will be working in our program are ESL certified. Ms. Dora Bettencourt has a Special Education, TESOL and Bilingual license. Mrs. Jennifer Amare has a TESOL and Common Branch license and Mr. Yegzeru Amare has a Common Branch, TESOL and Administration license. The After School Program will service ELLs in grades 1-5. There is one 1st grade class for beginners, one 2nd grade class for beginners and intermediates, and one 3rd and 4th grade class for intermediates and advanced that meet two times a week, Wednesdays and Thursdays from 2:30-4:00 for 45 sessions from October 2014 through April 2015. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 10 or fewer students per teacher. Some of the strategies that we will be working on are, self monitoring by checking our comprehension when reading, use of available resources which include dictionaries and word walls, summarizing main idea in spoken or written language, questioning by asking teacher/others for clarification, scaffolding using graphic organizers and visual aids, and cooperation by working with peers to solve problems. The Early Bird program will begin in March 2015. It will serve 5th grade long-term ELLs meeting three times a week from 7:00am-8:00am for 11 sessions. The focus will be reading, writing and math. In addition, there is an Early Bird for 3rd grade from Octboer 2014 to April 2015 at no cost to Title III. A group of five 3rd grade ELLs will meet three times a week from 7:00am-8:00am. The focus will be reading for comprehension and teaching writing skills. Materials used in the after-school and Early Bird Programs are "On Our Way to English", "Ladders to Success on the New York Standards, Reading", the use of different activities on the SmartBoard, "Empire State NYSESLAT" by Continental Press and "Spectrum Writing", a commercial program with skill and sequence progression aligned to state and national standards.

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: P.S. 229's Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary programs with ELLs will receive three two-hour professional development sessions after school from 2:30 P.M. – 4:30 P.M. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to using graphic organizers to help teach and reinforce vocabulary with ELLs. (December 12, 2014— Mrs. Graziano – Classroom teacher/ESL certified)

Part C: Professional Development

- 2. Two-hour professional development sessions devoted to innovative reading strategies for ELLs. (April 16, 2015 -- Mrs. Sietas Classroom teacher/ESL certified)
- 3. Two-hour professional development sessions will be devoted to differentiating for Talented and Gifted English Lanugage Learners. (June 11, 2015 -- Mr. Rodriguez -- a bilingual/ESL/Gifted and Talented trained instructor)

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: P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 31 hours of parent English classes. A certified teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. We have a Holiday ELL Workshop for parents to get together. They sing English songs guided by an ESL teacher and discuss the progress their child has made thus far. The workshops are from an hour to two hours and refreshments are served. Translators are present at all of our workshops to ensure that the parents understand everything being said. In addition, the coordinator will provide information about our ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations.

The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

Part E: Budget

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

Allocation Amount: \$13863

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)	<u>3</u>	- <u>After School ELL Grades 1-5 (Teachers)*(Sessions)*(hours)*(rate)=</u>

Part E: Budget

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

Allocation Amount: \$13863

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		<p><u>(3) (45) (1.5) (\$51.51)</u> <u>\$10,430.78</u> <u>Early Bird ELL Grade 5</u> <u>(Teachers)*(Sessions)*(hours)*(rate)=</u> <u>(1) (11) (1) (\$51.51)</u> <u>\$566.61</u> <u>Total cost of \$10,997.39</u> <u>-----</u> <u>Parent English Classes</u> <u>(Teachers)*(Sessions)*(hours)*(rate)=</u> <u>(1) (31) (1) (\$51.51)</u> <u>\$1596.81</u> <u>Participation teachers -- Professional</u> <u>Development</u> <u>(Teachers)*(Sessions)*(hours)*(rate)=</u> <u>(3) (3) (2) (\$51.51)</u> <u>\$927.18</u> <u>Facilitators -- Professional</u> <u>Development</u> <u>(Teachers)*(Sessions)*(hours)*(rate)=</u> <u>(1) (3) (2) (\$51.51)</u> <u>\$309.06</u> <u>Total cost: \$2833.05</u> <u>-----</u> <u>Total overall cost: \$13,830.44</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>		

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 24	Borough Queens	School Number 229
School Name Emanuel Kaplan		

