

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **30Q234**

School Name: **P.S. 234**

Principal: **DORA DANNER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

P.S. 234 The School of Performing Arts
& Technology 30Q234

School Name: _____ School Number (DBN): _____
Pre K – 5

Grades Served: _____
30-15 29th Street Astoria N.Y. 11102

School Address: _____
718-956-2760 718-956-2765

Phone Number: _____ Fax: _____
Peggy Mouzakitiss Ppapath@schools.nyc.gov

School Contact Person: _____ Email Address: _____
Dora Danner

Principal: _____
Sonya Gimondo

UFT Chapter Leader: _____
Giovanna Trotta & Rebecca Staley

Parents' Association President: _____
Carmela Riconda

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Awatef Ibrahim

Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip A. Composto

28-11 Queens Plaza North

Superintendent's Office Address: _____
Long Island City, NY 11101

Superintendent's Email Address: _____
pcompos@schools.nyc.gov

Phone Number: 718-391-8323 Fax: _____

Borough Field Support Center (BFSC)

BFSC: North Queens Director: _____

28-11 Queens Plaza North

North Long Island City, NY 11101

Director's Office Address: _____

Director's Email Address: _____

718-391-8222

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|---|-------------------------|
| Dora Danner | *Principal or Designee | |
| Sonya Gimondo | *UFT Chapter Leader or Designee | |
| Giovanna Trotta | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| Awatef Ibrahim | 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 | |
| Rebecca Staley | Member/ PTA President | |
| Carmela Riconda | Member/ Teacher | |
| Peggy Mouzakitis | Member/ Assistant Principal | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------|--|----------------------|
| Donna Jackson | Member/ Paraprofessional | |
| Christy Karalekas | Member/ Parent | |
| Domenica Cresta | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 234 The School of Performing Arts and Technology is located in the culturally diverse community of Astoria. Our student body hails from various countries that span the globe. As a result, our school population consists of 140 English Language Learners whose instructional needs are met through lessons that accommodate different learning styles across all content areas. We utilize data to drive our instructional decisions for the entire student body. Our instruction is enhanced by the infusion of performing arts and technology in order to foster student engagement and subsequent success in meeting the Common Core Learning Standards.

Our school's mission statement reflects our commitment to extending our students' life and academic experiences beyond the four walls to reflect the influence of cultures and communities as well as our efforts to immerse our students into the real world, as indicated below:

"The premise with which we will work is, 'A school is four walls with tomorrow inside.' Children come to school with a natural curiosity to explore and a desire to learn. Nurturing this desire and guiding it to flourish in the garden of learning can only be accomplished when the teacher nourishes that desire with experiences from all domains of learning. The school will feed this natural curiosity and will rely on the continuous support of the home to encourage emotional and academic growth. The school, home, and community are partners in the process of preparing children for positive, productive, and creative futures."

Our school's core beliefs derived from looking at our school wide data and needs. Essential Questions were developed as a focus for all PD's and lesson plan development in conjunction with the CEP goals. The following are our core beliefs:

1. Providing effective/actionable feedback to drive student awareness and student initiated academic accountability.
2. All students should be engaged in rigorous curricula across the content areas.
3. All students' school wide should have access to rigorous learning objectives and tasks.
4. Beliefs on how students learn best.
5. Lastly, another core belief is to bring the arts back in order to support a well-rounded education for all students. Through the arts we are fostering equal access to learning opportunities for all learning styles. For example, students who do not feel proficient in traditional academic subjects across the curriculum can gain confidence and finesse through the lens of performing arts.

Our instructional vision has led to the development of new afterschool programs this year such as, SOAR to Success Thursday program for our bottom third students and PERFORM Friday program which includes Dance, Theatre, Music, Art, and Technology. We have also purchased new programs to support our instructional vision focusing on the development of literacy, math, and foundational skills. These programs include Foundations, MONDO Balanced Literacy, LAKESHORE Learning stations, and Mathletics. Partnerships with many community based organizations have been established to help support our school wide vision of the enhancement of the school: Spoons Across America, Harlem Magic Masters, New York Cares, Creative Arts Team, Studio in a School, Ballet Tech, Robotics, Cooking Matters, City Harvest, Community Word Project, Alvin Ailey Dance Project and Inside Broadway. In addition, we currently have Art residencies in all grades K-5. A recent addition has been the creation of a Parent Resource Room on the first floor of the building to welcome parents into the building by establishing a positive partnership between school and home. Through

our collaboration with Zone 126 we have provided families with Adult ESL Classes, cooking classes, dance classes, and a Coffee Club discussion group. Other ongoing school community events include Movie Nights, Talent and Art Showcase, Alvin Ailey Family Night, Thank You Dance, Field Day, Culture Day, and numerous performances and assemblies.

In order to meet the needs of our staff, we conduct an annual survey of our school professionals to ascertain the instructional concerns and next steps to develop a detailed professional learning calendar. Our topics have included but are not limited to, continued implementation of PBIS, Reaching ELL/SWD's, Higher Order Questioning, Collaborating Effectively Across the School Community, Effective Co-Teaching, Planning Differentiated Instruction, and Examining the Domains of the Danielson Framework. The goal of the professional development workshops is to learn and implement strategies to move the students towards proficiency and success in all content areas. Our Principal and Assistant Principals have attended trainings and turn keyed new strategies for implementation to the staff as well.

Our Administrators, Teachers, School Leadership Team, P.T.A., and Parent Coordinator provide monthly workshops and other parent activities to increase parent involvement and deepen their understanding of ways to increase their child's academic performance and meet their social emotional needs by inviting families into classrooms for monthly publishing celebrations, craft workshops, Multi-Cultural feasts, Poetry Café, and performance assemblies. Furthermore, workshops provided by staff members inform parents of ways to collaborate with teachers to enhance their child's education via informational presentations on test preparations, Dolch Sight Word expectations, ELL Strategies in the Home, Healthy Habits for Your Family, and Internet Safety.

Based on our PPO, our SLT and CEP teacher team determined that our school has designed an effective system to measure student growth using assessments aligned to the CCLS, providing teachers with information leading to thoughtful refinement of instruction. The principal has established differentiated teacher support based on an analysis of student and teacher data/work products. Professional goals and learning experiences are structured around the Danielson Framework for Teaching and produce improved teacher practice and student progress. After reviewing our 2014-2015 baseline assessments and other data, it is evident that there is a need for further refinement in curriculum to ensure rigorous habits and higher order skills embedded within lessons and academic tasks coherently across grades and subjects. Enhanced teacher practices will develop improved students' oral language skills, ability to learn collaboratively, ask questions, and engage in discussions that promote higher levels of thinking. As a result, the teachers have attended, over the course of the school year, a series of MONDO balanced literacy and oral language training sessions to address these needs. Ongoing professional development will focus on teachers as facilitators who utilize affective questioning, discussion strategies, and rigorous curriculum strategies in order to strengthen authentic student-to-student interactions.

30Q234 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|------------------|---|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 622 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 76.4% | % Attendance Rate | 94.3% |
| % Free Lunch | | 77.6% | % Reduced Lunch | 7.6% |
| % Limited English Proficient | | 23.0% | % Students with Disabilities | 13.8% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 1.6% | % Black or African American | 3.9% |
| % Hispanic or Latino | | 39.2% | % Asian or Native Hawaiian/Pacific Islander | 25.0% |
| % White | | 29.9% | % Multi-Racial | 0.3% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 0.16 | # of Assistant Principals (2014-15) | 3 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 19.1% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 9.56 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | 34.6% | Mathematics Performance at levels 3 & 4 | 42.2% |
| Science Performance at levels 3 & 4 (4th Grade) | | 90.1% | 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 | | N/A | 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 | | N/A | Limited English Proficient | YES |
| Economically Disadvantaged | | YES | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | YES | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element, Rigorous Instruction. We analyzed many quantitative data sources and data trends and summarized the most significant student performance trends from the New York State Mathematics Common Core Exam, and the Go Math End of Unit Assessments. We also considered qualitative data sources, such as our Principal Performance Observation.

- Data Source – New York State Mathematics Common Core Exam

o Finding: The percentage of our students scoring at Levels 1 & 2 is 64.2 % which indicates that more than half of our students are not meeting the CCLS as stated by the New York State Mathematics Common Core Exam.

- Data Source – Go Math End of Unit Assessments

o Finding: The school average percentage of our students’ scores is 70% that is below mastery of skills.

- Data Source – Principal Performance Observation

Findings: The PPO recommendations indicated to “further refine curricula to ensure rigorous habits and higher order skills are identified, defined, and embedded with lessons and academic tasks coherently across grades and subjects.”

Based on a review of the most current qualitative and quantitative data, and input from all members of the School Leadership Team, we have identified aligning the Math curriculum with the Common Core Learning Standards to be a priority need for the element of Rigorous 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, the grade K-5 teacher teams will collaboratively develop rigorous CCLS – aligned units of study in mathematics and performance tasks to improve rigorous instruction as measured by the development of five (5) CCLS aligned units of study.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|--|---|---|
| <ul style="list-style-type: none"> • Supplemental academic programs support the primary Go Math program and increase rigor by providing challenging, competitive and differentiated opportunities. | <p>All Students K – 5</p> | <p>September 2015-June 2016</p> | <p>Classroom Teachers</p> |
| <ul style="list-style-type: none"> • Our Professional Learning Committee will provide at least five professional development sessions that will facilitate modeling mathematics depth of knowledge, instructional shifts, CCLS Math Standards and various approaches and strategies to be used in order to enhance instruction and progress. • The Intervention Specialists will identify at-risk students, ELLs and SWDs and plan academic intervention to support classroom instruction in math including UDL, RTI, and multiple-entry points. | <p>All Teachers At-Risk Students, ELLs and SWDs</p> | <p>September 2015-June 2016 September 2015-June 2016</p> | <p>Professional Learning Committee and all Teachers Teachers</p> |
| <ul style="list-style-type: none"> • School leaders will ensure that sufficient planning time is provided to implement the necessary modifications to the curriculum, and teams will participate in planning sessions to ensure alignment. • Administrators, teachers, and instructional leaders will monitor the progress of Math unit development by participating in at least one meeting each month, in order to ensure that the team meets its benchmark of developing one full unit every two months. • Teacher teams will work together to create a school-wide rubric for evaluating the CCLS-alignment of the newly created units and performance tasks. | <p>K – 5 Teachers & Coaches School Leaders Teacher Teams</p> | <p>September 2015-June 2016 September 2015-June 2016 September 2015-June 2016</p> | <p>School Leaders/Designees School Leaders/Designees Teacher Teams</p> |
| <ul style="list-style-type: none"> • Our parent coordinator will hold a series of parent workshops with topics that may include: understanding math problems, grade-level curriculum and assessment expectations, Math CCLS and related tasks, GoMath, technology training to build parents' capacity to help their children at home, Thinkcentral and Mathletics website. These workshops will be repeated during the school day and evenings to accommodate parents' busy | <p>Parents</p> | <p>September 2015-June 2016</p> | <p>Parent Coordinator, School Leaders, PTA Executive Board</p> |

schedules. Translation and interpretation funds will be used to improve communication between our school and families.

Part 4 – Budget and Resource Alignment

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

- 1 Staff Developer to support improving teacher practice
- at least 1 additional period of scheduled common planning time
- Curricular materials to supplement our curriculum
- Materials for parent workshops
- Professional texts for PLC
- Maximizing per session allotment for planning, curriculum development, data analysis, etc.

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

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

Part 5 – Progress Monitoring

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

By February 2016, grades K-5 teacher teams will have collaboratively developed at least 3 rigorous Math CCLS aligned units of study and performance tasks to improve rigorous instruction.

