

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	24Q307
School Name:	PIONEER ACADEMY
Principal:	CECILIA JACKSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Pioneer Academy PS 307 School Number (DBN): 24Q307
Grades Served: K-5
School Address: 40-20 100 Street Corona, New York 11368
Phone Number: 718 779 5068 Fax: _____
School Contact Person: _____ Email Address: _____
Principal: Cecilia Jackson
UFT Chapter Leader: David Tenenzaph
Parents' Association President: Nube Bonilla
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madeline Chan
Superintendent's Office Address: 98-50 50th Ave. Queens, NY 11368
Superintendent's Email Address: _____
Phone Number: 718 592 3357 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens - District 24 Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: _____ 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)
Cecilia Jackson	*Principal or Designee	
David Tenenzaph	*UFT Chapter Leader or Designee	
Nube Bonilla	*PA/PTA President or Designated Co-President	
Krystle Connell	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Veronica Amador	Member/ FTA - Parent	
Juan Antonio	Member/ FTA - Parent	
Isabel Neri	Member/ FTA - Parent	
Georgina Martinez	Member/ FTA - Parent	
Tenelle Sanchez	Member/ Teacher	
Ariela Fryman	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Pioneer Academy PS 307 is an elementary school located in Community School District 24, in Corona, Queens, New York. Our school has 983 scholars from grades Kindergarten through Fifth Grade. Our scholar population is comprised of 93% Hispanic, 4% Asian, 1% African American and 1% White. Our student body includes 35% English Language Learners (ELL) and 12% are Students with Disabilities (SWD).

At Pioneer Academy we are a diverse community of scholars, families, staff and community members dedicated to the academic achievement and personal development of our scholars. Our teachers and staff strive to ensure that each scholar in Kindergarten through Fifth Grade, is empowered and inspired to reach his or her full potential. Scholars are challenged to question, anticipate and solve problems, assume personal responsibilities and emerge as enthusiastic life-long learners and independent thinkers motivated by the pursuit of academic excellence and social responsibility to our local, national and global community.

Many children who are considered "vulnerable" live below the poverty level. Poverty has been documented repeatedly as a risk factor; the developmental and achievement deficits in children from low socioeconomic backgrounds are significant by kindergarten entry and increase with each year in school (West, Denton, & Germino-Hausken, 2000). It is also important to underscore the fact that children with certain ethnic or language backgrounds are at greater risk for poverty, including children of African American and Hispanic descent, children whose first language is not English or who speak a nonstandard dialect of English, and children who have limited language skills. Currently, African American and Hispanic students account for 34% of the public school population (National Center for Education Statistics, 2002). Over 95% of our scholars come from homes with low-socioeconomic status and are Hispanic which makes them "vulnerable". Due to these factors we are always cognizant when formulating our goals.

Throughout our school building, there are many scholars (especially in the 12:1:1 and ICT classrooms) who have challenges with self-regulation (ability to maintain a calm, organized state across demands and transitions), paying attention, expressive and receptive communication, and task performance. Behaviors observed in response to these challenges include crying, tantrums, attempts to escape and run away from the classroom, refusal to participate in academic tasks, and shutting down. These reactive behaviors disrupt the learning environment in the classroom. This takes time away from classroom instruction and classmates. In order for scholars to be able to learn to their optimal potential, they need to be in a calm, alert state.

In response to this need we have implemented Move to Improve and The Get Ready to Learn program. In an effort to provide as many opportunities as possible to incorporate movement into our instruction our school is using Move to Improve as part of our daily learning. Move to Improve is a program that focuses on incorporating physical activity into academics. At the start of this school year we held Professional Development that showed teachers how to effectively include these techniques into their day.

The Get Ready to Learn program is a researched based daily preparatory classroom yoga curriculum designed to optimize classroom performance. The goal of this program is "to prepare all students to be in optimal physical, behavioral, and cognitive states for learning." (Anne Buckley-Reen; 2014 GRTL Training Manual). It requires participation by everyone in the classroom including scholars, teachers, and paraprofessionals. Adding to building classroom community.

The Get Ready to Learn program is currently being implemented in two 12:1:1 classrooms (floor version). There are 4 ICT classrooms that engage in a seated version. Data has been collected in classrooms. Results show sustained

improvements in all 4-targeted areas: self-regulation, attention, communication (expressive and receptive language), and task performance. We are hoping to expand this program in the 2015-16 school year.

Pioneer Academy ensures that all curricula is aligned to the Common Core Learning Standards (CCLS) and/or content standards and strategically integrate the Crosswalk of Common Core Instructional Shifts (CCCIS) for all learners including ELLs and Student with Disabilities (SWD). Teachers develop clear and measurable objectives utilizing Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) and use questioning to promote higher-order thinking skills and rigorous habits for scholars. Curricula and academic tasks are implemented through the curricula provided by the NYS. However through a review of CCLS and school data, the curriculum is modified to create more rigorous writing tasks and address the instructional shifts.

Pioneer Academy has embraced 21st century technology to promote collegiate inquiry, transparency, innovation, and creativity. In 2014, Pioneer Academy undertook the challenge of building a progress monitoring assessment system to provide teachers with a schoolwide real time progress monitoring tool. As an ongoing response to the Common Core Instructional Shifts, Pioneer Academy has developed the Pioneer Academy Data Drive (PADD) to provide support, organization, protocol implementation, data analysis, inquiry cycles and ongoing feedback around assessment and instruction.

At Pioneer Academy we strive to promote a culture of high expectations for all of the school's constituents by providing supports for teachers, paraprofessionals, mandated service providers and support staff to achieve these expectations. We believe in promoting shared leadership to improve scholar learning. Teacher teams are provided with opportunities to collaborate using protocols to analyze assessment data in alignment with the CCLS and instructional shifts in order to strengthen instructional capacity.

We are committed to establishing partnerships with families to support our scholars progress towards college and career readiness. Coaches, along with our parent coordinator conduct monthly workshops for the purpose of providing ongoing support. During these sessions, family members are provided with the tools needed to support their children at home, such as math tools, reading strategies, websites for games, and to differentiate to students' needs in order to make a clear connection between what is learned in school and life applications. Some examples of workshops offered this school year were, "What is the Common Core", "Preparing for FTC (Family Teacher Conferences)" and "Strategies for Success." The Parent Coordinator provides monthly workshops for parents based on family surveys. Our teachers hold their parent engagement workshops and meetings on Tuesday mornings. These sessions vary depending on the needs of each class. One meeting per month is dedicated to teaching families the strategies used in a specific content and the other sessions are based on the results from a parent survey. Families receive feedback on scholar progress and expectations on a monthly basis progress reports and/or a scheduled FTC. Our Community Coordinator maintains ongoing contact with community organizations that are involved with providing services to the school's educational program. She also organizes events to increase parental and community involvement and creates a welcoming environment for families.