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 Dr. Sibylle Ajwani	Assistant Principal Gina Mascia
Coach Samantha Gonzalez	Coach Catherine Sirianni
ENL (English as a New Language)/Bilingual Teacher Jennifer Amare	School Counselor Lisa Ryan
Teacher/Subject Area Christian Rodriguez/Spanish	Parent Huijun Guo
Teacher/Subject Area Stefanie Graziano/4th grade	Parent Coordinator Mary Messina
Related-Service Provider Jude Ohrtman	Borough Field Support Center Staff Member Lawrence Pendergast
Superintendent Madeline Chan	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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	11
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1387	Total number of ELLs	124	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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	102		5	22		11				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	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	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	11	18	15	17	11	14								0
Chinese	12	6	19	12	8	5								0
Russian														0
Bengali		1		1	1	2								0
Urdu						1								0
Arabic		1	2			1								0
Haitian														0
French														0
Korean		1	1	1	1									0
Punjabi		1	1											0
Polish	3		1		1									0
Albanian														0
Other		1	1	1		2								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)	9	3	4	3	5	4								0
Emerging (Low Intermediate)	0	7	2	1	3	2								0
Transitioning (High Intermediate)	12	1	5	2	5	2								0
Expanding (Advanced)	5	13	10	6	4	13								0
Commanding (Proficient)	109	5	19	20	5	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		5	19	20	5	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	3			0
4	12	3	1		0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	2	5	1					0
4	9		7						0
5									0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At P.S. 229 we have formal and informal assessment. Formal assessment includes standardized testing, performance based assessment, running records and unit or teacher-made tests. Informal assessment incorporates observation, small group activities and evidence of student work. Each student has a folder and the assessment can be found in that folder. The folder is passed along from grade to grade so that the classroom teacher or ENL teacher can see the growth of the student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After analyzing the results of the NYSESLAT, we found that :
 Of all of last year's kindergarten students, 17% scored on the commanding level on the NYSESLAT. Of all last year's first grade, 62% of the students scored on the commanding level on the NYSESLAT. Of all last year's second grade, 54% of students score on the commanding level on the NYSESLAT. Of all last year's third grade, 72% of students were 2 to 3 questions away from scoring on the next proficiency level while only 1 student scored on a commanding level. Of all last year's fourth grade, 74% of students were 2 to 3 questions away from scoring on the next proficiency level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Information obtained from our Annual Measurable Achievement Objectives is reviewed and assessed at the beginning of the school year. Needs are identified and addressed for the school year. For example, in 2015-2016 to improve student outcomes and performances using the Danielson Framework for teaching to improve teacher effectiveness, all teachers will participate in professional learning dedicated to understanding domain 3d: using assessment in instruction. The data can be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of service, ELA/math performance and progress, NYSESLAT proficient and progress, attendance, age, credit accumulations, holdover statues, SIFE status and disability classification. The early warning indicator feature automatically calculates the number of risk factors. The tool alerts

school of students who exhibit known risk factors and allows them to tailor more targeted interventions for at risk.

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?

Of last year's fourth grade ELLs, 63% of students made a performance gain on the ELA. Students that took the math state test in their native language did not score any better. We assess our students to drive instruction. When we assess and notice that the students are having difficulty in a certain area, we work on that the following day to reinforce. We have a close relationship with the teacher that have our ELLs in their classroom and often discuss the progress a child has made. We always make sure to provide home language support for our students.

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*.]

For each English Language Learner who scores below the passing level of performances on the Annual English Language Proficiency

Assessment, the school provides additional support services after taking into consideration the number of years of instruction in English

as a new language program, English and home language literacy, NYSESLAT scores, English as a second language teacher recommendation, classroom teacher recommendation and parent/guardian request. Students will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense reading instruction that includes SGI, guided reading and Wilson Reading system for SWDs. The strategies used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, and explicit vocabulary development in the content areas. There is the use of Leap Pads and comprehension workbooks from Continental Press during Extended Day. The ELL students also participate in Title III funded after-school program, early bird and summer school. Peer tutoring is also used by our fifth grade students who help with individual students and Learning Leaders who work with individual students.

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

We have generous collaboration between the classroom teacher and the ESL teacher. The ESL teacher takes into account the proficiency level of the students and the material or content being taught in the classroom. The ESL teacher knows the objectives or teaching points of the lesson and uses direct instruction to reinforce the material being taught in the classroom. The ESL teacher provides the English skills related to the material or content being taught by the classroom teacher. The ESL teacher looks for specific vocabulary, cognates, grammatical structures and language functions. The ESL teacher scaffolds, builds background knowledge, makes sure to provide time for oral language practice, and keeps track of particular language functions that are being taught and expanded in later lessons in a unit of study.
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).

At P.S. 229, the success of our program is measured by the growth shown within each of the modalities on the NYSESLAT as well as progression of proficiency level. Most of our ELL students who enter our school in kindergarten without a learning disability graduate at the proficient level.

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 parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) assisted by a trained pedagogogue. A certified ENL teacher is present for the informal oral interview in English or in their preferred language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) questions on the HLIS Part 1: questions 1-4 indicates that the students uses a language other than English, and (2) two questions on the HLIS Part 1: questions 5-8 indicate that the students uses a language other than English, and (3) the interview with the parent and student indicated a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Our teachers and our paraprofessionals, Ms. Coughlin, Mrs. Amare, Ms. Quizhpi and Ms. Bettencourt, who speaks Spanish, Ms. Tong and Mrs. Sui, who speak Chinese, Mrs. Haq, who speaks Bengali, Ms. Samuel and Mrs. Syed who speak Arabic and Ms. Markowski, who speaks Polish assist the trained pedagogues with the parent to complete the HLIS form and conduct an informal interview. Record of the person translating is written on the HLIS. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the New York State Identification Test for English Language Learners (NYSITELL) within ten days of enrollment by a certified ENL teacher. Performance on this test determines the child's entitlement for English language development support services. All new entrants whose HLIS response indicates a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or re-enrollment) during the same 10-day testing window.

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).

If the ELL identification process indicates that the student has had an interruption or inconsistency in their formal schooling, the student is administered an oral interview questionnaire in their home language and when possible the student's prior school work in reading, writing and math is reviewed. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, they will be administered the Literacy Evaluation for Newcomer SIFE (LENS). If found two or more years below grade level, then SIFE status will need to be indicated in the DOE's data collection.