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.

Our school conducted a comprehensive needs assessment aligned with Fountas and Pinnell findings and focuses on the element of oral language. We analyzed many quantitative data sources and data trends and summarized the most significant student performance trends from the New York State English Language Arts Common Core Exam. We also considered qualitative data sources, such as our Principal Performance Observation.

- Data Source – New York State English Language Arts Common Core Exam

o Finding: The percentage of our students scoring at Levels 1 & 2 is 65%, which indicates that more than half the students have not achieved mastery skills.

- Data Source – Principal Performance Observation

o Finding: The PPO recommendations indicated that teachers should “continue to develop teaching practices that call upon students to learn collaboratively, ask questions, and engage in discussions that promote high levels of thinking.”

Part 2 – Annual Goal

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

By June 2016, 75% of students in grades K-5 will develop rigorous oral language in order to increase at least two reading levels as measured by the reading comprehension questions on the Fountas and Pinnell Reading Assessment.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|--|---|---|
| <ul style="list-style-type: none"> • Our Professional Learning Committee will provide at least five professional development sessions that will facilitate modeling how to administer and evaluate the Fountas and Pinnell Reading Assessment. • Our Professional Learning Committee will provide at least five professional development sessions that address building vocabulary, oral language skills, accountable talk, conferencing, Mentoring Minds discussion strategies, higher order questioning strategies, and how to have meaningful “Book Talks”. | <p>All Teachers All Teachers</p> | <p>September 2015-June 2016 September 2015-June 2016</p> | <p>Professional Learning Committee and all Teachers</p> |
| <ul style="list-style-type: none"> • School leaders will ensure that sufficient planning time is provided to implement the necessary modifications to the curriculum, and teams will participate in planning sessions to ensure alignment. • Administrators, teachers, and instructional leaders will monitor the progress of oral language development by participating in at least one meeting each month, in order to ensure that the team meets its benchmark. • Teacher teams will work together to create a school-wide rubric for evaluating oral language development of students within their classroom. | <p>K – 5 Teachers & Coaches School Leaders Teacher Teams</p> | <p>September 2015-June 2016 September 2015-June 2016 September 2015-June 2016</p> | <p>School Leaders/Designees School Leaders/Designees Teacher Teams</p> |
| <ul style="list-style-type: none"> • Our parent coordinator will hold a series of parent workshops with topics that may include: vocabulary tiers, discussion strategies, family book club, Read Alouds and accountable talk at home. These workshops will be repeated during the school day and evenings to accommodate parents’ busy schedules. Translation and interpretation funds will be used to improve communication between our school and families. | <p>Parent Coordinator</p> | <p>September 2015-June 2016</p> | <p>Parent Coordinator, School Leaders, PTA Executive Board</p> |

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| <ul style="list-style-type: none"> • ELL teachers who push into classroom will participate in a Professional Learning Community that is scheduled to meet Tuesdays, which will be chaired by our ELL Coordinator. The study group will develop lesson plans with scaffolds, multiple entry points and extensions such as: <ul style="list-style-type: none"> – Vocabulary and language development, through which teachers introduce new concepts by discussing key vocabulary words and plan multiple, systematic exposures to build students’ conceptual awareness – Explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks and modeling – Graphic organizers, and visuals including pictures, diagrams, and charts to help all students – and especially ELL’s – easily recognize essential information and its relationship to supporting ideas. School leaders will conduct observations with a lens on the ELL-specific supports embedded in instruction. • Teachers of students with disabilities will form a Professional Learning Community which will analyze modifying content area lesson plans so that vocabulary curriculum is accessible to all students. • Teachers of SWDs will serve as facilitators of book clubs to model appropriate conversation techniques, ensure that students stay on point, and have accountable talk. | <p>ELL Teachers and ELL Coordinator</p> <p>Teachers of Students with Special Needs</p> | <p>September 2015-June 2016</p> <p>September 2015- June 2016</p> | <p>ELL Coordinator and School Leaders/Designee</p> <p>Teachers of Students with Special Needs and School Leaders/Designee</p> |
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Part 4 – Budget and Resource Alignment

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|--|----------|--|-------------|---|------------|--|------------------|---|-------------------|--|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <ul style="list-style-type: none"> • 1 Staff Developer to support improving teacher practice • at least 1 additional period of scheduled common planning time • Curricular materials to supplement our curriculum • Materials for parent workshops • Professional texts for PLC • Maximizing per session allotment for planning, curriculum development, data analysis, etc. | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | X | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |

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|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| | 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.

By February 2016, grades K-5 teachers will have assessed students using Fountas and Pinnell Reading Assessment at least twice so that results may be used to modify instructional planning. At this point students should have increased by at least 2 reading levels.

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

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

Section 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.

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.

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> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 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

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| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
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Part 2 – Annual Goal

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
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Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|--|--|
| English Language Arts (ELA) | Students showing no progress over a period of at least 6-8 weeks based on Fountas and Pinnell and CCLS aligned rubrics. | Balanced Literacy strategies, Info-Paired tests, Foundations, Close reads, listening centers, literacy stations, DOK level questioning | Small group instruction, one to one instruction, whole class | During the school day, during afterschool programs |
| Mathematics | Students showing no progress over a period of at least 6-8 weeks based on Baseline, Mid-Chapter, and End of Unit Assessments. | Mathletics, GoMath RTI instruction, ThinkCentral, problem solving development and strategies, use of manipulatives and technology | Small group instructions, one to one instruction, whole class | During the school day, during afterschool programs |
| Science | Students showing no progress over a period of at least 6-8 weeks based on Baseline and End of Unit Assessments. | Hands on experiments, observations, Tier II and Tier III vocabulary instruction, reading comprehension with a focus on Science, instruction in study skills, informational writing, audio and visual cues, vocabulary application in discussions, DOK level questioning | Small group instructions, one to one instruction, whole class | During the school day |
| Social Studies | Students showing no progress over a period of at least 6-8 weeks based on | Tier II and Tier III vocabulary instructions, reading comprehension with | Small group instructions, one to | During the school day |

| | | | | |
|---|--|---|--|-----------------------|
| | Baseline and End of Unit Assessments. | a focus on Social Studies, visual and audio cues, informational writing, instruction in study skills, DOK level questioning | one instruction, whole class | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Parent request, teacher anecdotes, student request | Read alouds, value lessons, conflict resolution, and anti-bullying | Small group instruction, one to one instruction, whole class | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Mentoring programs; individualized professional development plan for teachers; professional learning community calendar; Cycles of teacher observations (feedback sessions); Instructional Grade Leaders/Liasons attend Professional Development; Classroom learning rounds and inter-visitation; Common Planning Period with Staff developers; In-house Professional Development on Monday and Tuesday afternoons; City Wide P.D. and P.D. provided by Regional Liasons; Adminstrators attend job fairs; interview ATRs and long-term substitute teachers. |

2b. High Quality and Ongoing Professional Development

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| 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). |
| All staff participates in ongoing PDs throughout the school year. During the 2015-2016 school year full day PD will take place in September, November, and June. All sessions will focus on the alignment of curriculum to the CCLS and Danielson Framework for Teaching. All staff members will engage in data discussions throughout the school year to identify trends and develop plans to address the individual and school wide needs of our students. |

Part 3: TA Schools Only

3a. Use of Program Resources

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| Describe how the TA program resources will assist participating children to meet proficiency. |
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3b. TA Coordination with the Regular Program

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| 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). |
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Part 4: SWP Schools Only

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

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| 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.). |
| <ul style="list-style-type: none"> • Kindergarten Orientation for Pre-Kindergarten parents • Pre-Kindergarten parents receive information packets on how to assist their child in the transition to Kindergarten. • Pre-Kindergarten teachers plan lessons in accordance with the Pre-Kindergarten CCLS • Parent Coordinator and Pre-Kindergarten social worker conducts parent involvement workshops. • Pre-Kindergarten teachers attend citywide professional development. |

4b. Measures to Include Teachers in Decisions Regarding Assessments

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| 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. |
| Teachers meet with each other and administrators during professional development sessions to develop assessments, curriculum adjustment, unit plans, and lesson plans. MOSL committee and UFT representative meets with teaching staff to make decisions on measures of student learning, assessments, curriculum adjustments, rubrics, and other evaluations. |

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

| <p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p> | | | | |
|---|---|--|--|----------|
| 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 | Column B |

| | | | Verify with an (X) | Section Reference(s) |
|------------------------|---------|--------------|--------------------|----------------------|
| Title I Part A (Basic) | Federal | 283,656.00 | X | See pages 23 and 24. |
| Title II, Part A | Federal | 181,890.00 | | |
| Title III, Part A | Federal | 16,188.00 | X | See pages 12 and 15. |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,959,430.00 | X | See pages 12 to 15. |

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) PS234Q The School of Performing Arts & Technology

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. **PS234Q The School of Performing Arts & Technology**, 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. **PS234Q The School of Performing Arts & Technology** 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) PS234Q The School of Performing Arts & Technology

PS234Q The School of Performing Arts & Technology, 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>P.S. 234Q</u> | DBN: <u>30Q234</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

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

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.234Q provides English Language Learners with supplemental services in the after School Program.

The additional after school programs will provide services for grades 2nd, 3rd,4th and 5th.

P.S. 234Q has three ESL classes that will meet a total of 24 sessions, on Wednesdays, beginning in mid October, 2014 and ending in the middle of April 2015 from 2:25 P.M. to 4:25P.M. Group size will be maintained at 25 students per teacher. This will result in approximately 50-75 ELL students receiving additional support in their educational endeavor. A total of 3 certified teachers will provide instruction using the NYC and NYS content and performance standards. The focus of instruction will be Literacy and Mathematics using ESL strategies and techniques to guide and assist students in the acquisition of skills to achieve higher scores on the NYSESLAT as well as city and state tests. The strategies will include the CALLA method for teaching ELLs the content areas. Additionally, the teachers will be utilizing TPR, scaffolding and other ESL strategies to give students meaningful and understandable input to bring successful language learning experiences for all students.

These grades were selected in accordance with the NYSESLAT and ELA data indicating these grades have the greatest need for support in order to achieve an increase in both NYSESLAT and ELA scores. The focus will also be placed on math, after a careful analysis of the data from the New York State Math Assessment which indicated the need to support our 3rd and 4th and 5th grade students in math. Second grade has been included to enrich and assure their success in these areas. This support will help them to achieve a better performance in the New York State Math Assessment.

Supplemental materials and general instructional supplies will be purchased to support this program and assure high quality instruction provided by certified personnel.

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.234Q

Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ESL teachers in the After School Program, as well as monolingual teachers servicing the ELL population will receive the training necessary to ensure the use of ESL strategies within the programs. Participating teachers will receive credit towards completion of the seven hours of ESL training required of all teachers by New York State Department of Education.

Topics that will be addressed during these professional development sessions are as follow:

1. One 2-hour professional development session will be devoted to Scaffolding across the Disciplines: Types of Scaffolding will include but not limited to differentiation of lessons according to students level of language acquisition. Differentiation of lessons following the multiple intelligences and learning styles

Part C: Professional Development

of the students. Additionally teachers will be trained the development of effective ESL lessons that address the individual needs of students. Furthermore, teachers will be utilizing the data obtained through testing as well as teacher's collected data through observation and interaction with the students in development of ESL lessons..

2. One 2-hour professional development session will be devoted to Differentiated Instructional Strategies. Teachers will be trained in utilizing data to drive their instruction for groups and or individual students. Teachers will be trained in the development of focussed lessons that will support and develop the students' learning, in their areas of need.