Our school provides distributed leadership opportunities to support and nurture effective teacher leadership. Teachers play an integral role in key decisions that affect scholar learning. Our Professional Development Team survey to determine the levels of professional development requested by the staff. Our out of classroom service providers are essential members of our classroom communities offering diverse perspectives, as well as their professional knowledge to aid scholar learning. These opportunities and roles allow teachers to engage in, reflect on, and make schoolwide instructional decisions regarding data. Each grade team meeting has a clear agenda of what needs to be discussed, and roles are delegated within the grade based on the next steps to be taken. Staff members hold effective leadership roles on the following committees/teams:

- School Leadership Team (SLT)
- Safety Committee
- Consultation Team

- Grade/Team Leaders
- Sustainability Team
- Department Assessment Liaison
- Field Trip Coordinators
- Measure of Student Learning (MOSL)
- Academic Intervention Team (AIT)
- Professional Development Team

24Q307 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	985	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	93.9%	% Attendance Rate		96.7%
% Free Lunch	94.1%	% Reduced Lunch		4.2%
% Limited English Proficient	30.4%	% Students with Disabilities		16.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.2%
% Hispanic or Latino	92.0%	% Asian or Native Hawaiian/Pacific Islander		4.4%
% White	0.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.5%	% Teaching Out of Certification (2013-14)		8.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.3%	Mathematics Performance at levels 3 & 4		36.5%
Science Performance at levels 3 & 4 (4th Grade)	94.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
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.

Due to the 4% overall drop in our Spring 2014 (71%) to Spring 2015 (67%) ELA-MOSL scores, it is evident we need to set a schoolwide goal to address this gap and improve our scholars performance on the ELA MOSL.

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, our scholars across grades Kindergarten through Fifth Grade will show an overall increase of their ELA - MOSL scores by 5%, as measured by the 2016 End of Year ELA MOSL comparative to our 2015 End of Year ELA MOSL scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Rtl (Response to Intervention)	All scholars/ mandated scholars	October - June 6 week inquiry cycles	Coaches & Data Specialists
Professional Development around Writing - Writing for ELLs	Teachers & Support Staff	Summer, Fall & Spring - with	Writing Specialist, Coaches & ESL Department

		ongoing support and check-ins	
Writing Specialist	K-2 scholars	September - June	Writing Specialist, Classroom Teachers & ESL
Interdisciplinary Writing - using CCSS aligned rubric	All scholars	September - June	Specialty teachers & Coaches

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.											
A MOSL scoring team will be created to norm the scoring and vertically align data. The scoring team will be made up of teachers who will be paid per session. Funds will also be allocated to supplement assessment team members' salary. The assessment team is also responsible for organizing MOSL materials and assessment schedules. They are also responsible to training teachers on MOSL related information.											
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		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Mid-Year MOSL • 6 week inquiry cycle check-ins • Teacher feedback survey • Teacher observations
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Based on observations of teacher practice and feedback, teacher surveys, monitoring scholar outcomes as per teacher formative and summative assessments, benchmark assessments, and local and state measures our teachers instruction would benefit from additional professional development around Danielson 3b: Questioning and Discussion. *According to the rubric a highly effective teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.*

We want to see an increase in the number of higher order questions posed by our teachers during instruction. This will further influence and promote our scholars questioning skills through teacher modeling.

Part 2 – Annual Goal

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

By June 2016, the average number of higher order thinking questions posed by teachers and scholars during their instruction will increase by at least 10%, as measured by a school-wide questioning and discussion audit of teachers and scholars.

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>
Professional Development focused on Questioning & Discussion	Teachers & Support Staff		Teachers, Coaches, Consultants & Administration
Teacher Rounds	Teachers & Support Staff		Teachers, Coaches, Consultants & Administration
Implementation of Cooperative Learning Strategies. Example Kagan Strategies	Teachers		Teachers, Coaches, Consultants & Administration
Implementation of SOLM rubric for promoting scholar questioning	Teachers	September - June	Teachers, Coaches, ESL, Consultants & Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funds will use to support coaches and consultants who will facilitate workshops and provide instructional support for teachers questioning and scholar discourse.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • Questioning Audits Pre/Mid/Post • Teacher Survey • Scholar Survey
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 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.

According to our Family Outreach Survey, 51% of the 445 families requested support in assisting their scholars in becoming fluent readers. As per the National Institute of Child Health and Human Development (NICHD, 2000) fluency is a predictor of reading success. Successful family literacy programs promote parent-child interaction with many types of literacy events (Wasik, 2004). Involving families as an integral part of literacy instruction is crucial. Letting families know how they can help to support the school program at home is important, but home–school programs need to be easy to use. In a meta-analysis of 20 interventions involving 1,583 families (Sénéchal, 2003), results clearly showed that family involvement had a positive effect on children’s reading acquisition. The most effective form of family involvement, producing the best results, was training families to use a specific reading strategy that their children were working on in school (Darling & Westberg, 2004). Teachers, other school personnel, and families must communicate and collaborate with one another to contribute to children’s literacy growth. This is particularly important in schools with diverse populations (Casanova, 1987; Chavkin & Gonzalez, 1995).

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in families who state that they are more confident and prepared to use provided strategies and resources to support their scholars performance in reading, as measured by The Family Workshop Post-Survey and scholar i-Ready data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Morning Literacy Program for Families</p> <p>Many of our scholar’s family members have enrolled in our family literacy program offered two days a week before school. Staff delivers instruction to English Language Learner family members via a phonics based reading and decoding program.</p>	<p>Families</p>	<p>September - June</p>	<p>Parent Coordinator, ESL Department, Classroom Teachers & Coaches</p>
<p>Monthly Family Workshops</p> <ul style="list-style-type: none"> • Coaches from each grade work with families to cover the following information: <ul style="list-style-type: none"> o ELA & Math Strategies (K-5) o Preparing for NYS Exams (3-5) o Module/Unit Overviews (K-5) o Grade wide expectations (K-5) • ESL Department supports our English Language Learner Families to cover the following information: <ul style="list-style-type: none"> o What to expect on the NYSESLAT o Reading, Vocabulary & Writing Strategies for ELLs • Related Service Providers work with our families to offer information and strategies to better support their scholar(s) at home: <ul style="list-style-type: none"> o Occupational Therapists o Speech Therapists o Physical Therapists 	<p>Families</p>	<p>September - June</p>	<p>Parent Coordinator, ESL Department, Classroom Teachers, Speech Therapists & Coaches</p>