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).

At an initial entry into the DOE schools or re-entry after 2 years the LPT determines whether a student with and IEP should take the NYSITELL. The Language Proficiency Team NYSITELL Determination Form is filled out and placed in the student's cumulative folder. At P.S. 229, the following staff members make up the Language Proficiency Team: Mrs. Mascia (Assistant Principal), Mrs. Amare (ENL teacher), Ms. Politis (school psychologist), Ms. Bettencourt (Special Education Bilingual and ENL teacher), the student's parent and an interpreter. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's language development including the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language. It also considers the student's history of language used in the school, home or community. In addition the results of individual evaluations in accordance with procedures in CR Part 200.4(b)(6) which includes assessments administered in the student's home language and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting the student's proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs, the recommendation is sent to the principal. If the principal rejects the recommendation of the LPT, the student takes the NYSITELL immediately. On the other hand, if the principal accepts the recommendation of the LPT not to take the NYSITELL, it must be sent to the superintendent for a final decision. The parents or guardian must be notified within three school days of the decision in the parent's language.

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.

After scanning and scoring the NYSITELL, entitled and non-entitled parent's notification letters are sent home with the student within five school days of enrollment. Each ENL teacher is responsible for their caseload of informing the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents preferred language. Copies of Entitlement letters and continued entitlement letters are filed in the student's cumulative record. The parent's of the students that failed the NYSITELL are invited to attend an orientation meeting.

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).

Beginning in the 2015-2016 school year, after scanning and scoring the NYSITELL the parents will be sent an entitlement or a non-entitlement letter in the parent's preferred language, informing them in writing that they have 45 days to appeal the decision if they are not in agreement. Also, during the parent orientation meeting and then after that individually, the parents will be informed that they have the right to appeal within 45 days of school enrollment the decision of ELL or non-ELL if they think that their son or daughter was misidentified. The parents will be told that in order to start the appeal process, they must write a request to the principal that

will be completed within 10 school calendar days or 20 school calendar days if the CSE is consulted. An ENL teacher/coordinator reviews documents related to the initial or re-entry identification process. The student's work in English and in their home language is reviewed. The NYSITELL may be administered to the student if it was not previously given. The results will be discussed with the parents and the principal will determine whether to change the ELL status or not. Written notification is sent to the parents in their preferred language. All notifications are kept in the student's cumulative record.

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

A student enters the public school system. The parent and child are interviewed by the school's ENL coordinator or ENL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the ENL coordinator must administer a more in depth interview with the student to determine NYSITELL eligibility. The student is then administered the NYSITELL within the first five days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB in Spanish. The parent is then notified that their child is entitled to services. The ENL Department holds an orientation within the first five days of school, informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation in a computer room where they can view the Parents Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded. During the orientation, we also provide information on standards, curriculum, and assessments. We also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for bilingual education and English as a new language. The orientation is in a language the parent/guardian best understands. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a New Language (ENL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a New Language (ENL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ENL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. In our school, the parents usually opt for ENL instruction. Once a parent has made a decision on the Parent Selection Form, this information is then entered onto the ELPC screen on ATS. Students who are placed in ENL as a result of the parents not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If a student fails the NYSITELL, an entitlement letter (in their native language) is sent home by the ENL coordinator inviting them to attend an orientation meeting. After parents are informed of all three program models at the parent orientation, we provide the parents with a Parent Survey and Program Selection Form (in the parent's preferred language), where parents can indicate their program choice. The parents must return the completed form signed within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL and we will continue to personally call them and explain to them that if they do not return the survey, their son or daughter will be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program. The Parents Survey & Program Selection Form is a formal record of the parent's preference of an ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
At P.S. 229, within five school days, a roster of all entitled students is created by the ENL coordinator and the parents are invited to an orientation meeting. At the orientation meeting, the parents are provided with the Parent Survey and Program Selection Form (in the parents' preferred language). For the Parent Survey and Program Selection Forms that are not completed and returned during the orientation meeting a phone call home will be made as soon as possible. An individual appointment will be scheduled at the parent's convenience within the next five school days. As forms are completed, the parent's first choice will be entered as noted on the ELPC screen on ATS. The original parent survey and parent selection forms are stored in the student's cumulative record and a copy in the ENL office.
9. Describe how your school ensures that placement parent notification letters are distributed.
Each ENL teacher for their caseload, sends the placement parent notification letter in the parent's preferred language. The original parent notification placement is sent with the student and a copy will be placed in the cumulative record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents are kept in the student's cumulative record including, Home Language Identification Survey, Parents Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), continued entitlement letter (continuing ELLs),

non-entitlement letter and LPT NYSITELL determination form if needed. Additionally, in the school's ENL Department office, copies of all documents above will be kept. The ELL related documentation is protected by the Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA), and is accessible by the principal, ENL coordinator and classroom teacher.

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.