3) One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards. As well as to gain a clear understanding of the NYSESLAT. In addition a focus will be placed on the instructional strategies needed to increase Language literacy skills in preparation for the ELA and Math exams. The CALLA method of instruction will be reviewed and analyzed to aid teachers in the development of understable lessons, for ELL students. This to bring fourth their knowledge and give them the opportunity for successful outcomes in their learning experiences.

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. 234 Title III Program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home.

Also, parent workshops will be conducted after school hours by ESL personnel, coaches, and the Parent Coordinator to guide parents with the following:

- One 2 hours workshop on using math strategies in problem solving at home to help in the development and practice of skills taught in class. We will also focus on how native language skills can be transferred into english skills.
- One 2 hours workshop on familiarizing parents with ESL standards and testing. Parents will learn to utilize life activities as learning experiences to help their children in the language acquisition process.
- One 2 hours workshop to have the parents understand the Balanced Literacy Approach and how they can help in maintaining this balance at home through homework. Furthermore, parents will learn the benefits of visiting libraries and exposing their children to real world experiences.

Part E: Budget

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

Allocation Amount: \$0

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session | _____ | _____ |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

| 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 diem | | |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 30 | Borough Queens | School Number 234 |
| School Name The School of Performing Arts and Techno | | |

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 Ms. Dora Danner | Assistant Principal Ms. Peggy Mouzakitis |
| Coach | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Mr. Jose Guerrero | School Counselor Ms. Olga Papadopoulos |
| Teacher/Subject Area Mrs. Grace Masiello | Parent Giovanna Trotta |
| Teacher/Subject Area type here | Parent Coordinator Anita O'brein |
| Related-Service Provider Mr. Petros Chalkitis | Borough Field Support Center Staff Member type here |
| Superintendent | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|-----------|---|----------|---|-----------|
| Number of certified ENL teachers currently teaching in the ENL program | 11 | Number of certified bilingual teachers not currently teaching in a bilingual program | 3 | Number of teachers who hold both content area/common branch and TESOL certification | 10 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 2 |
| Number of certified ENL teachers not currently teaching in the ENL program | 7 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (excluding pre-K) | 564 | Total number of ELLs | 133 | ELLs as share of total student population (%) | 23.58% |
|--|------------|----------------------|------------|---|---------------|

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 | 133 | Newcomers (ELLs receiving service 0-3 years) | 4 | ELL Students with Disabilities | 13 |
| SIFE | 4 | Developing ELLs (ELLs receiving service 4-6 years) | | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|--------------------------------------|----------|-----------|--|----------|----------|---|----------|----------|------------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 129 | 1 | 12 | 4 | 1 | 0 | | | | 133 |
| Total | 129 | 1 | 12 | 4 | 1 | 0 | 0 | 0 | 0 | 133 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 14 | 15 | 9 | 4 | 6 | 5 | | | | | | | | 53 |
| Chinese | | 1 | | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 7 | 11 | 7 | 4 | 7 | 3 | | | | | | | | 39 |
| Urdu | 0 | 1 | | 2 | 1 | | | | | | | | | 4 |
| Arabic | 7 | 5 | 1 | 4 | 5 | 2 | | | | | | | | 24 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 3 | 2 | 4 | 2 | 1 | | | | | | | | | 12 |
| TOTAL | 31 | 35 | 21 | 16 | 20 | 10 | 0 | 133 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in 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) | 8 | 1 | 3 | 2 | 4 | 5 | | | | | | | | 23 |
| Emerging (Low Intermediate) | 0 | 3 | 2 | 2 | 0 | 2 | | | | | | | | 9 |
| Transitioning (High Intermediate) | 4 | 3 | 3 | 1 | 1 | 2 | | | | | | | | 14 |
| Expanding (Advanced) | 19 | 28 | 13 | 15 | 7 | 5 | | | | | | | | 87 |
| Commanding (Proficient) | 31 | 7 | 9 | 9 | 9 | 4 | | | | | | | | 69 |
| Total | 62 | 42 | 30 | 29 | 21 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 202 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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 | | 8 | 9 | 9 | 9 | 4 | | | | | | | | 39 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 5 | 6 | 0 | 0 | 11 |
| 4 | 7 | 3 | 0 | 0 | 10 |
| 5 | 4 | 7 | 0 | 0 | 11 |
| 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 | 3 | | 6 | | 4 | | 1 | | 14 |
| 4 | 7 | | 5 | | 1 | | 0 | | 13 |
| 5 | 4 | | 6 | | 0 | | 0 | | 10 |
| 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 | | | | | 8 | 1 | 3 | | 12 |
| 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 | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| 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 | | | | |
| US History and Foreign Language | | | | |
| 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.

The Fountas and Pinnell Literacy assessment program is an assessment designed to help teachers determine the progress in literacy development in children from grades K-5 . The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles, or “little books” divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 5th grade. The set of books, recording forms, and other materials serve as an assessment tool for the teachers, literacy specialists, and clinicians to use in determining students’ developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System spans grades kindergarten through 5th grade and are aligned with the A-Z book levels of the Fountas & Pinnell Leveled Text. The Benchmark System: 1 represents levels A-N on the Fountas & Pinnell Text Gradient and encompasses grades kindergarten through grade, 2. Benchmark System 2 represents levels L-Z and encompasses grades 3 through 5. The Benchmark Assessment System books are both “vertically aligned” (they become more difficult as a reader progresses through the levels) and “horizontally aligned” (at each level the fiction and nonfiction books are written at similar levels of difficulty. The activities include individual administered and group administered activities designed to measure each child’s progress in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening levels. Each level provides benchmarks that correspond to a specific grade and term. For example, Level A- levels correspond to the beginning of Kindergarten Grade while a level E corresponds to the end of kindergarten and beginning of first grade. . Each activity benchmark corresponds to an expected level of performance by midyear and end-of-year, at each grade level. The Class Record Sheet contains a place to record results of every strand and its sub-skills for each student. The Class Record Sheet enables teachers to quickly see the level each student has achieved in each strand. The Spelling Class Record Sheet lists each of the spelling conventions. It enables teachers to quickly see the spelling conventions mastered by each student and those areas in which more instruction is needed. The Decoding Class Record Sheet shows the decoding conventions the child has mastered and those in which further instruction is needed. If a child does not master an Individual Activity he/she reassessed on those sub-skills not mastered during the subsequent assessment periods until mastery is achieved. Great importance is given to the results of ELL students to determine the appropriate curriculum and instructional plan to address their individual needs. The data indicates that ELL student population greatest challenge resides in reading comprehension as

well as well as reading fluency. Our instructional plan is design to incorporate differentiated lessons where the needs of individual or groups of students are addressed utilizing strategies and lessons aligned with CCLS. Teachers are provided with the most up to date instructional materials that incorporate lessons to address the needs of all student and this includes the ELL population of students.

The NYSESLAT and NYSITELL ENL assessments are also utilized to determined the ELL students levels of english proficiency. An evaluation of the NYSESLAT and NYSITELL scores, of the currently enrolled ELL students, is conducted with a focus in 2 distinct areas: The scores for NYSESLAT were analyzed through the scale score model provided by the NY Department of Education. Through this model we were able to determine the level of proficiency in reading and writing components as well as the listening and speaking components for each individual child who had been assessed through the NYSESLAT. The NYSITELL scores, for incoming students, were also analyzed to determined the English profficiency level of the incoming students.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data analysis indicates that as a whole the ELL students are performing better in the listening and speaking components of the NYSESLAT. The numbers indicate that a majority of the students are either at an Expanding, Transitioning or Emerging level of proficiency in these two components. This pattern is supported throughout the grades. The lower grades show weakness in the reading and writing components. The upper grades show improvement in the reading and writing components but these two areas remain the weakest for the entire ELL population. Focus, for students, will be given on more practice in the reading and the writing areas. Our data shows that Kindergarten grade students were the most successful in acquiring the skills needed to reach the Commanding level of proficiency . Over 60% of students tested in grade K scored commanding, the remaining students made significant gains in receiving Emerging levels of proficiency. However, in grades 3, 4 and 5, the level gains improved from those of the previous year. 30 % of students received a Commanding level of proficiency. The gains made, propelled 65 % of all students tested in NYSESLAT to the Expanding level of proficiency. several students remained at a Transitioning or Emerging level. In grades 1 and 2, about 25% of students were able to obtain a Commanding level score. 60% of students received an Expanding level.

The NYSITELL results indicate that a majority of the students tested are scoring at a Commanding level. About 75 % of the students attending a pre-kindergarten program were able to obtain a Commanding level while the 25 % that did not were able to obtain an an Expanding or Transitioning level of proficiency. The rest of the population of students tested obtained score at levels appropriate to the exposure to English. The students tested and not achieving proficiency 30 % reached an entering level. 55% reached an Expanding level and 15% reached a Transitioning or Emerging level of proficiency. The Hispanic student not achieving profiency were tested in their native language. 90% of these students achieved proficiency in spanish.

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

The data analysis indicates that as a whole the ELL students are performing better in the listening and speaking components of the NYSESLAT. The numbers indicate that a majority of the students are either at an Expanding or Transitioning level of proficiency in these two components. This pattern is supported throughout the grades. The lower and upper grade students showed weakness in the reading and writing components. The results will be further analyze through the AMAO tool to provide teachers with the data identifying the individual needs of each student. This for each modality of English; Reading, Writing, Listening and Speaking. This data will guide the curriculum to be used to appropriately support these students in their areas of need. A team of educators will discuss the data and develop plans to address the ELL students needs on an individual basis as well as for groups of students where it may be applicable. The parents will be informed of their children's academic status and the plan our school has developed to address their individual needs. The development of lessons and the materials utilized to teach, ELL students, will be based on the trends and indicators the data analysis yields. As indicated by the data trends the main focus will be but not limited to, reading and writing. Differentiated instruction lessons will be implemented to address the needs of ELL students in the four modalities; reading, writing, listening and speaking. New Technologies such as the promethean boards and laptop carts will serves as tools in the implementation and obtainment of these goals. Additionally the Foundations Phonics curriculum will be utilized to supplement the reading and writing programs. This as well as the Mondo curriculum for shared and guided reading. Emphasis will also be given to developing and adding more ESL strategies to the lessons being taught. The ENL components of the Ready Gen reading series as well as supplemental ENL materials will be utilized as useful tools in the achievement of these goals. The students will also be supported individually through conferencing between teacher and student. Additionally after school programs through Title III will serve as additional support for ELL students in need of academic remediation and or enrichment.

4. For each program, answer the following:

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

The patterns across the curriculum indicate that on the ELA test the ELL population of students is scoring at a lower level than the general population of students. In the third grade out of 11 student that were tested, 5 scored a level 1, 6 scored a level 2. In the fourth grade out of 10 student tested 7 scored a level 1 and 3 scored a level 2. In the 5th grade out of 11 students tested 4 scored a level 1 and 4 scored a level 2. The pattern through the grades indicate a need for immediate intervension to remediate the ELL students performance

in English Language Arts. More focus will be placed in giving the ELL students ample opportunities to participate in curriculum areas with the use of ESL strategies. Native language libraries are incorporated into each classroom in order to support the ELL students who can benefit from having native language literature and materials as a support for their learning. Additionally the ELL department has obtained and utilizes English-native language dictionaries to support these students in their learning and assessment.

The leadership team utilizes the ENL periodic assessment data to determine the needs of ELL students to determine the type of instruction and methodologies that would better serve the ELL population of students. The data is analyzed and the information is used to locate the areas of need for the ELL students. These areas are then targeted and smart, rigorous, ENL, goals are set in our CEP.