o Guidance Counselor			
<p>Monthly Family Community Tour Field Trips</p> <p>Families are invited to experience the trips their scholars are attending. These family trips allow parents to have first hand experiences of what their scholars are learning. Families can have a deeper understanding and connection to their scholars experiences on these trips and promote discussion and dialogue about what they are learning and why? As many of our families are themselves English Language Learners these trips are coordinated and lead by our Parent Coordinator. The Parent Coordinator is able to translate and connect families to all the additional resources available to them from our various community partnerships. Examples include:</p> <p>Partnership with NYC Public Library</p> <ul style="list-style-type: none"> • How to navigate and take advantage of different programs within the public library. • Provide scholars and families with library cards. • Homework Help • ESL program within the library • Guest speakers <p>Partnership with Hall of Science</p> <ul style="list-style-type: none"> • Offers workshops during school breaks • Family workshops are free for our scholars • Free membership for the museum 	Families	September - June	Parent Coordinator & Learning Leaders
<p>Summer Family Workshops</p> <p>Technology Support in accessing and navigating Pioneer Academy online scholar resources such as:</p> <ul style="list-style-type: none"> • i-Ready • Xtra Math • Pebble Go • Raz Kids 	Families	July 2015	Parent Coordinator

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.

Funds will be allocated to support the parent coordinator’s continued collaboration with classroom teachers and other organizations in facilitating workshops for families. Families will be surveyed in the September and workshops will be organized based on survey data. Families will also be assessed in January and again in June 2016 to measure viability of the programs/workshops provided. To track the viability of these family engagement workshops, student’s whose families attend 80% or more of the workshops academic performance will be tracked through with i-Ready Diagnostic Data.

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

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

Part 5 – Progress Monitoring

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

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

Section 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)	Grade 4-5 NYS ELA Scores Grade 3 – Bottom 10% performance on benchmark assessments (i.e. i-Ready Diagnostic)	AIS teachers provide pull out services and push in services using the Fountas and Pinnell Leveled Literacy Intervention Program. This program is used to support our scholars who have been targeted to receive academic intervention in English Language Arts and is designed for Tier 3 scholars in literacy. The goal of the intervention is to bring scholars to grade level achievement.	The Academic Intervention Teachers service scholars using small group instruction usually 4-6 scholars in a group. Scholars are engaged in the reading comprehension and the writing process every day. Their progress is monitored on a regular basis.	AIS is provided to scholars during, Rtl daily; 50 minutes in small group instruction during the school day.
Mathematics	Grade 4-5 NYS Math Scores Grade 3 – Bottom 10% performance on benchmark assessments (i.e. i-Ready Diagnostic)	The math coach and SETSS teachers provide pull out and push in services through small group instruction designed to provide remediation.	In groups of 4-6 scholars, the teacher differentiated and modifies the math content, process and product to provide access to scholars.	AIS is also provided to scholars during, Rtl daily; 50 minutes on small group instruction during the school day.
Science	4 th Grade Scholars who are performing at a Tier 3 level on the mock NYS Science Exam.	The science specialists provide science enrichment to all 4th grade scholars before and after school. Scholars are exposed to inquiry based instruction. They work in small interest based teams.	4th Grade Scholars	Before school from 7:30-8:00am and after school from 2:30-4:00pm

<p>Social Studies</p>	<p>Grade 4-5 NYS ELA Scores</p> <p>Grades 2&3 – Bottom 10% performance on benchmark assessments (i.e. i-Ready Diagnostic)</p>	<p>The social studies specialist provides social studies enrichment. Scholars will be exposed to inquiry based instruction. They work in small interest based teams.</p>	<p>Scholars in grades 2-5</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Scholars who are recommended by AIT (Academic Intervention Team). The team consists of:</p> <ul style="list-style-type: none"> • Guidance Counselor • Special Education Teachers • Speech Therapist • Occupational Therapist • Physical Therapist 	<p>Scholars experiencing academic difficulty combined with social emotional, behavioral challenges are identified by the school guidance counselor.</p>	<p>The counselor provides scholars with small group sessions where they are able to discuss and work through issues relating to home and school. The guidance counselor also provides the classroom teachers with strategies on how to address these scholars' needs in the classroom as well as provide support during lunch.</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff becomes highly qualified, in order to achieve this goal:</p> <ul style="list-style-type: none"> • Committee-based hiring-made up of families, teachers, scholars • Weekly participation in grade level team meetings • Inter-visitations and demonstration lessons • On-Site and Off-Site Professional Development Workshops (i.e. SIOP, Rtl, Co-Teaching Strategies...) • Peer mentoring • Learning Walks • Teacher facilitated workshops • Support from UbD literacy, math and writing consultants • Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UbD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards analyze student work; and create differentiated groups to meet determined needs/goals • Provide on-going feedback to teachers in one-on-one meetings, formal and informal observations • Create schedule to allow for common planning time • Purchased Cool Culture family pass for free admissions to museums and parks to create authentic experiences • Create a schedule that allows for staff to focus on vertical alignment of instruction

- ESL team provides workshops on effective ESL strategies for teachers and Co-Teaching with ESL Teachers

2b. High Quality and Ongoing Professional Development

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

We offer ongoing professional development to increase teachers' skills in methodologies to improve scholar behavior and sound pedagogical techniques in teaching students with disabilities and our ESL scholar population. Our professional development will be based upon data-driven scholar needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.

Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD and assistance from colleagues and administration.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- First 12 Days – Kindergarten launch to smoothly roll out classroom routines and expectations
- First day classroom parent visit
- Summer & Fall Parent Workshops:
 - o Transitioning to Elementary School
 - o Help your child begin to read
 - o Develop your child's early math skills

- o Understanding the Common Core
- o Kindergarten Routines & Expectations
- Kindergarten teachers reference the New York State Prekindergarten Foundation for the Common Core when planning initially to ensure all prerequisite skills have been met prior
- ESL Screening & Registration to gather additional education information and history