To ensure that an ELL student takes all four sections of the NYSESLAT, an ATS report is accessed to determine eligibility and rosters are prepared by grade. The rosters have columns for each of the modalities. When a teacher administers the NYSESLAT, the column is checked off to make sure that the child has been tested in all four modalities. ENL teachers as well as trained pedagogues administer the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each ENL teacher is responsible for their caseload. The Continued entitlement and transitional support parent notification letters are distributed within the first five school days in the parent's preferred language. A copy is kept on file.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parents' Survey and Program Selections for the past two years, the program selection is aligned with the parents' choice. Parents in our community request, Free-Standing English as a Second Language. Out of thirty-four Parent Survey and Selection forms no parent opted for transitional bilingual or dual language instruction. The program offered by our school is aligned with the parents' request. One-hundred percent of the parents have chosen, Free-standing English as a Second Language. The three different ELL instructional programs are described in detail at our Parent Orientation meetings. We explain to the parents that if there are fifteen or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we suggest a school close by that may be able to accommodate the program of their choice. We will contact the Department of the English Language Learners and student support, which will coordinate the transfer with the office of student enrollment. The parents usually opt for ENL instruction. All meetings are translated into the major languages of our community, which are Spanish, Chinese, Bengali and Korean.

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.

The preferred organizational model used in P.S. 229 is the "push-in" model. ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ENL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ENL teachers organize their push-in schedule during reading, writing or math. We participate in the ReadyGen literacy program developed by Pearson to address the ELA Common Core standards. The program includes 90 minutes of literacy daily from grades K-5. ReadyGEN engages students with complex text and its academic language through the use of units of study designed around text sets at each grade level. Students are asked to extract and employ evidence from text, and use text sets to understand evidence within and across texts to support writing. It builds knowledge through theme-based units of study that balance literacy and informational text. The ENL teacher pushes in either two, four or eight times per week for 45 minutes depending on the student's proficiency level. The ENL teacher may pull-out four times per week to fulfill the NYS CR Part 154 mandated number of units of ENL. For "push-in or "pull-out", entering and emerging levels are grouped together. Transitioning and expanding are grouped together. The commanding students are grouped together to receive the 90 minutes a week of services in a content area. The ENL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

- b. TBE program. *If applicable.*

c. DL program. *If applicable.*

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

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

Students are grouped according to the NYSITELL and/or NYSESLAT and their reading level when assessed. Entering and Emerging students receive 180 minutes a week of stand alone ENL and 180 minutes a week of integrated ENL instruction. Transitioning and expanding students receive 180 minutes a week of integrated ENL instruction with an additional 180 minutes per week for ELA instruction. The ENL instruction is differentiated as per the proficiency levels in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ENL teachers meet with the classroom teacher to plan together. They use the same teaching points from ReadyGEN or Expeditionary Learning.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our free-standing English as a Second Language model, the content area is delivered in English. Dictionaries, glossaries, student pairing (same native language), charts, highlighting text books and learning leaders are used to make content comprehensible and enrich language development. Our goals are to provide academic subject area instruction in English using ENL strategies and methodology, to incorporate ENL strategic instruction in every lesson and within the content areas and to assist students in achieving the state-designated level of English proficiency for their grade by the third year of ENL services considering that there is no interruption in their academic year and that their cognitive ability does not interfere with their ability to learn. To engage ELLs above the beginner level in developing grade-level content, the teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers use learning activities that connect new content to students' prior knowledge. The ENL teacher outlines the lesson content, teaches content vocabulary and summarizes main points, pauses after a main point and checks for understanding by asking students to paraphrase what was said. When questions are being asked, the ENL teacher waits for student to process. Total Physical Response activities are used for entering students accompanied by realia, visuals and model gestures. Yes/no questions, pictures are labeled and writing is modeled and drawing is encouraged. For emergent level students for speaking, you ask cloze questions, you tap into prior knowledge, you mirror speech back to the student. For reading, you choral read, you teach vocabulary and repeat reading for fluency development. In writing you encourage inventive spelling and use language experience approach. For transition level students, you teach basic story elements, sequence events, teach questions, and ask students to paraphrase directions. You model appropriate speech. In reading, you facilitate literacy responses, use reference material and guide discussion of reading. In writing, you teach process writing and graphic organizer for pre-writing. For expanding you call on the students to formulate questions. You preview key terminology with content area in instruction, you guide content reading, you read to learn information and you provide instruction of grammar rules. The overall goal for ELLs is to educate them using a high-standard based program with the common core learning standards.

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

ELLs who speak Spanish and fail the NYSITELL, receive the Spanish LAB. Also, ELLs who are in the country two years or less receive all content area state exams in their native language or through a translator to exceed state standards. Native language support is delivered through dictionaries/ipads

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

P.S. 229 features holistic learning and teaching. Our ENL program utilizes methods and techniques, concepts, skills, strategies that are integrated rather than taught in isolation. Listening, speaking, reading and writing skills are developed in a cyclical rather than linear fashion and are therefore evaluated by the teacher in formal or informal assessment context throughout the year. In the beginning of the school year, the ENL teachers uses the results of the breakdown of all 4 modalities of the NYSESLAT to focus on the student's learning needs. A grade assessment to see how well they are doing academically and their reading levels are used. Reading levels are taken 3x a year. Assessment also consists of a PBA done by the classroom teacher after every unit of study. The ENL teacher also grades units of study weekly to determine the student's progress and/or the need for re-teaching. There is also use of rubrics for self evaluation.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. For SIFE students, programming and instruction is adjusted for them. When possible a SIFE student receives support in their native language to help them understand the text. A packet has been created that includes an alphabet chart with corresponding pictures, a newcomer survival baggie containing words and pictures of themes that are necessary for the child

to survive the everyday school environment. They are closely watched to make sure that they are included in classroom work especially small group and hands-on activities.