The teachers are also provided with the periodic assessment results and they utilize it to measure the students' progress and to find areas of need for each individual ELL student. The teachers are then equipped to differentiate instruction for individual students or groups of students having similar needs. Additionally the teachers analyze the type of question being asked to identify trends and create lessons that would support students in these areas of study. The teachers and the leadership team have open channels of communication to share their thoughts and determinations of how to address the needs of the ELL population of students. Parents are provided with translation and interpretation, to their native language, during workshops and meetings aimed at helping them and their children in the learning process and all educational activities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

At PS 234Q, The School of Performing Arts and Technology, the data of different assessments is analyzed to determine the best approach to meet our students' educational needs. The ELL students in our school are afforded the same opportunities as all other students. The data gathered for these students is analyzed and is utilized to determine the individual needs of each ELL student. Once these needs are determined our school:

- Provides ongoing and research-based professional development to teachers and other school personnel on how to implement the RTI framework and inclusion of ELL students.
- The more that personnel know about the development of oral language, early literacy, students' home language, contextual considerations, and the cultural background of students, the better informed they will be in making appropriate decisions about interpreting screening and assessment results and in designing appropriate interventions.
- Fully credentialed ENL teachers are provided continuously acquire new knowledge regarding best practices in ENL.
- General education teachers regularly participate in professional development focused on meeting the needs of ELLs.

All students, especially ELL's, are included and highlighted in the RTI plan for intervention.

Our RTI framework is implemented according to level of need for each individual student. Classroom teachers provide the necessary intervention for students in tier 1 and tier 2 through teaching strategies for small and group or individual students. They obtain the necessary data to determine progress and or need for additional steps in the process. The tier 3 students are provided intervention by a qualified pedagogues utilizing various methods of small group or individual instruction for these students. These pedagogues obtain data and also provide information that determines progress or the need for further intervention. For the ELL population of students we develop differentiated literacy, to support reading, writing, listening, and speaking. We develop instruction that make direct and appropriate connections to ELLs'. We additionally make efforts incorporate cultural and native language as part of the process to assure accurate outcomes for all students and their families.

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

When placing ELLs into classes to better instruct them, we as educators, consider a variety of factors.

First, we utilize the data at hand to determine previous education within the U.S. and/or the home country.

Secondly, we determine the students' levels of literacy proficiency in English and in the first language.

Thirdly, we determine how much support is there at home for first language literacy and/or English development.

Additionally, we consider that prospective teachers know how to use effective teaching strategies for ELLs.

Furthermore, we make sure that the prospective teachers understand the second language acquisition process and know what to expect at different levels of English proficiency.

We also plan on going PDs to assure extra support for ELL students as well as their teachers in utilizing the ENL strategies.

When considering instructional programs for ELLs, be aware that some subjects are good for ELLs to take with peers and English-speaking role models. ELLs can benefit in regular classrooms when math, science, art, P.E., and music teachers use ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and engage in hands-on activities and experiments.

Yet, some language areas and subjects need special attention because they depend mostly on language – like reading, writing, and social studies. Possibilities for instruction include using the support of bilingual aides, an ENL teacher, a resource teacher, a content area teacher with ENL training, a pull-out class, or a combined grade level class (in which ELLs can be placed at a lower level at first and then moved up as they gain proficiency in English).

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).

The success of our ENL program is determined through the achievement of meeting the goals we have set for our ELL students. This, while maintaining a clear and focussed mission on how to better educate this population of students. The success in achieving our goals is done through data analysis of different assessments that determine English proficiency. These assessments indicate the progress our students are making towards achieving English proficiency. The NYSESLAT results, for the spring 2015, indicate that about 25% of the students tested scores at a Commanding level while about 50% scored at an Expanding level. These scores are a clear indication of the success in achieving the goals we have set for our program and students. The ELA data indicates that the ELL population is in need of extra support to obtain better results in this area. The data indicates that about 80% of this population scored at level one of mastery. The remaining 19% score at a level 2 or 3 while 1% achieved a level 4. The data at hand will be utilized in the planning and execution of lessons to focus on individual needs of students. The number of students achieving proficiency as well as those that show increased proficiency is a clear indicator of the success of the ENL program being implemented. Administrators also focus on the classroom environment as well as the inclusion of ELL students in all academic, social and enrichment activities PS 234 has to offer. The level of parent involvement and participation in both school activities related to their children's education is another indicator of the ENL program success. We also focus on having highly qualified ENL licensed teachers at the forefront in educating ELL students. Providing ELL students with the most highly qualified professionals to provide instruction in their classrooms is another good indicator of our program success. Highly qualified professionals help our program in achieving the set goals in aiding these students in achieving English proficiency as quickly as possible while obtaining a world class education in all areas of study.

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.

At PS 234Q, The School of Performing Arts and Technology, the registration process of incoming students is conducted by trained school personnel including a certified teacher. The parents are provided with all the proper documentation which includes a Home Language Identification Survey, to be completed. In the process of HLIS completion our licensed professional, Rolando Perez or Jose Guerrero, conduct an interview with the parent in order to insure the correct completion of this document. Rolando Perez and Jose Guerrero are certified ENL teachers who speak English and Spanish. The HLIS is provided in English and most of the major languages spoken by our school population. The interviewer is a professional who is able to speak the language of the parent being interviewed. Either Mr. Guerrero or Mrs. Ahmed are present to conduct the interview or to assist in the process. If such a professional is not available the school makes all the efforts to provide the parent with proper and correct translation. This assures the parent has a clear understanding of what the HLIS is and how it must be completed.

In addition, our school site contains a number of pedagogues who speak a wide variety of languages to accommodate parents during the HLIS completion process and the interview process as well. This interview also contains provisions for incoming students.

After the completion of the HLIS, the ENL coordinator, Mr. Jose Guerrero or Mrs. Shakila Ahmed, makes a determination if the child requires assessment in English. If the determination is positive, the child is then tested utilizing the NYSITELL exam which determines English proficiency. This initial assessment determines the placement of the students and is conducted within 10 days of the students' registration. The students that are determined not to be proficient in English are then identified as eligible for placement in one of the three program choices provided by the New York City Department of Education. The students who are Hispanic and do not achieve a proficient level are then tested in Spanish to determine their proficiency in this language using the Spanish LAB-R.

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).

The proper and timely identification of SIFE students is very important in assuring the usage of the right methods to teach these students. At PS 234Q, The School of Performing Arts and Technology, this process begins at the moment the child is identified as an ELL and the parent and child have an interview. A certified pedagogue is involved to ask all the proper academic and school-related information. The SIFE questionnaire and LENS are utilized when necessary. After the child is identified as eligible for testing, the test is administered and

the results determines the placement in one of the programs based on the parents program choice. Once child enters the program the teacher is then responsible for keeping data and observing the students academic as well as social interaction in the classroom. This data is then analyzed and a determination is made to provide the student with services to address his/her academic and social needs.

Furthermore, the Oral Interview Questionnaire helps us develop a better understanding of a newcomer ELL (potential SIFE) as it has questions related to literacy and language practices.

The Literacy Evaluation for Newcomer SIFE is administered online allowing us to measure the home-language literacy skills SIFE bring to school. This information will be highly shared with teachers of SIFE.

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

The identification of newly enrolled students with IEPs begins with a review of the students HLS as well as a review to the student's IEP. When the child is identify as having another language in their home the LPT team is incharge of conducting a meeting to discuss the various obtions available to determine the roll language might play in the students educational needs. The LPT team consists of Mr. Ms. Dora Danner-Principal, Mr. George Fonteboa-Psychologist, Ms. Jessica Nunez-Social worker, Ms. Olga Papadapoulos - Counselor, Ms. Alex Kehoe- Resource teacher, Ms. Anna Milanakis- Resource Teacher, Ms. Panagiota Karaiskos-Assistant Principal, Ms. Peggy Mouzakitis-Assistant Principal and Mr. Jose Guerrero-ENL Coordinator/Teacher and the student's parent or guardian. The LPT team reviews all the documentation and data available to make a determination on whether or not language is a determining factor affecting the individual student's education. The LPT team members make the determination if the student should receive ENL services in accordance with the NYS regulations and mandates per CR-PART 154. Once parents are informed of LPT recommendations, the committee informs parents of the 20 day deadline to accept or reject any proscribed recommendations. The ENL identification process then continues for students determined to have language as a factor that affects their education. We make use of EPRG on ATS for SIFE identification to determine and note the SIFE status of the student.

In cooperation with the parents the children are them placed accoding to their individual needs and their parents selection of programs.

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

The parents of continuing ELL students are invited to an orientation in which they are informed of the choices of programs for their children and their entitlement to choose the program they believe would best serve their children's needs. Rolando Perez and Jose Guerrero, two dually lisenced pedagogues, give the parents an explonation of the 3 programs available to them. The parents of ELL students deemed ELLs as per their NYSESLAT score for that particular year. The parents are given the opportunity to switch the program their child is in or to have the child continue in the same program offerred the previous year. The letters are distributed at this meeting and then collected to be tallied. The parents of students not attending this meeting are then contacted by phone, mail or email to inform them of their children status as an ELL and the need for them to be informed of their right to select the program they deem appropriate to their children in reaching english proficiency. The parents either choose to come in to sign the entitlement letter or prefer to receive it by mail, after having been informed of what it is and what it means. The letters are made available in the native language of the parent's preference. The parents' choices are then recorded and placement is of all ELL students is acomplished.. The students are placed accordingly as per the parents requests . The entitlement letters as well as all other ELLs. documents are filed within the ENL department's files binders. The original parent language survey is placed back into the child's permanent records while copies are maintained in locked file cabinets. These cabinets are located in the ENL department's office. The original program choice letters, entitlement letters and copies of the home language surveys are maintained within these locked cabinets as well. Furthermore, we ensure that entitlement letters handed to the child to give to the parent, are mailed, or provided by a pedagogue. These letters are distributed in parent's preferred language of correspondence. Parents of students taking the NYSITELL are provided with an entitlement or non-entitlement letter within 5 days of testing. Letters are sent by mail or hand in the English as well as the parents' preferred language of contact. Letters and documents are mainly distributed by J. Guerrero and R. Perez.

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).

The parents of students identified as ELLs are contacted and then provided with a letter informing them of opportunity to appeal their children ELL status. They also invited to an orientation where they are presented with information pertaining the appeal process within 45 days of their children being identified as an ELL students. They are also provided with the school contact information and that of the ENL coordinators to set up and one on one interview to further explain the process to followed as per PART- 154 mandates.

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.

The ELL Program at PS 234 (with the NYSESLAT scores at hand and including the incoming Kindergarten) consists of approximately 142 students. Program selection for the incoming students was based on the Home Language Identification Surveys and the results of the NYSITELL assessment for incoming students. The students identified as speakers of other languages and who are not yet proficient in English were selected for placement. The rest of the students, who are currently in the program and did not achieve a proficiency level in NYSESLAT were also selected for placement. The parents of these students are contacted and then provided with a letter giving them the opportunity to have their children continue in the current program or select another option. The surveys and parents data are reviewed every year in order to identify the need for other programs such as Bilingual, Dual Language and Free Standing ENL to aide and enrich the needs of the students. The first parent orientation takes place within the first 10 school days to insure an early and proper placement of the ELL students. At this orientation the parents determine which program they would like to place their children in.