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The vast majority of the school uses common assessments across grades in ELA, math and science. The pre, mid and post assessments come directly from Core Knowledge and Expeditionary Learning for ELA and Math. These assessments measure concepts and skills aligned to the CCLS to evaluate scholar progress. Science assessments are generated from National Geographic and Foss resources which are aligned to the National Science Education Standards and the NYC K-8 Science Scope and Sequence. Assessments are also aligned to curricula for each unit of study. Assessments are informed by scholar progress and are used to monitor and adjust instructional practices accordingly. Teacher teams meet weekly during their common preparation periods to discuss the content and pacing of the curriculum as it relates to the needs of their scholars. Grade teams determine their foci based upon multiple data sources (student work samples, aggregated spreadsheets, unit assessments). The Data Team supports teachers with the collection and analysis of data and shares it school-wide on Google spreadsheets for collaborative use. The assessment data is collected and maintained in the PADD. This data is used during Professional Development and during Team Meetings to inform their instructional decisions.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	592,455.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	40,084.00	X	
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	6,200,455.00	X	
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¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Pioneer Academy PS 307]**, 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. **[Pioneer Academy PS 307]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[Pioneer Academy PS 307] , 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>Pioneer Academy</u>	DBN: <u>24Q307</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 checked="" 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>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Upon analysis of NYSESLAT data for scholars in grades 2-5, and ongoing informal and formal assessments, the data revealed that ELL scholars need to further develop their language skills across the four language modalities: listening, speaking, reading and writing. Overall the ELL scholars across the grades scored at the advanced or proficient levels in listening and speaking and have demonstrated steady growth in these modalities. Overall, in reading and writing, most scholars scored at the intermediate and advanced levels. According to the Title III AMAO 1 indicator on the Spring 2014 NYSESLAT, 77.51% of ELL scholars made progress in developing their English Language skills. According to the Title III AMAO 2 indicator, 17.33% of ELL scholars attained proficiency on the 2014 NYSESLAT. This data demonstrates that the scholars have attained much success in attaining BICS (Basic Interpersonal Communication Skills) and would strongly benefit from developing CALP (Cognitive Academic Language Proficiency) across the content areas.

The Title III After School program will run 22 weeks. It will start on Tuesday, November 18, 2014 and will end on Saturday, May 9, 2015. Instruction will take place on Tuesday, Wednesday, and Thursday from 2:30 p.m. to 4:00 p.m. The Saturday Academy will start on January 10, 2015 from 9:00 a.m. to 1:00 pm. After carefully reviewing and analyzing ELA and MATH State Scores, the findings revealed that ELL scholars would benefit from additional opportunities to utilize content area vocabulary and language to explain their thinking orally and in writing. In addition, ELL scholars would benefit from supplemental opportunities to use information gathered from hands on activities to further expand their academic language. Including actively listening for alternative interpretations and ideas. In response to these observations, the afterschool ELA and Math program was designed to address ELL scholar needs in these areas. The after school program will be held on Tuesday, Wednesday, and Thursday. At the conclusion of the ELA, Math, and Science Units the students will celebrate their hard work culminating in a field trip to various community cultural institutions.

In addition to the ELA and Math program, we have designed an after school program geared to the students with Beginner Level Language Proficiency. This program includes concentrated instruction involving phonics and vocabulary. The resources used for this program is the Wilson's Language Basics, Foundations. This after school program is scheduled for Thursdays between 2:30 p.m. and 4:00 p.m. Furthermore, Fourth grade scholars will participate in a science afterschool program that meets each week after school on Wednesdays and Thursdays from 2:30 p.m.4:00 p.m. The program will begin on Tuesday, November 19, 2014 and will end May 7, 2015. The program will target 31 ELL scholars and transitional ELLs with mixed English language proficiencies from beginner, intermediate and advanced levels, through an inquiry based approach. An ESL teacher will work collaboratively with the 1 science specialists to plan and deliver instruction. The ESL teacher provides best practices in ESL methodologies as well as native language support. Both the science content teachers and the ESL teacher will work collaboratively to create hands on activities for scholars to actively interact with science content and vocabulary through the scientific process. One goal of this program is to deepen scholars understanding of K-4 science concepts and promote acquisition of content vocabulary and concepts. The scholars will be encouraged to use content vocabulary and scientific tools during exploration activities in the following areas: plant and animal adaptations, force and motion, importance of the sun and life on earth, weather changes, and energy. Some of these exploration materials include magnifying glasses, scales, weights, magnets and measuring cups. Two field trips will also be scheduled in March 2015 during the after school program to the New York Hall of Science, where scholars will have the opportunities to make connections with science content and real life experiences.

Part B: Direct Instruction Supplemental Program Information

Another goal of the science after school program is to develop English language skills across all four modalities, as well as review concepts in preparation for the 4th Grade New York Science Performance Exam on Wednesday, May 20, 2015 and Friday, May 29, 2015; and the New York State Grade 4 Science Written Test scheduled for Monday, June 1, 2015. In order for scholars to prepare for the exam, Kaplan test sophistication books will be purchased.

Part C: Professional Development

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

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

Begin description here: _

In order to enhance ELL instruction and planning, ESL teachers will attend a 1 full day workshop held on November 20, 2014 from 8:30 a.m.-2:30 p.m. that will focus on using assessment results to improve instructional outcomes hosted by the and Assessment Team. On December 4, 2014, ESL will teachers also attend another full day PD from 8:30 a.m. - 2:30 p.m. hosted by the Office of English Language Learners which focused on Co-Teaching Models for K-5 English Language Learners. Different forms of these Co- Teaching models discussed in the professional development will be utilized during instruction with ELL scholars in the science afterschool program. In order to make the information learned at the above listed professional developments available to staff working with ELLs, the 5 ESL certified teachers will turnkey the information during a few professional development workshops entitled: Including ESL Strategies and Best Practices into Your Instructional Practice, Effective Co-Teaching Models for ELLs, and An Overview of NYSESLAT K-5. These professional development sessions will be held on , three consecutive Mondays on November 24, 2014, December 1, 2014, and December 8, 2014 afterschool school at 2:30 p.m. - 3:30 p.m.

The SIOP (Sheltered Instruction Observation Protocol) model continues to be utilized by the 2 science content teachers and the ESL teacher during instruction in the science afterschool program. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The model's eight components are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Smart board trainings were offered to teachers of ELLs as a means of enhancing vocabulary acquisition through the use of a variety of visual aids. In addition to providing an engaging and accessible instruction for English Language learners during lesson delivery in the science afterschool program. The training sessions were held at school from 2:30 p.m. -4:00 p.m. on Monday, Tuesday, and Wednesday.

The ESL and classroom teachers meet weekly to discuss individual ELL scholars and make plans to differentiate instruction based on student academic and language proficiency needs at no cost to Title III. In addition, ESL staff and classroom teachers meet eight times a year for data assessment during breakfast, preparation periods, lunchtime, and Wednesdays during common planning time. The staff also meets for the principal's conference and grade meetings. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

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: _

Family engagement is fundamental in order for ELLs to achieve proficiency in the English language and assisting their children in attaining academic success. With this in mind, the ESL Department has organized a series of Parent Workshops for families to support families in their child's education. The workshops will concentrate on different topics based on a survey taken by the parents during the Parent Orientation. The workshops will be presented by the ESL Teachers, and they will also serve as translators as needed. In addition, the Parent Coordinator will assist with providing parents with the information of the upcoming Workshop by sending out flyers, and newsletters.