b. For students with less than three years of ENL services, the academic emphasis is placed on acquiring vocabulary and shared experiences. These ELL classrooms have evidence of functional prints (labeling of classroom), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students are also mandated for the Title III extended day. In ELL Extended Day, "On Our Way to English" is used which addresses the four modalities of language. Classes are limited to 10 students so the teacher can focus on the needs of the individual students. The ELLs receive literacy and math support from a certified ENL teacher. If a student is a newcomer, he or she may take content-standardized tests in his/her native language if available.

c. Our plan for ELLs receiving service four to five years depends on the student's needs. When they are reading, the students will be grouped. When they are writing, they will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. Peer tutoring is also used by having our fifth-grade students help with individual students. Learning Leaders, who are volunteers work with individual students as well. For developing ELLs who show weaknesses in reading and writing, an Early Bird program is designed for them to work on various skills in reading and in writing.

d. (N/A - ELLs receiving services 7 or more years)

e. For former ELLs, at least two years following, the school year in which the students are exited from ELL status, they will receive one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified and testing accommodations. A reading specialist also addresses newly commanding ELLs four to five times a week for forty-five minutes.

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.

Within 6-12 months after re-identification as ELL or non-ELLs, the principal will consult with the student's teachers, parent/guardian and the student to determine if the student has been adversely affected and if so provide additional support services.

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?

The ELL SWDs use grade-level text. For self contained classrooms, we have Pearson's Reading Street. It offers ELL SWDs the same Common Core experiences as the regular education students to ensure that the state mandated tests on grade level do not come as a total surprise to the students. The instruction is differentiated by varying background and vocabulary development, varying modes of reading the material and varying the amount of the text read at a time. Furthermore, this program provides scaffolding and support. It has English Language Development Readers with visuals to provide all ELL access to the same content. Content in the readers is scaffolded according to language proficiency level. It provides guidance on instructional strategies designed to prepare English Language Learners for standardized tests. The Wilson Reading System is also being used by teachers with SWDs and we have SGI twice a week for fifty-five minutes. SMART boards are used to reinforce whatever was just taught and the Safari Montage program allows teachers to stream video into the classroom on virtually any topic.

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?

Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229Q. One model is the ICT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and a paraprofessional. The ENL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ENL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students.