1. At the parent orientation, the parents are informed of the different program models available in the school district. In this workshop parents are asked to complete a form where they indicate their choices, in order of preference, the program that they deem appropriate for their child. A video is shown to the parents to clarify the choices they have and what their rights are. This video is presented in the major languages spoken by our school population and translation is provided to parents that request it. The ENL coordinator also provides time for one on one interviews, with parents, to further explain the process. Translation is also provided when requested by the parents. The program selection forms are provided in the language the parent is most familiar with and understands. After the parents make their selection, the ENL department tallies the choices made by the parents.

In the event that a program choice letter is not received within the allotted period of time the student will be placed in the default program, Transitional Bilingual.

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.

Mr. Jose Guerrero and Rolando Perez provide Parent Orientation meetings. The Parent Orientation is offered a second time and parents, who did not attend orientation, are sent 2nd and 3rd notices indicating the importance of these orientations. The letters are translated to the most dominant languages to assure full understanding by the parents of how important their input is in selecting the correct program for their children. In P.S.234Q the majority of parents indicated the ESL program model as their first choice. A nominal number of parents requested the Spanish, Arabic, and Bengali bilingual education program model, yet this number does not meet the legal criteria to create a bilingual class. Follow up orientations are conducted to insure parent participation. Additionally, parents are contacted by phone to inform them about the importance of program selection, for their children, and their attendance to the orientation.

The Parent Surveys and Program Collection forms are collected at the end of the orientation after ENL personnel review them with each parent/guardian. All information is collected and tallied in an Excel sheet on our Dropbox account made available to all ENL personnel and administrators. Numbers are monitored so we will know when additional program options need to be provided. All contact information is available in Spanish and French. ENL personnel work closely with classroom teachers to meet with parents and offer opportunities to respond to their questions and concerns about their child's placement. All our Parent Survey and Program Selection Forms are filed in a secure location. We ensure that we meet with the parent/guardian in a timely manner (within 10 days of registration) and conduct group and individual meetings as needed.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once the parents select the model they prefer Mr. Jose Guerrero and Mrs. Shakila Ahmed review and tally the results to assure that all the parents of ELL students have completed and returned the Program selection form. Those parents identify as not having completed the program selection form receive a phone call as well as an electronic email informing them of the importance of the completion of this document for their children's education. The email is written in both English and their chosen language of communication as per their request on the HLS. We also make an effort to send home a letter requesting them to come to our school. We explain how participating in a one on one orientation will inform them of the programs available to assure a fruitful educational experience for their children.

Additionally, parents/guardians are called repeatedly to arrange convenient meeting times for orientation. Our forms are not sent home with parent/guardians. Classroom teachers are an effective resource for contacting parents and for meeting with parents at dismissal. We ensure we meet with the parent/guardian in a timely fashion and conduct group/individual meetings on. Home visits

can also be arranged by our family workers. We provided orientation meanings with videos and informational materials at all Open School Nights and Parent Teacher nights.

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

The parents of ELL students being placed in the chosen programs are notified through a formal letter informing them of the placement of their children in the program chosen by them in the Program Selection Process. If it is determined that the program by the parents is not available at our school, the parents are invited to meet with the ENL coordinator. The ENL coordinator informs them about the options available to them. They could opt to transfer the child to a school where the selected model is available. They are also informed that they could sign a transfer option letter where they can opt to keep the child within one of the programs available in the school. This, however, is procedure only until the number of parents selecting their program of choice reaches the number necessary to create a class utilizing the requested model. Paste response to question here:

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

At PS 234 in order to safely maintain all ELL documentation for each child we have created a system where the filing of these forms is consistent with the New York State mandates. We maintain a copy of the HLS in our main office where the secretary utilized it to enter all the proper information on ATS. We maintain the original copy in the child's cumulative records as per PART 154. The ENL coordinator is charged of keeping track of these forms by periodically reviewing them and refiling them in their proper locations. The program selection forms, the entitlement and non entitlement letters are maintained in a similar manner. The ENL coordinator maintains a copy of these documents in his files to be able to review them and identify any changes that might occur as additional students might enter the school and cause changes in the numbers and the programs that our school should offer to our ELL population of students and parents.

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.

Mr. Rolando Perez and Mr. Jose Guerrero become familiar with the ATS reports identifying ELL students and their vital information. They review the information to assure it is accurate. We maintain a checklist and updated them weekly to assure the current ELL students in the school are accounted for and included in all the necessary testing. This record maintenance is done from the beginning of the year and is continued throughout the year as enrollment is open for incoming students. ATS is updated and new lists are obtained weekly. These lists are utilized to track the students' NYSITELL and NYSESLAT data so that you can track your ELLs' for testing as well as their progress.

The NYSESLAT test is ordered in the fall-winter of each year. According to the quantities of ELL students in our school, all the modalities are ordered to assure that all students are tested in each of the four modalities. The speaking part materials are received first and secure and non-secure materials. For the Speaking, through session of NYSESLAT to schools. Schools must open cartons that contain materials and a packing slip immediately to verify quantities. We notify the Borough Assessment Implementation Director (BAID) of any problems or the need for additional test materials. The SHRINK-WRAPPED is not opened. The materials are then handed to a school official to securely store it in a secure, locked facility.

In April we begin to ADMINISTER the Speaking session of the NYSESLAT. All scoring of the through Speaking session of this test must be completed by suggested date (of the current year). Answer documents are not needed during the Speaking session. Scores may be recorded on the Speaking Score Sheet or a class roster and transcribed onto the answer documents during the scoring session. The SED (UPS) DELIVERS secure and non-secure test materials for our school.

The ENL service providers begin the Speaking section of the NYSESLAT to ensure it is completed on a timely fashion. The Speaking portion is administered by a pedagogue who is not the child's ENL provider. The other three NYSESLAT is administered school-wide on 3 specific days determined by the school administration. The IEP teacher is consulted to make sure all Special Ed ELLs are provided with mandated accommodations. A spread-sheet is created so the school personnel know the times and locations of testing for each ELL. Classrooms are made available for separate locations and other modifications. Testing is scheduled to allow a window of time to do make-up testing the following week. We have four out-of-classroom teachers who administer make-up sessions to students who have been absent for all or part of the test.

These are the Listening, Reading, and Writing sessions of the NYSESLAT. The Schools must open cartons (which contain a packing slip) immediately to verify quantities. Notify the BAID of any problems or the need for additional test materials. A school supervisor must reseal cartons and place in a secure, locked facility.

By the end of April DAPS DELIVERS (Deluxe Courier) answer documents to schools and coverage to the Borough Assessment Office (BAO). PS 234Q adheres to all the instructions and directions as per the memorandums sent by the NYS Department of Education and NYC DOE.

Administration of the NYSESLAT Grades K-5, Listening, Reading, & Writing, is conducted per sessions, according to the NYSESLAT Manual for Administrators and Teachers. All security measures and time limits must be strictly observed. SED suggests that schools administer the subtests in the following sequence: Listening, Reading, and Writing. Completed Reading and Listening answer documents are to be by RETURNED to the locations indicated..

- Schools DELIVER completed answer documents in sealed packages with a Test Material Security Form to the BAID. Paste response to question here:

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

The parents of these students are contacted and then provided with a letter giving them the opportunity to have their children continue in the current program or select another option. The entitlement letters and parents data are reviewed every year in order to identify the need for other programs such as Bilingual, Dual Language and Free Standing ENL to aide and enrich the needs of the students. The first parent orientation takes place within the first 10 school days to insure an early and proper placement of the ELL students. At this orientation the parents determine if they would like their children to continue in their current program or be place in a different one. Parents not attending the orientations are contacted by phone as well as email to inform them of the importance of completing this document for their children continued education. This process if followed until 100% of the entitlement letters are obtained.

Our students' Entitlement status is exported into an Excel sheet. Our mail-merge allows us to generate , record, and verify the distribution of letters. All letters include English and Spanish translations and other language are generated when necessary.

As always, Rolando Perez and Jose Guerrero are responsible for handling these protocols.

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).

In P.S.234Q the majority of parents (about 93% of parents) indicated the ESL program model as their first choice. A nominal number of parents requested the Spanish, Arabic, and Bengali bilingual education program model as well as a Dual Language Program, yet this number does not meet the legal criteria to create a bilingual or a dual language class. Follow up orientations a conducted to insure parent participation. Additionally, parents are contacted by phone to inform them about the importance of program selection, for their children, and their attendance to the orientation.

Once the parents select the model they prefer, those selecting bilingual or dual language are invited to meet with the ESL coordinator. The ENL coordinator informs them about the options available to them. They could opt to transfer the child to a school where the selected model is available. They are also informed that they could sign a transfer option letter where they can opt to keep the child within one of the programs available in the school. This, however, is procedure only until the number of parents selecting their program of choice reaches the number necessary to create a class utilizing the requested model.

If after the school makes all efforts to contact the parents and they still do not attend the orientations. Their failure to contact the school within the allotted period of time results in the placement of these students in a Transitional Bilingual Program. The parents are informed of this placement in writing and through phone calls. Parents of ELL students who are currently enrolled in the ENL program and who do not reach proficiency level in the NYSESLAT, are contacted through a letter informing of them of the results. They are then instructed on what their choices are in the entitlement letter. The parents could request to have the student continue in the current program. They also have the option of meeting with the ENL coordinators to discuss a change of program. The students, whose parents fail to return the entitlement letters and who fail to contact the school, will place in the default program. The default program for ELL students is the Transitional Bilingual Program. The parents are then informed of this decision through the mail and or phone contact.

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 programs at P.S. 234 Q, The School of Performing Arts and Technology, have been aligned to a stand alone ENL program with the models implemented being the push in and the pullout along with ELL integrated classrooms..

In the ENL integrated classes the students are grouped heterogeneously with non -ELL students and are instructed by a dually certified common branch/ENL teachers. The students are then provided with allotted time of 360 minutes of ENL instruction, within the classroom, for students reaching an Entering and Emerging level. The students reaching an Expanding and Transitioning level receive 180 minutes of ENL instruction. These students receive instruction within their grade levels and in accordance with the New York State mandates. Generally our ELL student population has been diminishing do to many of them becoming proficient at all grade levels. The lower number of ELL students per grade called for ELL students to be grouped and placed in an integrated grouped classroom model where ENL instructional strategies are employed.

In the Push-In model, the classes are serviced in both heterogeneous and homogeneous groups. In the grades where the numbers allow for advanced students to be homogeneously grouped, a dually certified common branches/ ENL teacher pushes in for 180 minutes of ENL instruction. In the groups that are heterogeneously grouped, a dually certified common branches/ENL teacher pushes in to provide 360 minutes of ENL instruction allotted for beginners and intermediate students as per the Mandated Time Allocations.

In the Pull out program:

In the situation where more than one class has ELL students in them and the teachers are not ENL certified, a qualified certified pedagogue pulls out these students and provides them with allocated periods of ENL instruction according to their levels of proficiency in English as per the NYSESLAT or NYSITELL scores.

To assure that the mandated number of instructional minutes is provided according to proficiency level P.S. 234 Q carefully analyzes the NYSITELL and the NYSESLAT scores. The scores are used to identify the Entering, Emerging, Transitioning and Expanding students. Then, the number of minutes of ENL instruction is allotted as required by the New York State mandates. The student are then placed in classes that comply with the individual needs of each ELL student. Certified pedaguodes are then assigned to teach these classes and instruct the students according to the determination made for placement and time allocation.

The Push-In Program and self-contained model are the primary models for instructing ELL students at P.S. 234 Q. There are 6 self-contained ENL classes in grades K – 5th. Otherwise, students are serviced by push in teachers for the duration of time required based on their English proficiency levels. At P.S. 234Q, 85% of the ELL population is serviced through the Self contained model while the remaining 15% are serviced through the ENL push-in model.