The scheduled workshops will be held on Tuesday mornings at 7:30 a.m. during Family Engagement time. They are as follows:

1. Reading with your Child, November 18, 2014
2. All About the NYSESLAT, December 16, 2014
3. Vocabulary and Phonics, January 20, 2015
4. ELA Expectations, February 24, 2015
5. Writer's Workshop, March 24, 2015
6. NYSESLAT: All Modalities, April 21, 2015
7. Expectations for School Year 2015-2016, May 19, 2015
8. Summer Slide: Summer Reading Program, June 16, 2015

The parents of the fourth grade ELLs participating in the science afterschool program will be invited to a parent information session after school from 3:00 p.m.- 4:00 p.m. provided by the ESL and the 2 science content teachers in school in March, 2015 on a date to be determined at a later time. The purpose of this information session is to assist families in becoming familiar with the format and content of the New York State Science Exam.

Families will be provided with strategies to assist their children at home with inquiry based science concepts and projects. Families will receive a written invitation to this session in a timely manner so that they can plan to attend. In addition families will receive written correspondence to invite them as chaperones to the Hall of Science Trip. All communication with families will be available in the parent's native language.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 24	Borough Queens	School Number 307
School Name Pioneer Academy		

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 Cecilia Jackson	Assistant Principal Rudelina Murray
Coach Erin Delaney	Coach Rhonda Hinds
ENL (English as a New Language)/Bilingual Teacher Odalys Jauregui	School Counselor Paola Melendez
Teacher/Subject Area Jae Fusco	Parent Nube Bonilla
Teacher/Subject Area Marsha Shade	Parent Coordinator Xirey Rivas
Related-Service Provider Darlene Sinaly	Borough Field Support Center Staff Member Giuvella Leisengang
	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 <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	3	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	993	Total number of ELLs	496	ELLs as share of total student population (%)	49.60%
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Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

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

A. ELL Programs

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	0	0	0	0	0	0							0
Dual Language	0	0	0	0	0	0	0							0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	348	Newcomers (ELLs receiving service 0-3 years)	298	ELL Students with Disabilities	80
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	50	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	298		55	50		25							348
Total	298	0	55	50	0	25	0	0	0	0	0	0	348
Number of ELLs who have an alternate placement paraprofessional:													

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														0
														0
														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																
																			0	0
																			0	0
																			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
									0	0
									0	0
									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	88	88	77	43	31									327
Chinese		3		2										5
Russian														0
Bengali		1												1
Urdu	1													1
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Cant/Mand	0	1		1										2
TOTAL	89	93	77	46	32	0	0	0	0	0	0	0	0	337

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	34	3	0	3	2	2								44
Emerging (Low Intermediate)	18	7	6	1	3	2								37
Transitioning (High Intermediate)	20	12	13	5	3	2								55
Expanding (Advanced)	19	48	60	51	22	19								219
Commanding (Proficient)	13	10	11	15	10	8								67
Total	104	80	90	75	40	33	0	0	0	0	0	0	0	422

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	10	18	12	6								46

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	31	8	2	0	41
4	22	5	0	0	27
5	19	4	1	0	24
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	23		12		6		1		42
4	17		12		1		0		30

5	22		8		1		0		31
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	1		9		18		2		30
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								0

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

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

P.S. 307 (Pioneer Academy) uses a variety of assessment tools to assess ELLs' early literacy skills. LAB R, NYSESLAT, and school created checklists are used to evaluate concepts of print as well as alphabet letter and sound recognition. In addition, Pioneer Academy utilizes a sight word checklist to monitor and assess sight word recognition from the Dolch sight word list. To monitor progress in early reading skills the iReady Diagnostic Program is utilized from grades K-5. The online adaptive diagnostic assessment in reading and mathematics is used as a baseline diagnostic tool to gauge the students' needs. Additionally, the iReady program is used as personalized student instruction targeted to student needs, it also provides the opportunity for the teacher to create instruction based on the students' skills and subskills. Thus, instruction is differentiated at all times. Furthermore, the program has costumed made lesson plans for each skill set being tested within the program. The teachers use the iReady program one to two times per week during class to allow student practice and progress monitoring.

The Fountas and Pinnell running record assessment is used to identify students' independent and instructional reading levels and monitor progress. A baseline assessment is used to assess early literacy skills and an end of the unit assessment is used to monitor the knowledge obtained from the unit. These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of formative assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected also helps inform instructional decisions for grouping all students including the ELLs according to their needs with emphasis on the four language modalities.

Across all grade levels the school has implemented Literacy Centers during the reading block where tiered, small group activities promote phonological awareness/phonics, high-frequency words, vocabulary, and comprehension. During this instructional period the teacher is working in small guided reading groups. This instruction takes place for two rotations during three days of the week for six weeks. During the six week period the students are monitored for progress, and at the end of the cycle they are assessed to ensure the individual student goals were met. Also, mathematics literacy centers have been created during mathematics block to also monitor the students' progress in math, and at the end of the six week cycle they are also assessed to ensure that the individual student goals were met. The reading and mathematics centers provide the students to work in a structured environment which promotes independent and team learning.

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

The NYSITELL was administered to the 2015-2016 Kindergarten students. The data revealed that the total of 91 students tested during the testing window during June 1 and June 30 scored at the following proficiency levels: 34 - Entering; 18 Emerging; 20 Transitioning; 19 Expanding; and 13 Commanding. The trends in the NYSITELL are that the students score lower on the Speaking section that they do on the Listening section.

The data patterns across performance levels on the NYSESLAT and grades K-5 is that students on average scored lower on the writing modality than the other three modalities of listening, speaking and reading.

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

The ENL department analyzed the data from the Annual Measurable Achievement Objectives in depth. The data revealed that a total of 60 students tested out of the ELL program, and will continue to receive support services for 90 minutes per week in the content related area only as mandated by the amended CR Part 154 for the 2015-2016 school year. They will continue to receive services for two years from the date that they tested out. For example, the 60 students whom tested out in the school year 2015 will

receive the 90 minutes per week support until the year 2017. The data for the AMAO 1, is still being updated by the New York State Department of Education, therefore a concrete analysis could not be established as of yet.

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?