Chart

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

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

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

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



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

Chart

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

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

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

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

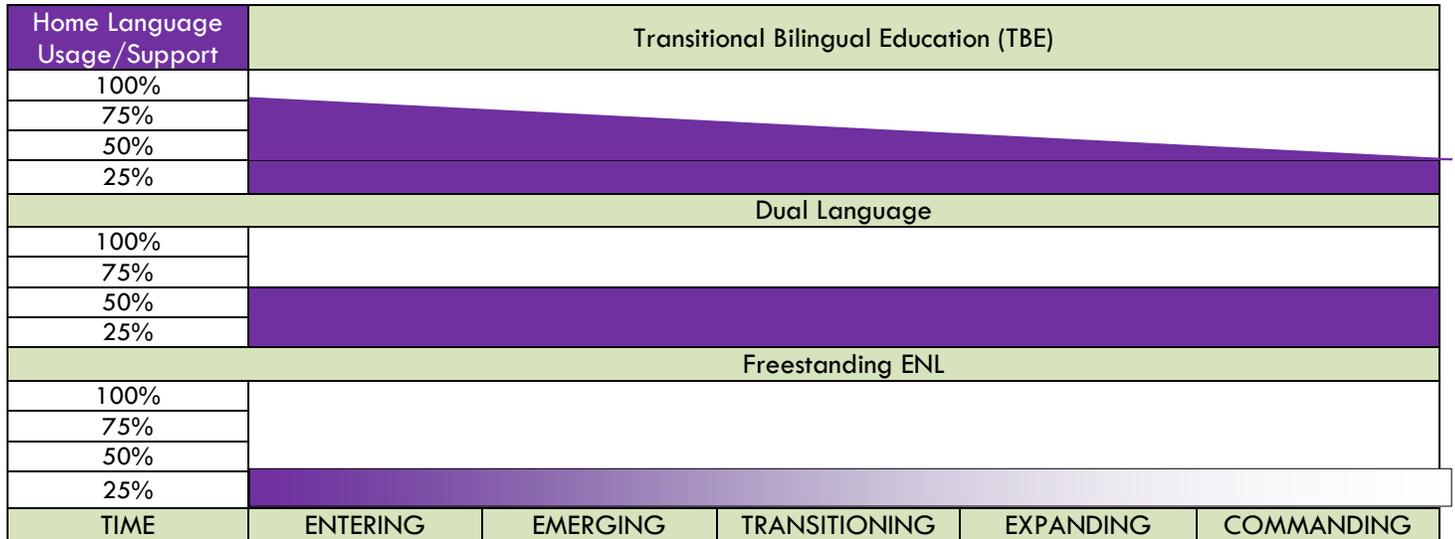


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Based on student's NYSESLAT scores, ELA exams, and teacher's classroom data, students will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense reading instruction that includes SGI, guided reading and Wilson Reading system for SWDs. The strategies used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, and explicit vocabulary development in the content areas. There is the use of Leap Pads and comprehension workbooks from Continental Press during Extended Day. The ELL students also participate in Title III funded after-school program, Early Bird and summer school. Peer tutoring is also used by having our sixth grade students help with individual students and Learning Leaders work with individual students as well. For students who are struggling in math, we have the afterschool program (Maspeth Town Hall) who service the students in small groups. We have Envision reteach small group/one to one by the classroom teacher, we have learning leaders, dreambox and Saturday Academy that serves a small group. For students struggling in science and social studies, we have small group "reading for information" during the school day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Using both the "push-in" and the "pull-out" model works well in our school. We maintain a close relationship with the partner teacher to make sure we meet the needs of our ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
- P.S. 229 will continue participating in a Federal Funded Project for the next three years. This puppetry program through Arts Connection, will target Kindergarten, first and second grade where the students participate in group activities, including creative play, storytelling, creative writing, pantomime and improvisation. We have myON which is an online library. The students are assessed and a personalized library with "just right" stories are created for them. Another program we have is dreambox in which the student work on math skills and are assessed periodically.
13. What programs/services for ELLs will be discontinued and why?
- At present, we do not plan to discontinue and programs/services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- P.S. 229 is a barrier-free school that prides itself on its collaborative school climate, welcoming all special needs, diverse populations (ELLs), gifted and general education students. The ELLs are grouped within the general education if the student requires it. We have no self-contained ENL classes. The ELLs participate within the same rigorous academic standards, cluster programs, special arts (Dancing Classroom by American Ballroom theater company, Recorder Programs, and Midori and Friends), school government, and various school events. They also participate in an after-school program and summer school. Information about the programs available is provided in the students' native language which encourages the ELLs to participate. Some of our annual events are listed below:
- Halloween Show—annual production presented by school staff where Broadway like productions are created
 - UNICEF each year we collect thousands of dollars, this year we collected over \$7,000.00
 - 3,000 pounds of food collected for City Harvest
 - Annual blood drive collecting from 39 to 52 pints of blood held the last 6 years.
 - Math Night – evening event where parents and child can enjoy learning and playing math games
 - Go Green Night – evening where science projects are celebrated and events to further the earth's environment are presented.
 - Student of the month awards given out during our monthly PTA meetings
 - Principal's Awards given out bi-annually for highest academic achievement
 - Ballroom Culminating Event & Ballroom Team competitions
 - Fancy Bake Sale to support Ballroom
 - Midori Music Concert at Lincoln Center – highlighting the musicians in our school.
 - Recycling police – student organization to further awareness of recycling and helping the environment
 - Games for the Physically Challenged – an annual event held at Hofstra University where our students compete in athletics for physically challenged students. Staff volunteer their weekend to support students are bake sales are held throughout the year to fund this activity.
 - Crazy Hat Day to honor Dr. Seuss and foster creativity
 - Annual Toy Drive to benefit Metro Shelter and need students in our school – staff adopts a needy child and purchases specific first for each child
 - International Night – the most highly attended event at our school
 - Annual Father/Daughter dance sponsored by our PTA
 - School Spirit Week – where while school in involved in competitive events sponsored by students leadership team
 - Annual Marathon & Hopathon collecting thousands for St. Jude's Children's Hospital.

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.

There are various computer programs ELLs have access to while in school and at home MyOn in English or native language. A newcomer has the chance to use Rosetta Stone in English to help develop vocabulary. A website students use is Starfall. Using Starfall helps in areas of phonics, letter recognition and reading fluency. Students in Kindergarten, Grade One, Two and Three learn computer skills once a week, while those in Fourth and Fifth grade have computer class twice a week. Students are encouraged to use computers in their classroom to do research and type reports which is part of their Writing Workshop. Students are encouraged to participate in answering questions in all content areas using the Smart Board. This not only provides them with learning new technology but gives them the opportunity to express themselves despite their level of proficiency. The teacher when teaching content area uses TPR and demonstrates what the project/experiment will be about and what is expected. Charts are used. An ELL child is paired with English speaking students and when possible someone who speaks their native language to make sure that he/she understands what is expected of them in that class. With the use of a Smart Board, the teacher makes content-area subjects more realistic and engaging. For ELLs SWD, paraprofessionals are assigned to specific students on a daily basis offering assisted instruction in their native language in all subject areas. ELL students who received a level 1 or 2 on Math and Science State exams receive small-group instruction that takes place in school two days a week for 55 minutes. We have dictionaries available in their native language.

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

When an ELL is placed in the classroom for the first time, the teacher tries to sit the child where his/her language is spoken by another child. Parts of the classroom are labeled. A list of expressions is given to each child in their native tongue with the translation into English to help them with simple everyday requests. It is also used to test newcomers in content areas and to assign paraprofessionals for ELLs SWDs. We have picture dictionaries and provide materials that have instructions and words in both languages.

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

Required services, supports and resources correspond to the ELLs age and grade levels. ELLs are grouped according to grade age appropriate unless a student was held over. Students in the lower grades utilize pictures, acting, phonics, color coded activities and rhymes to learn vocabulary. In the upper grades, instructional support is embedded within the reading program, the smart board and online technology that support ELL students. Furthermore, academic and content specific vocabulary is learned and reinforced through various multimedia experiences with the goal that the ELLs will participate fully in grade-level course work.