PS 234Q establishes instructional programs that are based on sound research and have the characteristics of successful programs. The goal of the ENL program is to develop students' listening, speaking, reading, and writing proficiency so that ESL student performance is equivalent to that of their comparable native English-speaking peers in all the content areas. Test score distributions of ENL students and native English speakers, initially quite different at the beginning of their school years, should be equivalent by the end of their

school years as measured by on-grade-level tests of all school subjects administered. Furthermore the ENL program delivered, at PS 234Q, is tailored to students' levels and needs. A variety of ENL strategies are implemented in all ENL models used at P.S. 234 Q. Among the strategies are scaffolding, Total Physical Response, strategic grouping, the use of visual and audio aides, the use of graphic organizers, labeling objects, opportunities for oral language development, hands-on activities, and modeling writing and reading. These strategies are also incorporated in teaching content areas to the ELL population of students by the same certified professional providing the ENL services.

The ELL students are also afforded the instruction in ELA as the rest of the student population. This include all the components being taught to general education classes. ELL students are immersed in literacy to assure a balanced education and followed the mandated allocated units of ELA intruction.

The ELL students identified as Spanish speakers are provided with the Spanish NYSITELL to determine their level of proficiency in their native language. The ELL population of students is also provided with native language libraries in all the classrooms at PS 234. This to provide the academic support the ELL students need as they work to achieve proficiency in english. During testing the students are provided with glossaries in their native language as well as translation services when required.

Former ELLs are provided with 90 weekly minutes of Integrated ENL instruction/support services in order to ease their transition into mainstreamed General Education Instruction.

Paste response to questions here:

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

To assure that the mandated number of instructional minutes is provided according to proficiency level P.S. 234 Q carefully analyzes the NYSITELL and the NYSESLAT scores. The scores are used to identify the entering, Emerging, Transitioning and Expanding students. Then, the number of minutes of ENL instruction is allotted as required by the New York State mandates. The Entering and Emerging students receive the mandated time of 360 minutes while the Transitioning and Expanding students receive the mandated time of 180 minutes. Former ELLs are provided with 90 weekly minutes of Integrated ENL instruction/support services. The student are then placed in classes that comply with the individual needs of each ELL student. Certified pedaguodes are then assigned to teach these classes and instruct the students according to the determination made for placement and time allocation.

The Push-In Program and integrated ELL model are the primary models for instructing ELL students at P.S. 234 Q. There are 8 push in ENL classes and 6 pull out ENL classes in grades K – 5th. Otherwise, the students are serviced in an integrated classroom by a dually certified teacher.

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. Instructional support in the content areas is provided for ELLs through the use of different resources. For math the Go Math curriculum is used from grades K-5. Math manipulative and hands on lessons are used to scaffold ELL's learning. In each lesson vocabulary is simplified and lessons are modified to ensure students' understanding. For literacy, we have adopted the Teachers College Writing Workshop Model and the Ready Gen reading series. Included within the Ready Gen series are an ENL component along with spelling, grammar and practice workbooks that support the students learning. Each classroom also maintains leveled libraries and native language libraries. In addition, we have other literacy supplies such as the Mondo guided and shared reading programs. This in addition to the Mondo Let's Talk About It which supports oral language development. Other resources include the Skills books series, Practice Basic Skills in English series, Language Patterns and Usage series, and SRA series. The ELL students are also provided the opportunity of participating in a Social Studies and Science test preparation program as well as a Math test preparation program. Additionally the ELL population is supported through after school programs design to enhance their language skills as well as their content area skills. . The English as a New Language (ENL) program, at PS 234Q, has been designed to meet these unique language needs of ELL students. By addressing the unique language needs of ENL students, the program enables these students to have the same opportunity to attain the academic success as their native English-speaking peers. The ENL program has been designed to provide a comprehensive program of instruction so that ENL students can attain the goals and benchmarks as set forth in the National Core Standards as well as the New York State standards. The specific goals of the ENL program are: 1) to provide ENL students with equal opportunity and access to services so that they may become fully proficient in English and 2) to ensure that ENL students reach full educational parity with comparable native-English speakers by the time they reach the end of their school career.

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

The ELL students whose home language is spanish and do not reach proficiency in english as per the NYSITELL assessment are evaluated in their native language within 10 days of entering the New York City school system. Students with languages other than spanish are not required to be test in their native language. Although this is the case PS 234Q makes an effort to reach out to any staff member and the child's family to determine if the student has academic abilities in their native language. This determination is taken into consideration when the student is placed in the program. The classrooms at PS 234 have been equipted with native language libraries in an effort to support our students learning and academic abilities that will later be transferred to their new language.

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

Assessment of the ENL population is both formal and informal and is ongoing throughout the year. The ENL teachers, often in conjunction with their regular classroom teachers, administer these assessments. The Fountas and Pinell assessment system is utilized as the initial classroom assessment to determine the ELL students levels in literacy. This include the four modalities of language which include reading, writing, speaking and listening. The ENL teachers are in frequent contact with their core academic teachers to evaluate both academic and social progress that in turn informs their teaching practice. The Fountas and Pinell assessment is done 3 times per year. The NYSESLAT is administered to ALL ELL students and the results of this test determine their level of services for the following year.

The ENL teacher closely monitors the ELL students' academic progress. This is done through frequent contact with the core teachers who work with the ENL. Students in K-5 also take a series of NYS assessments such as the periodic assessment. These scores are also used by the ENL teacher to help determine the progress in the core subjects. A meeting with the core teachers is scheduled in order to

review the overall performance of the ELL. The NYSESLAT is the culminating assessment used to determine progress in English that is used to determine placement for the following year.

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. Our plan for SIFE ELLs ensures proper placement and additional support in order to ease their transition. The SIFE students are informally assessed in order to identify their current proficiency level. Once a student's level has been determined, they are placed in a class accordingly. Support is given through either a self contained ENL classroom, or through the help of the ENL push-in teacher. These teachers use a variety of strategies which includes but is not limited to the use of the Open Court phonic series, vocabulary building, grammar and comprehension skills through the Reading for Concepts series, the Treasure Chest Reading series which provides the ELL students with additional support to master the English language and SRA for the development of specific reading and language skills. The ELL population is also supported through the use of the ENL component of Reading Streets which is the current reading program utilized at PS 234Q. ELL students are exposed to a variety of learning materials that include listening, speaking, reading and writing through the use of the Language/Learning LAB. SIFE students are given priority consideration for placement in the after school program. The ELL students will be attending an extra 50 minutes Tuesday and Wednesdays, which will be utilized to provide extra instructional support.

B. Plan for Newcomers(ELLs).

The ELL newcomers are given the opportunity to participate in the after school programs. This provides them with more exposure to the English language. While receiving more individualized attention by the teachers, as the groups are smaller. In addition, these children will continue to attend the Title III programs , which will be utilized to provide extra instructional support. Within the regular schedule, the teachers provide the students with individualized instruction to help the student with lessons that address their level of proficiency. The newcomers are placed within ENL classrooms that provide the proper setting for language development. Students are able to interact with other students of different English proficiency levels. The variance of levels in the classroom allows the teacher to group the students strategically. These students are also provided with books and other necessary materials to scaffold their learning. These include the Mondo Let's Talk About It series, Language Patterns and Usage series, Write Away Skills Book and the Mondo Shared and Guided Reading Series. This as well as the Fundation Phonics Program. Through the use of these series, the students develop vocabulary, grammar and other language skills. These students are also given the opportunity to read books and respond to them in their native languages (when available). The classroom libraries are being enhanced with books in languages other than English. This allows the newcomers to continue developing their skills in the native language which will eventually be transferred to the second language. At the same time, this methodology keeps their interest level high and builds their self-esteem.

The ENL certified teachers provide professional development to teachers working with the ELLs. They are provided with information on how to make the transition of the newcomers into a new culture and language smoother.

C. Plan for 4-6 years ELLs.

The population of ELLs in the program for 4-6 years is identified and provided with the necessary support to aide in reaching their goal of English language proficiency. Once identified, these students are provided with intervention services designed to differentiate instruction to their individual needs. Intervention specialists conduct pre-testing for the diagnosis of the students needs which are then addressed through small group settings and goal based instruction of these needs. The specialists then conduct post testing to determine achievement of the goal and the course to be followed for further intervention. These students are also giving ample opportunities to participate in enrichment activities such as music, art and drama during and after school. This provides the setting students to interact with the general population of students and receive additional support in language development.

D. Plan for Long Term ELLs.

The number of students in the long term ELL category at P.S. 234 Q is minimal. Our plan for these students is to provide them with extra support in the classroom. They are provided with intervention services which include extra practice in reading, writing and test taking skills. They are exposed to higher learning critical thinking activities through project based team teaching by ENL and mainstream classroom teachers. They are also invited to the After School Program and Saturday Academy for ELLs. Within these programs they are provided with reinforcement in the four modalities of learning. The ENL teachers utilize

computers and other forms of technology to provide the students with different language practice materials. The use of technology enhances the strategies use and also increases the interest level of the ELL students. Long term ELLs will also be included in the Title III After school and summer programs, which will be utilized to provide extra instructional support.

Plan for former ELLs 1 to 2 years

Former ELL students meet the definition for a student that scored proficient in the 4 modalities of English as per NYSESLAT. At PS 234Q these students are afforded the opportunity to receive additional support by being placed in classrooms where dually licensed teachers, CB and ENL, provide ENL instruction to ELL and Former ELL students. These Students are also given the opportunity to participate in after school programs designed for ELL students. Additionally, these students receive support with materials that are appropriate and helpful in continuing to develop their academic language skills in English. Additionally the former ELL students are afforded time extension accommodations for state tests such ELA, Math, Science and Social Studies.

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.

At this time we do not have any re-identification requests. The Language Proficiency Team will honor any requests from parents/guardians for re-identifying ELLs and non-ELLs within 45 days of enrollment. This process will be undertaken with administrative oversight and with parent/guardina participation throughout the process. The decision will be evaluated over the next 6 to 12 months to ensure that the students academic progress is in no way impeded by the re-identification process.

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?

PS 234 PS 234Q, The School of Performing Arts and Technology, takes pride in providing our students with the most up to date lelearning tools. Firstly all the pedagogues servicing these students are provided with a copy of the IEP for the particular students. The teachers become familiar with the goals and needs of the students and plan accordingly utilizing the data obtained through the various assessment tools. The ESL services are determined through the NYSESLAT or NYSITELL scores. For the last 3 years, all the classrooms in our school have been equipped with Promethean Boards. This tool will be utilized to develop and conduct lessons that will address the learning styles of all students through differentiated instruction. At the same time data is obtained and then analyzed to assure the development of new goals as the student progresses. Furthermore the students have access to laptop computers that served as tools for the teacher to address the needs of the individual students. The four modalities of ENL Reading, Writing, Speaking and Listening are addressed through differentiated lessons. These and other technologies are utilized to enhance teaching throughout the core curriculum and as additional support for ELL and general education students. Two additional laptop computer carts have been added to our increasing collection to further support our student population, in their learning, with the latest technology.

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

Our school provides our ELL-SWDs with specially designed curricular and instructional programming that is aligned with the general curriculum to the greatest degree possible. General and special educators of ELLs with disabilities plan collectively and collaborate to ensure success for students with disabilities. Time is offered for general and special educators to work together to develop, implement, and monitor student IEPs. Furthermore, we examine the scope and sequence of instruction to ensure general and special education teachers work toward common core state standards and benchmarks.