Response to Q4(a):

The pattern across performance levels and grades are as follows:

- In the kindergarten grade, 12 students tested out of the ELL program.
- In the first grade, 11 students tested out of the ELL program.
- In the second grade, 16 students tested out of the ELL program.
- In the third grade, 10 students tested out of the ELL program.
- In the fourth grade, 8 students tested out of the ELL program.
- In the fifth grade, 8 students tested out of the ELL program.

The ELL department analyzed the NYSESLAT 2015 and the AMAO data analysis across all grade levels, and the data revealed that the students' weaknesses are within the writing modality, followed by the reading modality. Based on these results, the school leaders have implemented an after school writing program for grades 1-5 in order to improve the writing skills of ELL students.

Pioneer Academy, PS 307, students do not take any exams in their home language because it has not be warranted. Therefore an answer to this question is not feasible.

Response to Q4(b) and (c):

Pioneer Academy, PS 307, does not administer the ELL periodic assessment. However, the school leadership and teachers use various in-school ELL assessment results to drive instruction by utilizing the exam results as a baseline to further differentiate instruction for students at all proficiency levels. Furthermore, the school has programmed into its daily instructional schedule one block of writing and reading instruction. During this block, there is small group guided reading, writing, and grammar skills in which teachers work with all students based on data from various assessments such as the state exams and the iReady Reading, Writing and Math Assessment program.

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.](#)]
- Pioneer Academy PS 307 has a team of experienced and dedicated K-5 Instructional Coaches whom provide instructional support to the teachers at each grade level. It also has a team of AIS teachers whom provide instructional support to the students in grades 3-5. The ENL department works closely with the assigned grade teachers and coaches to determine the best instructional practices for the ELL students who score below a specified level of performance on the annual English language proficiency assessments, and on-going school assessments. The school uses the NYCDOE RtI model to provide intervention support services. For example, the NYCDOE RtI model is based on three tiers of instruction and intervention. The levels of intervention and instruction increases in duration and intensity over time. As students improve, the data is measured by "reliable and valid" assessments, the extra supports are removed. The RtI components used for screening and implementation are as follows:

1. Universal Screening –

- Used to establish a baseline of student performance and identify students not making academic progress at the expected rates.
- Gives clear indications of risk in specific domains.
- The established assessments "point out" risks which is usually not apparent from classroom interactions alone.
- Identifies ELL students needing targeted instructional support to "bolster" development in literacy.

2. Strong Core Instruction –

- Tier 1 instruction is delivered to all students in the general classroom by qualified teachers. Strengthening classroom instruction is a key step in supporting ELLs at-risk by providing a critical step in implementing the RtI model. The Center for Research on

Education, Diversity and Excellence, provides five instructional principles for teachers of a linguistically diverse population: Teachers and Students Producing Together; Developing Language and Literacy Across the Curriculum; Making Lessons Meaningful; Teaching Complex Thinking; and Teaching through Conversation.

3. Intensive, Targeted Intervention is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured.
4. Progress monitoring informs how at-risk students are responding to instruction.

Additionally, the teachers have a close working relationship with the parents and provide on-going support to the parents by facilitating instructional workshops on how to work with their children in reading, writing and mathematics. If the parents require additional support, the teachers meet 1:1 with the parents to further explain how to help their child.

The ENL teacher contacts the parent, and makes an assessment appointment to discuss what concerns they may have with regards to helping their child. The parent and ENL teacher agree upon a strategy and then set a weekly schedule, usually during the ENL teacher's prep or lunch time to meet and discuss how the strategy worked, and to monitor the student and parent progress with the support.

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

In order to ensure that a student's new language development is considered in instructional decisions, the ENL teachers and classroom teachers collaboratively plan on a weekly basis. Often, two to three times per week depending on the unit or academic requirements of the students at the time. The student's language proficiency level and academic assessments are a key component to designing coherent and differentiated instruction which takes into account the student's language development needs.

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?

Not applicable to Pioneer Academy, PS 307.

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

Administration and ENL department set annual goals for the ELL population based on the previous years' data from the AMAO and other state assessments. Based on the needs analysis, the ENL department targets a skill or modality and then conducts action research with a selected group of students and develops an action plan for instruction and assessment. The scholars are assessed every six weeks

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.

The English Language Learner (ELL) Identification Process includes 4 steps:

1. Administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent. The interview determines the student's home language,
2. Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL),
3. Administration of the NYSITELL,
4. The administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

During the identification process, the school must determine the enrollment status category to which the student belongs. For example, Category 1 means that the student never attended a New York City or New York State public school. A Category 2,

means that the student is coming from a New York State public school within the preceding two years. Lastly, in Category 3 the child is enrolling as a former New York City or New York State public school student.

The steps within the ELL process are as follows:

1. Administration of the Home Language Identification Survey - The HLIS is administered to determine the student's home language as part of the intake process. The home language is determined based on the results of the HLIS which must include an interview with both the parent and student in English and in the home language. For example, a student is considered to have a home language other than English when one question on the HLIS part 1 from questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS part 1 from questions 5-8 indicates that the student uses a language other than English, and lastly the interview with the parent and student indicates a language other than English. Please note that during this process an over the telephone interpretation services are available through the Department of Education's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Furthermore, a licensed pedagogue (for example the school's coordinator) must complete the HLIS with the parent to ensure timely entry of this information into the designated ATS screens (i.e., QADM). As stipulated in the CR Part 154, the licensed pedagogue must be trained in cultural competency, language development and the needs of English language learners and/or be proficient in the home language of the student of parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent understands. An important step in this process is to ensure that the completed HLIS is placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is determined to be English, the ELL Identification Process terminates at this point. If not, then the process continues to step 2.

2. Determination of NYSITELL Eligibility - For students whose home language is not English, the school must administer a more "in-depth" interview with the student consisting of reviewing student work if applicable, and review the IEP (Individualized Education Program) if indicated, in order to determine the NYSITELL eligibility. The school must determine if the student has oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore a trained pedagogue must do the following:

a) Interview the student in both English and the home language.

b) Review student's prior work in reading, writing and mathematics in both English and the home language. In the absence of sufficient school work, schools may use age and grade appropriate informal, culturally sensitive, school based assessments or formal and informal screeners.

c) If the student is not eligible to take the NYSITELL, the ELL Identification process terminates at this step. If the student is eligible then continue to step 3.

d) Administration of the NYSITELL - schools must print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are then scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond 10 school calendar days will result in noncompliance. An important part of testing is preparing for the upcoming school year. The principal must order the NYSITELL exams through the NYSED portal. Ordering is ongoing throughout the year. The exams are received with directions for administration as well. The answer documents must be generated and printed via ATS printers. Once the test has been administered and scored, the school has five (5) days of ELL determination to inform the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parent's preferred language), which is available for download at the NYCDOE website. Such letters are the Entitlement Letter, Non-Entitlement and Continued Entitlement Letter. If the student is 18 years or older, the student must also receive a copy of the letter. The dated and signed letters must be retained in the student's cumulative folder. The NYSITELL may be administered to entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15. Compliance is determined by the NYSITELL scan date, not the bubble date. An administration of the NYSITELL that has a bubble date that predates the end of the 10 day testing window will be considered out of compliance.