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).

When a newcomer enters the school, the ENL teacher informs the classroom teacher and the student is paired with a "buddy" to help them become more comfortable in their new environment. Dictionaries are provided by the ENL teacher and books may be available in their native language. When working with older students, the student is encouraged to write in his/her native language so the work is produced and the ELL teacher finds a way to have the writing translated. The student is introduced to our Parent Coordinator and to the three ENL teachers.

19. What language electives are offered to ELLs?

This year we will have a certified ENL teacher teaching Spanish to our Talented & Gifted student's as well as to our fifth graders.

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.)

The ENL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend professional development and share a common preparation period with their grade counterparts to devise strategies to help ELLs reach the standard in English and content areas. In addition the ENL teachers will also provide the five-mandated workshops for all teachers on different aspects related to English Language Learners. Furthermore, the extended-day ELL teachers under Title III participate in three professional developments. Topics that will be addressed during these professional development sessions are as follows: Scaffolding instruction for ELLs to facilitate knowledge and understanding of academic vocabulary in Ready Gen, analyzing data for the school year.

We have an on-going inquiry-based model of professional development for all staff. The principal, supervisors, literacy coach, math coach and reading specialist look are the strengths and weaknesses of individual teachers and group them for professional development in the domains of Charlotte Danielson's Framework for teaching that their indicators showed need. The professional development is carried-out during citywide mandatory dates, monthly faculty conferences, grade conferences and extended day. The following areas have been addressed in professional development:

 - ** Sensitivity to culturally and linguistically diverse student and parents.
 - ** Recent research in ESL education and language and acquisition.
 - ** ENL methodologies for teachers serving ELLs including content-area instruction.
 - ** Native language and ENL instruction

Teachers maintain their own record of requirement hours and a copy is kept in their respective teachers file. The school secretary also keeps a file of signed rosters and agendas of professional developments given in a school year.
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?

Teachers attend ENL workshops given by the Network where they learn about the latest research and Common Core Learning Standards to support our ELL's. Last year the region/Network provided a series of workshops with Shirley Rouse-Bey. These workshops are planned with the opportunity to turnkey to their peers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The teachers of Grades Five departmentalize for literacy, mathematics and science in preparation for life as middle school students. They are allowed to visit the middle school with their students and also receive information about middle schools that they can share with the students and parents.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As per CR Part 154.2 for all teachers fifteen percent of the required professional development is dedicated to language acquisition best practices for co-teaching strategies and integrated language and content instruction for English Language Learners. For the English as a new language teacher fifty percent of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction. Teachers maintain their own record of requirement hours and a copy is kept in their respective file. The school secretary also keeps a file of signed rosters and agendas of professional developments given in a school year.

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?

Parents are encouraged to come and speak to the ENL teacher on Tuesdays during parental involvement. The ENL teachers are also open to meeting with parents early in the morning or after school if the parent is unable to come during parental involvement. During the meeting we discuss the goals of the program, language proficiency assessments and language development needs in all content area. Translators are available when necessary. In addition, the ENL teachers will meet with the parent of the ELL student to discuss the goals of the program, the child's language development progress, the child's proficient assessment results and language needs in all content areas. The attendance of the meeting recorded. PARENTAL INVOLVEMENT for #2 below -- At P.S. 229, we have parent communication logs of rosters for attendance that are kept on file. The teachers are encouraged to establish relationships with the families of the students by communicating and explaining the instructional program and conferencing with the parents about individual students once a week in addition to orientations, parent-teacher conferences, open school week, and monthly PTA meetings. See below for events:

- Halloween Show—annual production presented by school staff where Broadway like productions are created
- UNICEF each year we collect thousands of dollars, this year we collected over \$7,000.00
- 3,000 pounds of food collected for City Harvest
- Annual blood drive collecting from 39 to 52 pints of blood held the last 6 years.
- Math Night – evening event where parents and child can enjoy learning and playing math games
- Go Green Night – evening where science projects are celebrated and events to further the earth's environment are presented.
- Student of the month awards given out during our monthly PTA meetings
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- Midori Music Concert at Lincoln Center – highlighting the musicians in our school.
- Recycling police – student organization to further awareness of recycling and helping the environment
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- Crazy Hat Day to honor Dr. Seuss and foster creativity
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- International Night – the most highly attended event at our school
- Annual Father/Daughter dance sponsored by our PTA
- School Spirit Week – where while school in involved in competitive events sponsored by students leadership team
- Annual Marathon & Hopathon collecting thousands for St. Jude's Children's Hospital.

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. P.S. 229Q Parent Involvement Policy was designed upon careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PTA and Parent Coordinator provide many opportunities for parents to get involved in the school. For example, there is a PTA meeting once a month and translators are available. Parents are asked to participate in Picture Day, Pumpkin Patch, Candy Sale, Book Sale, Craft Fairs and 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. The PTA newsletter is translated into other languages. At present, the PTA has a parent website for easier parental communication. The school also offers many events that encourage parental involvement such as "Go Green Night," "Math Night" and "International Night".
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator helps create a welcoming school environment and host parent workshops, trips and meetings on issues of interest to all parents. For example, we have Homework Help Workshop – Dial-A-Teacher, Learning Leaders Workshop –

Learning Leaders Liaison, and Parenting Workshops. The ENL teachers also hold workshops for the parents. They have a holiday ELL workshop for parents to get together. They get free raffles and sing English songs guided by an ENL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the ELL teachers conduct an orientation session for parents of newly enrolled ELLs after completing ten days of school and then as needed through the school year. Parent Orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessment and school expectations.