Teachers make use of supplemental curriculum materials specifically designed to help students acquire general education content that meets the standards and benchmarks that apply to all students. Our school provides learning/interest centers, manipulatives, visuals, grade-level and supplemental materials, varies the length of time for a student to master or complete the content, and encourage advanced learners to pursue topics in greater depth. We ensure evaluation and data collection takes place regularly so that flexible groupings and scheduling accommodations are carried out as needed.

All service providers submit and revise program placement on a regular basis to ensure flexibility so that appropriate academic services are rendered. We adhere to IEP documented recommendations to ensure that SWDs are placed in their correct setting. Non-SWDs who are ELLs re placed in ICT classrooms when appropriate and ratio of General Education to Special Education teachers is balanced. Scholars benefit from having 2 teachers in an ICT setting as they provide additional support for not only SWDs but also for non-SWDs ELLs. Of note, ELLs SWDs continue to receive their mandated units of ENL services.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

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

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

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



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

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

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

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

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

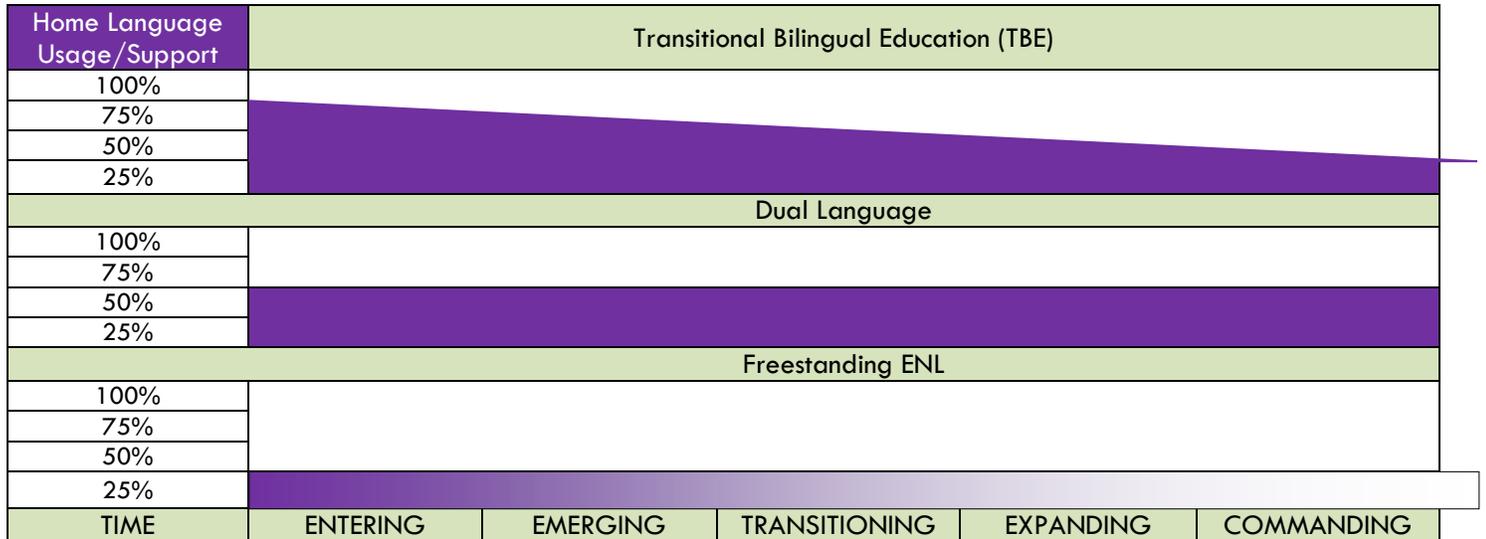


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At P.S. 234, we are currently implementing Response to Intervention which includes the ELL population of students. Being that we have shifted to a model where our ELL population is integrated within the general population of students. This affords equal access to the core curriculum in all subject areas. The RTI model aims at identifying students who are in need of extra support in addition to the core instruction. All students, including ELLs and its subgroups are initially assessed utilizing a universal screener to determine the students individual needs. They are then provided with tailored instruction as necessary according to the tier that the data indicates they should be placed in. In ELA, the RTI model is implemented by an ENL licensed pedagogue who provides targeted instruction to individual or small group of students who have the same or similar needs. This is done within each tier of instruction in the RTI model. ELL students who are also identified as being at risk in Social Studies, Science, or Social Studies, will receive targeted instruction by an ENL certified pedagogue who modifies the lessons as necessary to meet the students individual needs according to the tier the data indicates they should be placed in. To further provide native language supports, our population of ELLs, are provided with: native language libraries, bilingual thesaurus, and Spanish bilingual Go Math textbooks. Students are also buddied-up with other students and classroom teachers and other staff members that speak their native language.

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

Currently our school is implementing a model where ELL students are placed in a general education classroom where the ESL services are provided either through a dually licensed CB/ENL pedagogue who provides the mandated ENL services to the ELL students within the classroom or a pull out/push in model where the ENL certified pedagogue provides these services. This model is proving successful because when ELL's seem to be struggling, we devise a plan of instruction that addresses the individual need of the student where they continue to receive core curriculum instruction while also being supported by the use of modified lessons which address their needs. The Fountas and Pinell assessment system is utilized to determine the progress the ELL students are making in literacy and language development. This assessment is done three times a year but is also on going through classroom lessons and teachers assessments. Additionally the ELL students language development is assessed two times a year through the NY State Periodic assessments. The data obtained is analyzed and then used in determining the areas of need for individual students. Targetted instruction is then provided to all the ELL students.

We noticed a growth in our students who attained Commanding in the English language based on NYSESLAT results. We will continue to support our ESL teachers in the methodologies and practices written in Part A, question 3.

After analyzing the results of ELA, Social Studies, Science, and Math data, ELLs are showing gains or performing at comparable levels to their counterparts.

Our curriculum includes strategies designed to support our ELLs across all content-areas. Additionally, all teachers are provided with professional development sessions that prepare them to work with our population of ELLs. Professional sessions include ENL teaching strategies that incorporate the use of native language supports.

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

We are currently considering supplementing professional development to include strategies that will help teachers in providing targeted instruction to ELL students within all areas of study within the RTI model. For example, we will provide teachers with the knowledge of each Tier in RTI and how to assess, identify and place each student in the appropriate Tier. Furthermore, teachers will be taught to select the right intervention according to the specific students' needs. We have also implemented the Mondo Let's Talk About It program as well as Mondo's Guided Reading and Shared reading series. These to encourage and bring ELL students with the tool to practice the four modalities, speaking, listening, reading and writing. PS 234 has intervention programs in place that target ELLs in ELA, math and other content areas. ELLs learning needs are identified and groupings and strategies are applied to meet these needs. For example, in order to provide content area optimum support, ENL teachers may push into a student's science class once a week. Moreover, during guided reading push-in instruction, ENL teachers may also select to make use of guided reading books that are aligned to a certain science unit of study. Our school offers Math AIS, ELA, and Science AIS supplemental services. The after school program also focuses on reading comprehension and writing through a thematic approach. Our targeted intervention programs for ELLs makes use of the following materials: MONDO content area-based, Balanced Literacy Programs (Let's Talk About It; Let's Sing About It). Intervention providers make use of charts, realia, manipulatives, and other ENL approaches that support language development and in ELA, math and other content areas.

Additional interventions include:

Title III Afterschool Intervention Program for Grade 3 – 5 Literacy and Math Programs are offered twice a week for 2 hours.

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

Self-contained classrooms have been discontinued because ELLs were not being afforded the opportunities to fully participate in all educational aspects available at PS 234. As per the mandate, ELL's should be provided ample opportunities to equally participate in all academic, social and extra curricular activities. The ELA and Math State Test results were not satisfactory for our ELL population and the expectations PS 234 has is to give all students the opportunity to achieve and obtain score at or beyond State

as well as national expectations through the CCLS. This change will provide ELL students the opportunity to be exposed to all academic and social facets necessary in developing their skill and knowledge in all areas. This will ultimately lead into high performing ELL students in all areas of study as well as in their social life.

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

All ELLs have access to all school programs and receive equal access to art, drama classes dance, gym, trips, school events, and extra-curricula activities. We offer afterschool and Saturday program for all of our ELLs throughout the school year. The program will target all ELLs in grades 3-5, specifically targeting students who did not score Commanding in the LAB-R or NYSESLAT. It will also provide additional instructional opportunities for ELLs who are at risk, or are potential long-term ELLs not meeting the mandated improvement; nor have acquired language proficiency. Educational activities will include the use of Literacy and Mathematics. The program will include an oral language development component, and extensive writing activities to improve comprehension and writing skills.

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.

PS 234 has installed a promethean board in every classroom in order to provide teachers with a technological tool which allows them access to an infinite amount of information. This allows for the implementation of highly effective lessons inclusive of visual, auditory, TPR, and hands on activities. Furthermore, PS 234 has purchased computer carts which includes a lap top for each student within a classroom. We have created a computer center within each classroom to provide the students with the opportunity to further develop their technological skill as they practice their academic work. This use of technology is geared toward helping our students, including ELLs, to be college and career ready.

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

The ELL students identified as spanish speakers are provided with the Spanish NYSITELL to determine their level of proficiency in their native language. The ELL population of students is also provided with native language libraries in all the classrooms at PS 234. This to provide the academic support the ELL students need as they work to achieve proficiency in english. During, content area, testing the students are provided with glossaries in their native language as well as translation services when required.

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

At PS 234, teaching strategies, questioning, and routines are strategically differentiated so that all learners, including students with disabilities and ELLs, have multiple entry points, supports, and extensions into the curricula according to grade and language levels. New understandings are built on previous understandings. For example, an intermediate ELL student who understands how to compose sentences is getting ready to create paragraphs. Therefore, the ELL instructor modifies the lesson to provide this student with support in paragraph writing/formation.

All required services a resources provided are grade appropriate. All ELLs have access to the resources that are provided for other classrooms within their grade level. Through differentiation, ESL teachers and ESL push-in teachers provide appropriate resources and teacher created materials according to proficiency level of their students.

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).

At PS234Q the parents of in coming ELL students are provided with an orientation and school tour of our facilities. Parents are also inform of our the various available at our school. Our parent coordinator as well as the school nurse also provide workshops through out the year where parents of new ELL student receive information of activities and programs ,in the school and neighborhood, which can benefic their children educationally and socially. This to assure the exposure of these students to cultural and educatinal activities in this road of language acquisition.

19. What language electives are offered to ELLs?

Language electives are not applicable to PS 234Q yet we offer the ELL students the opportunity to select reading and other materials in their native languages as we have provided each classrooms in our school with native language libraries.

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 department offers Professional development to school's staff. During this training the staff is provided with information on how ELL students are identified and placed. ENL teachers will also conduct training, for assistant principals, paraprofessionals, guidance counselors, secretaries, parent coordinator and teachers working with ELLs to provide them with the knowledge of implementing ENL strategies in their classroom. In addition they will be trained in utilizing the ENL components of the Ready Gen and the Treasure Chest series. During these professional development sessions, additional training is provided to teachers to enhance teaching the content areas to ELL students while incorporating the Common Core Standards in their lessons.
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?
P.S.234 Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ENL teachers in the After School Program, as well as monolingual teachers will receive the training necessary to ensure the use of ENL strategies within the programs and all areas of interaction with ELL students. Participating teachers will be paid the trainee rate and teacher trainers will be paid at the per session rate. These sessions will be facilitated by ELL licensed personnel and administrators. The teachers will receive 12 hours of ENL training and will meet and exceed the 7.5 hours mandated by the NYS Education Department.
The participating teachers and other staff members will receive 6 sessions of professional development during days of allocated in the school calendar. The staff members attending these sessions will receive certificates and agendas indicating their participation and the number of hours obtained. The ENL department will maintained a record of attendance signed by the participating members. Additionally copies of the agenda will be filed.