4. Administering the Spanish Lab - All newly enrolled students whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on the NYSITELL results must be administered the Spanish LAB at the time of initial

enrollment or reenrollment during the same 10 day testing window. The Spanish Lab is used to support schools in instructional planning in providing bilingual and English as a new language ENL services to these students. It is important to point out that the Spanish LAB results are not used to determine ELL status or service entitlement. Also, the schools must print Spanish LAB answer documents using the RSLA function in ATS. After the test has been administered, answer documents are scanned into ATS via the attendance scanner within 10 school days.

As with the NYSITELL, compliance is determined by the scan date and not the bubble date. All of the above four (4) steps must be completed within 10 school days of enrollment or re-entry which is 20 days for students entering with an IEP.

:

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).
SIFE (Students with Interrupted/Inconsistent formal Education) are assessed within 30 school days from initial enrollment to make an initial SIFE determination.
 1. Oral Interview Questionnaire
 - Used to determine SIFE identification process to determine if an ELL has had a gap of 2 or more years of formal schooling.
 - Also, used to gauge an understanding of a newcomer ELL because the questions are related to literacy and language practice.
 2. A diagnostic test, Literacy Evaluation for Newcomer SIFE (LENS) is designed to measure the home language literacy skills SIFE students bring with them. The diagnostic test results are informative to plan instruction. It gives the teacher an individual lens into the strength and weakness of the student.
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 for newly enrolled students with IEP 's is as follows:
 - The NYSITELL eligibility for students entering the school is based on the determination of the Language Proficiency Team (LPT). The LPT members (inclusive of the parent or guardian of the student) are as follows:
 - Ms. Rudelina Murray, Assistant Principal
 - Ms. Natasha Rojas, ENL Teacher
 - Ms. Darlene Sinaly, Special Education Teacher SETSS
 - Ms. Cynthia Cannavo, Team Interpreter
 - Ms. Paola Melendez, School Counselor
 - o The LPT team will determine whether the student should take the NYSITELL. The LPT must consider evidence of the student's English language development, the results of the NYSITELL, home language, the history of the student's language in school, at home or in the community, results of the individual evaluation of the student conducted in accordance with procedures in CR PART 200.4(b)(6) which includes assessments administered in the student's home language.
 - o Information provided by the Committee on Special Education whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.
 - If the LPT determines that the student has the English language acquisition needs, then the student must take the NYSITELL, or
 - If the LPT determines that the student should not take the NYSITELL because the student does not have English language acquisition needs.
 - It is then sent to the principal to accept or reject the LPT's recommendation.
 - o If the principal accepts the recommendation not to administer the test, it must be sent to the superintendent for a final decision.
 - o The parent or guardian must be notified within three (3) school days of the decision in the parent's/guardian's preferred language.
 - o The committee must also consider or determine if a student requires further assessments for SIFE status during the ELL Identification process steps 1 and 2.
 - The final decision by the superintendent must be rendered within 10 school days. If the superintendent decides to recommend the student for NYSITELL testing, then the school has 5 school days to test the student and notify the parent or guardian. A copy of a form, Language Proficiency Team NYSITELL Determination Form needs to be placed in the student's cumulative folder.

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.

Entitlement and non-entitlement letters are distributed to parents in their home languages once the ENL teachers determine that a student has scored at or below the cut score on the NYSITELL. All correspondence addressed to the parents/or guardians from the ENL department, has a signature line where the parent needs to return the letter acknowledging receipt of either the entitlement, non-entitlement, and placement letter. Upon return receipt of the letters to the ENL Coordinator, two copies of the letters are made. One is returned to the parent, and a copy goes into the ENL Binder, and the original is placed in the student cumulative folder for retention. At the present time, the ENL department uses Google Drive to create documents and spreadsheets to make all of the department work transparent within the department, administration, and school staff.

We also have a hard copy of all the online documents we post, such as ELL Parent Letter Checklist assists the ENL department in tracking when the letters have been sent out and when letters have been returned. The Parent Checklist and all copies of entitlement, continued entitlement, non-entitlement and placement letters are stored in a binder in the ESL office.

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).

Starting with the 2015-2016 school year, a re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request within 45 days that the ELL identification process be administered for a second time. The process should be carried out by a certified ENL teacher or ENL Coordinator in order to ensure proper steps have been taken in the re-identification process. Furthermore, the principal and the superintendent review and make the final decision of placement. It can be used on students whom have a home language other than English, and are ELLs and non-ELLs. Written notification of the decision is sent from the superintendent to the principal, parent, guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. All notifications and relevant documents are kept in the student's cumulative folder.

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

In order to have a successful Parent Orientation, the ENL department has structures in place in order to fulfill the requirements of the CR Part 154.2. They are as follows:

1. Within the first ten days of school, the parents of the new students are identified. Letters are drafted, approved and sent out to parents within the first date of the Parent Orientation.
2. The parent survey and program choice forms are given to parents in their home languages during the orientation. Parents are explicitly shown how to correctly fill out the form. Parents are encouraged to return the Parent Survey and Program Selection forms at the end of the orientation.
3. Since not all parents are able to attend the first orientation meeting, the ENL department aggressively works to schedule a second orientation meeting to accommodate the parents that were not able to attend the first meeting. Due to the large ELL population at Pioneer Academy, the ENL department scheduled five (5) Parent Orientations in order to accommodate the parents that were not able to attend the first four scheduled orientations. For the parents that were not able to attend, a letter along with the parent survey was sent home with instructions to fill out the parent choice form, and return it to the school as soon as possible. On several, and in isolated cases, individual personal meetings are scheduled with parents to discuss their program selection options.
4. Upon return receipt, the ENL department makes two copies where one copy is retained in an ENL binder, and the copy is returned home. The original is kept in the student cumulative folder. The ENL Coordinator and the Parent Coordinator are always readily available to parents to answer any questions related to the school's ENL program. If program selection forms are not returned, the classroom teachers and ENL teachers speak to the parents at dismissal about the completion of these documents, or they are called to discuss the return of the parent selection form.
5. Upon completion of the parent survey and program selection forms, a record of the parent choice, NYSITELL date, whether the parent was provided with information about ELL programs, which program the parent chose and in which program the student was placed is recorded and monitored through the (ELPC) screen in ATS.
6. Completed and signed original program choice forms and HLIS forms are stored in the students' cumulative records. A copy is maintained of both forms in the ENL office. Records of the parents whom are interested and have chosen either the TBE or Dual Language Program are kept in a binder in the ENL department for future notification once the program is available at our school.