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

P.S. 229 has a parent involvement policy that was carefully designed based on the needs of all parents including parents of English Language Learners from feedback forms and parents surveys available in different languages and requests made during school meetings. For example there is an orientation, open-school week, parent-teacher association meetings, and parent-teacher conferences.

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

Under the Title III program the ELL parents and guardians have the opportunity to attend 32 hours of parent English classes. A certified teacher teaches these classes. Instructional materials such as adult ENL workbooks are utilized. The Parent coordinator and the ELL Coordinator work closely together in order to reach immigrant parents in their native languages through written or oral translations. The "Villager" publications are translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

We have The After-School Corporation (TASC) that offers an after-school program in our school. We also have classes for the adults in our community. We have visits from the Maspeth Library to inform the parents of their services.

Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parents committees, Learning Leader Program, PTA meetings, PTA workshops, Publication of "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Math Night, Go-Green Night, Open School week, class trips, International Night, PHD Night, Band and special program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

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: Emanuel Kaplan **School DBN: 24Q229**

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)
Dr. Sibylle Ajwani	Principal		12/16/15
Gina Mascia	Assistant Principal		12/16/15
Mary Messina	Parent Coordinator		12/16/15
Jennifer Amare	ENL/Bilingual Teacher		12/16/15
Huijun Guo	Parent		12/16/15
Christian Rodriguez	Teacher/Subject Area		12/16/15
Stefanie Graziano	Teacher/Subject Area		12/16/15
Catherine Sirianni	Coach		12/16/15
Samantha Gonzalez	Coach		12/16/15
Lisa Ryan	School Counselor		12/16/15
Madeline Chan	Superintendent		12/16/15
Lawrence Pedergast	Borough Field Support Center Staff Member		12/16/15
	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: **24Q229** School Name: **Emanuel Kaplan**
Superintendent: **Madeline Chan**

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.learnedoe.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.

In P.S. 229, there are languages other than English being spoken by the parents. However, most of the parents communicate in English. Our intent is to provide written translations in the languages with the greatest percentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Bengali, Burmese, Arabic, Urdu, Romanian and Polish for written translation. The information was generated from ATS and is also supported by emergency cards and the Home Language Identification surveys. The Parents' Bill of Rights is distributed in various languages and signs are posted indicating availability of translation services.

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.

As per the Home Language Report on ATS, the following languages are spoken in households: Albanian, Arabic, Armenian, Bengali, Burmese, Chinese, Farsi, German, Gujarati, Hindi, Hungarian, Indonesian, Japanese, Korean, Nepali, Tagalog, Polish, Portuguese, Punjabi, Romanian, Russian, Spanish, Thai, Tibetan, Tigre, Turkish, Urdu, and Vietnamese.

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.)

We plan to translate:

1. The P.S. 229 Villager, a monthly newsletter that communicates information about the school's academic programs and events during and after school.
 2. The Kindergarten Orientation Packet
 3. Weekly or monthly notices on school activities or events for example, "Getting to Know You" (open school week), information on standardized test taking, math night, the science fair, etc.
- Written translation is done through the use of various teachers or para-professionals that speak one of the languages needed. In P.S. 229Q, we have Spanish, Chinese, Urdu, Bengali, Arabic, Romanian, Polish, and Burmese translators.

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.

Formal meetings will take place many times during the school year. The parents of our ELLs are invited for our orientation. There we speak about all the programs available in NYC and they make their program choice for their child. The parents are invited to the parent-teacher conferences during the year to discuss their child's progress. On Tuesdays we have parental involvement available for our parents. Our doors are always open for our parents during these days to talk about any concerns they may have about their child's learning.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We assure that whenever possible paperwork sent home to parents is translated in Spanish and Chinese. We have para professionals that speak different languages (Bengali, Urdu, Polish, Chinese, Spanish, Arabic, Romanian, and Burmese) who are available during Meet the Teacher, Parent/Teacher conferences, PTA meetings and other events as needed. We provide oral interpretation before, during and after school hours and by phone calls in any of the languages needed. If there is a language in which we are unable to provide translation, we will use the Language Translation Unit 718-752-7373.

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

We will provide oral interpretation before, during and after school hours and by phone calls in any of the languages needed. If there is a language in which we are unable to provide translation for, we will use the Language Translation Unit 718-752-7373.

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.)

Information is emailed to teachers letting them know that over-the-phone interpretation is available at all times if a translator is not available in our school.

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

Welcome posters are displayed by the front entrance of the school in different languages. The Parents' Bill of Rights is available online and copies are available in our parent coordinator's office. The Parents' Guide to Language Access and the Language ID Guide is on a postcard in the main office and on a bookcase by the security guard available in different languages.

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)

The parent survey gives us feedback from parents on the quality and availability of services. During our meetings with parents, we give them the option to give suggestions and to give any feedback about our program.