Topics that will be addressed during these professional development sessions are as follow:

1. October 19, 2015: Two 2-hour professional development sessions will be devoted to Scaffolding across the Content Areas: Types of Scaffolding.
2. November 16, 2015: One 2-hour professional development session will be devoted to Differentiated Instructional Strategies and implementation of the CCLS in each area of studies.
3. December 21, 2015: One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.
4. January 11, 2015: One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELA.
5. February 8, 2015: One 2-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments. Paste response to questions 1-3 here
6. March 14, 2015: One 2 hour session of professional development in ELL RTI.

Additionally our teachers will be instructed to focus and increase the cognitive language skills of ELL students. This along with vocabulary development in english and the content areas. The aim of this approach being the smooth transition of these students to the higher level of education in Junior high school as well as high school. The ELL students then be able to function without any difficulties in the new setting.

The parcipating staff members will also be trained in preparing the students in transitioning from elementary school to middle school. Classroom trips will focus in visiting middle schools to give the students exposure to their future educational environment. Additionally the staff will be exposed to activities aimed at preparing the students as well as their parents in selecting an appropriate middle school.

The teachers participating in these professional development are provided with certificates indicating their participation and the number of hours of PD received. The provider of the PD also maintains records of the participating teachers and the hours accumulated by each individual teacher in the ENL files binder.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The parcipating staff members will also be trained in preparing the students in transitioning from elementary school to middle school. Classroom trips will focus in visiting middle schools to give the students exposure to their future educational environment. Additionally the staff will be exposed to activities aimed at preparing the students as well as their parents in selecting an appropriate middle school.
The teachers participating in these professional development are provided with certificates indicating their participation and the number of hours of PD received. The provider of the PD also maintains records of the participating teachers and the hours accumulated by each individual teacher in the ESL files binder. Additionally, our Guidance Couselor, Olga Papadopoulos attends

PDs sessions that offer a lens for the transition of ELLs and newly Commanding Former ELLs and their changeover to their new Middle School environment, culture, and academic challenges.

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.

Professional development activities in our school clearly contribute to our efforts to promote the academic achievement of English language learners. Professional development activities in our school take into account the educational, linguistic and cultural needs of our English language learner population. Our school staff engages in meaningful professional development activities on an ongoing basis to discuss the progress being made by our English language learners. Weekly Professional development activities are schedule in at PS 234Q, The School of Performing Arts and Technology. These include 15% that Address ENL topics that teachers find useful in their quest to educate our ELL population of students. These Professional Developments are conducted by highly qualified personnel that possesses the knowledge and are certified in ENL education. Records of these professional developments are maintains through the filing of Agendas as well as signing sheets that are kept to track the participation of our pedagogues in these important activities designed to aide them in providing a world class education for our ELL population of students as well as all the students in our school community.

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?

At PS 234Q, The School of Performing Arts and Technology, accommodations are provided for the parents to be active participants in their children's education. We have provided teachers with the extended day time allocation to set up individual meetings with the parents of ELL students to inform them of their children's progress as well as to assist them in becoming active participants in helping their children in their educational endeavor. For these meetings, translators are provided to assist the parents to better understand their children's needs and successes. This is as well as to answer any other questions needing to be answered. During the year, the parents of newcomers are also provided with similar conferences in English and the native language as identified in the home language survey. Most of the translations are done by certified teachers in our school who speak a second language or by translators provided by the Department of Education. Additional individual conferences are held according to student needs in order to collaborate in enhancing children's language acquisition needs. Parents are also able to visit their children's classrooms and teachers during the first Thursday of the month. Parents are able to observe lessons and their children's participation within the classroom setting.

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.

To maintain records of our parents' individual meetings, we count the number of participants, this to assess the success of the outreach. We file copies of attendance sheets for individual parents where the date and time of the meetings are recorded. We use a brief feedback questionnaire to help us understand the needs the parents might have in regards to their child's education and the choices of programs they have to assure their children's needs are met. In cases where parents might not be able to attend their meetings, we have established a website for parents to communicate with us at their convenience through email. Teachers also make the effort to conduct phone conferences to discuss the ELL students' progress with their parents. Teachers maintain a record of the date and time these conferences are conducted. These parents are also afforded the opportunity to ask questions and give suggestions in regards to their children's education. The communication is also maintained through letters where parents can be informed of important events and activities that affect their children's education. Parents are asked to respond and records are kept as the responses are filed. We continue these efforts until all the parents have responded and participate in the program selection process as well as other activities affecting their children's education.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
At PS 234Q, The School of Performing Arts and Technology, the parents of ELL students are invited to participate in many activities designed to seek their involvement in their children's education. Parents have been assigned with a room where parents' activities and needs are addressed on a daily basis by the school's parent coordinator as well as other members of our school community. ENL classes for parents and adult members of the community are offered, during the school week, throughout the year. These classes are designed and teach English to parents of ELL students. They will then be able to become more involved in their children's education. The parent coordinator, in collaboration with the ENL department, conducts a series of workshops geared towards giving them an understanding on how to help their children become better learners. The workshops include Literacy through the Arts. In these workshops, children and their parents are invited to participate in activities designed to bring awareness of how parent and child can practice literacy skills while doing fun activities. Another workshop conducted is the Homework Help. In this workshop, parents are given the opportunity to be trained, along with their children, in helping their child with homework. Additional workshops include the introduction to the Ready Gen Curriculum as well as the Go Math curriculum. The programs are explained to parents and they are advised on what the expectations are and the role they should play in the implementation of these curriculums. Other workshops, such as Getting Your Child Ready for the NYSESLAT, provide the parents with knowledge about the testing procedures and how their children can become better at taking tests.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
At PS 234Q, The School of Performing Arts and Technology, Community Based Organizations hold workshops throughout the year to provide fire safety, health insurance coverage and library use instruction to the parents and children. The organization Inside Broadway cooperates with PS 234Q to bring theater productions geared towards the development of speaking, acting, reading, writing as well as listening skills. Another partner organization is Ballet Tech. This organization promotes dancing, singing as well as other academic skills. Children participate and are sometimes selected to attend classes at their organization's headquarters. An additional organization is St. John's University. St. John's provides PS 234Q with the strategic training of teachers to provide instruction to ELL students. The parent coordinator also holds PTA meetings monthly. Within these meetings, ELL students are able to participate and receive awards such as Student of the Month among others. Multicultural activities such as Dessert Night and Family Night Dinner are held every year to enable the ELL community to come in contact with the other communities in the neighborhood.

Boys and Girls Club offers homework assistance and provide child-care and recreation to the students. Math and Literacy workshops are offered where the ELL parents are invited to attend to learn how to assist their children and be actively involved with their child's learning process. With these efforts, the school, parents and the community are able to work together towards increasing the enhancement and well being of the student population. Our language translation and interpretation plan includes the funds and strategies for providing parents with translation and interpretation in any language requested. Our staff who are speakers of other languages are if and when available provide these services to our community.

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

PS234Q, The School of Performing Arts and Technology, takes provide in trying to provide parents with support and assistant necessary to make their childrens' learning experience successful, challenging and fun. Through the language surveys we identify the preferred language of communication from school to home as requested by them when filing these forms. Additionally, at SLT meetings, the parents have input in selecting the type of workshops that would benefit parents the most in assisting them in supporting their childrens' education. Furthermore our parent coordinator conducts surveys that inform us of the concerns and needs parents might have. Parents needs are also evaluated through school-wide surveys, surveys provided for during workshops, and through informal meetings and records of anecdotal. We have mulitple opportunities throughout the year to conduct parent conferences and group meetings for parents/guardians of our ELL population. Our language translation and interpretation plan includes the funds and strategies for providing parents with translation and interpretation in any language requested. Our staff who are speakers of other languages are if and when available provide these services for our parents.

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

The communication with parents allowed us to identify the needs of our parent community. We were able to develop the Homework Help workshops through which parents are trained in helping their children with their homework. Additionally we conduct the Ready Gen and Go Math workshops to address the parents concern with the new curriculum and CCLS alignment. On going home-school communication is a policy at PS 234Q and the doors are open to the development of other workshops and activities that help to support the ELL students' educational needs. This as well as to assist their parents in supporting their effort in obtaining a world class education. The process of identifying parents needs is on going through out the school year. Any questions or concerns are, by parents, promptly addressed by our school personnel and resolutions are seeked and obtained to address the needs at hand. Our language translation and interpretation plan includes the funds and strategies for providing parents with translation and interpretation in any language requested. Our staff who are speakers of other languages are if and when available provide these services to our community.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

| School Name: <u>234</u> | | School DBN: <u>30q234</u> | |
|---|---|---------------------------|-----------------|
| 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) |
| Ms. Dora Damer | Principal | | 1/1/01 |
| Ms. Peggy Mouzakitis | Assistant Principal | | 1/1/01 |
| Ms. Anita Obrien | Parent Coordinator | | 1/1/01 |
| Mr. Jose Guerrero | ENL/Bilingual Teacher | | 1/1/01 |
| Giovanna Trotta | Parent | | 1/1/01 |
| Ms. Grace Masiello | Teacher/Subject Area | | 1/1/01 |
| Mr. Rolando Perez | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Ms. Olga Papadopoulos | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q234** School Name: **PS234Q**
Superintendent: **D30**

Before you begin, please check the following:

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

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

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

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

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

Data from Blue emergency cards, HLIS Surveys for all new students, RAPL ATS Report. Survey sent home with each child asking each parent's preferred oral and written language preferences and kept in a binder.

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.

English, Spanish, Arabic, Bengali, Chinese, Urdu, Punjabi, Polish, Portuguese, Japanese, Albanian

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.)

DOE School year calendar-September,NYS Testing dates,curriculum overviews- given in September. Testing information, promotion in doubt letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PTC's in September, November, March and May, PID meetings in March, guidance counselor calls, attendance calls, parent workshops.

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.

If there are DOE translations available they are sent to parents or are available in the main office. In-house staff translates important meeting documents as well as providing oral translation when necessary. The Translation & Interpretation Unit is also available and our school makes an effort to provide each parent with documents in their preferred written language. Additionally we make use of all the DOE's T& I site which provides translated documents for all major languages and occasions. When we identify documents that need to be translated we submit them to the T&I Unit in a timely manner to ensure that parents are provided translation within the allotted period of time.

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.

On-site interpreters are used. Sometimes parents volunteer to help translate.

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.)

The office staff is aware of the procedures and all other staff will ask them for assistance. The Assistant Principal, the ENL Coordinators and the Parent Coordinator meet monthly to ensure that all translation and interpretation needs are being addressed. Furthermore a PD is held for all staff to inform them of the availability of Translation & Interpretation Services and how this assists in their communication with the parent community. At the PD the PC distributes the "I Speak" cards to all staff. The staff is made aware of how this card can be utilized as a tool to help them obtain translation in any language when communicating with a parent.

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

To ensure that parents are provided with translation and interpretation services PS234Q sends out the notification letters found on the DOE website in all major languages informing them of the availability of these services. These letters are sent in the parents' chosen language of communication.

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)

We will send a survey in September asking parents for their preferred written and spoken language preferences and will try to accommodate all requests. The Parent Coordinator checks the blue emergency cards and the surveys and keep the information in a binder to use during the year. The PC will hold a meeting with parents of all cultures/languages asking them for best practice ideas.