Please note that the Parent Orientation is preceded by an informational Power Point presentation where the standards, curriculum, and assessments are introduced. The presentation is in Spanish, and translated into either English or Chinese by a qualified staff member, usually a teacher. The presentation also explains the three instructional models available in the New York City Public Schools. The parents are informed of the ENL instructional model available at Pioneer Academy, expectations and goals of the program. Finally, the ENL staff is introduced and there is a ten minute Q and A session prior to the viewing of the Parent Orientation Video and completion of the Parent Selection Form.

7. A placement letter is then sent home informing the parents in which program their child was placed in, regardless of their choice since Pioneer Academy, PS 307, only offers the ENL instructional model.
8. 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. As per the CR Part 154.2, even though the default program for ELLs is bilingual education, the ENL department sends out the default letters explaining that their child has been placed in the program available at Pioneer Academy which is ENL.
9. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school makes every effort to ensure that all parents are notified of the availability of the programs choices they have at Pioneer Academy. For example, the ENL department scheduled 5 Parent Orientation workshops this year, and if the parents did not attend the workshop, then we sent home the Parent Survey and Program Selection forms to be returned, we then follow up with a phone call to ensure that the parent received the form and encourage the parent to come into the school to complete the form, and view the parent orientation video explaining the different ENL programs offered in NYC. If the parent does not return, come in or follow up with the parent survey the school then sends out the default letter in the preferred language, explaining that their child has been placed in an ENL program.
10. Describe how your school ensures that placement parent notification letters are distributed. Immediately following the parent orientation. The ENL department sends out placement letters indicating their choice of program. The letters are sent via the student. All of the ENL department letters are for the most part signed by the parents, and returned. Upon return receipt of the signed letters, the ENL department makes two copies of the letters. One copy is sent home, and the other is placed in an ENL binder in the ENL office. The original letters are always placed in the student's cumulative folder.
11. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The retention of ELL documentation on each child is placed in their cumulative folder. The items are as follows:
 1. The original Home Language Identification Survey
 2. Parent Survey and Selection Form
 3. Program Placement Letter
 4. Entitlement Letter (for new ELL students)
 5. Continued Entitlement Letters (for continuing ELLs)
 6. Non Entitlement Letters
 7. If applicable, Language Proficiency Team NYSITELL Determination Form

The retention of ELL documentation on each child is also placed in organized binders in the ENL department. The binders are placed in a secured area where it is only accessible to the ENL Coordinator or ENL teacher upon request. The binders are as follows:

1. Home Language Identification Binder
2. NYSITELL testing folder which contains the parent sign in sheet and the letters sent out to the parents with testing dates for their child.
3. NYSITELL scoring sheets
4. NYSITELL copies of the scantrons
5. Parent Orientation/Program Selection where program selection forms are copied and placed into this folder along with the placement letters.
6. Continued, Entitlement, and Non-Entitlement letters are placed and organized by class into binders.

7. ELPC screen is printed out and placed in a binder
8. BNDC screen is printed out and placed in a binder. There are several printouts throughout the year to ensure quality control that all the data has been updated by the ENL Coordinator, and updated by the ATS program.
9. Copies of emails regarding parent workshops, parent engagement, and parent orientations are also kept in a binder.
10. All other administrative documentation is filed in a secured and locked filing cabinet in the ENL office.
11. NYSESLAT data analysis binder
12. Action Research binder
13. Family Engagement Workshop Binder with copies of the schedule and presentations given each month

12. 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.

The school's Data Assessment Coordinator and Team along with the ENL Coordinator work together to ensure these the steps to administer the NYSESLAT are as follows:

Prior to programming the NYSESLAT, the Data Assessment Coordinator identifies the ELL's that will take the test, and receive accommodations during testing for all exams throughout the school year. The data assessment department plays a key role in organizing, and ensuring that the NYSESLAT procedures are followed per Part CR 154.

Step 1: Identify Eligible Students

1. The RLER is printed out from ATS for a complete list of NYSESAT-eligible students.
2. The students that have long-term absences should be identified. The parents are then called to ensure they are present during the exam dates.
3. Upon receipt of the NYSESLAT materials, double check the materials by counting each booklet and answer documents against the packing list. Sign the packing list. Copy it and file away.
4. In the case of insufficient materials, the Borough Assessment Implementation Director (BAID) should be contacted.

Step 2: Administer all the Subtests of the NYSESLAT during the Administration Window and Track Student Completion.

1. Administer the speaking subtest during the administration window by assigning the sufficient number of staff, and adjusting the schedule to ensure all eligible students are tested within the administration window.
2. Administer the reading, listening, and writing subtest during the administration window. It is important to ensure that there are only 10 school days during which we can administer the non-speaking part of the test. Assign the sufficient number of staff, and adjusting the schedule to ensure all eligible students are tested within the administration window.
3. Track completion and ensure students whom were absent during the original times are given the opportunity to take the test.

Step 3: Ensure that ALL Students Eligible to take the NYSESLAT have been tested.

1. Follow up procedures must be taken with the students who did not take the NYSESLAT. Their families must be called and explained the importance of the test by making them aware that the test determines their English proficiency, and what services they will receive for the following school year. Most importantly, it contributes to promotional decisions.

13. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The continued entitlement and transitional support parent notification letters are distributed within the first three weeks of September. The letters are distributed to the students, and the parents return them. Once we receive the original letters that have been signed we make a copy of the original letter and file it into a binder with a checklist organized by grade and class in the ENL department. Another copy is then placed in the student cumulative folder for record keeping.

14. 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.

After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices that parents have requested is as follows: For the year 2014-2015 there were a total of 105 Parent Survey and Program Selection forms filled out by parents. Of the 105, 101 chose ENL (96.1%), 1 chose TBE (0.95% < 1%), and 3 chose Dual Language Programs (2.8%). For the year 2015-2016 the trends are similar as the previous year, 2014-2015. The breakdown is as follows: A total of 117 Parent Survey and Program Selection forms were filled out. Of the 117, 111 chose ESL (94.9%), 1 TBE (0.85 < 1%), and 5 chose Dual Language Program (4.27%). The data is indicative that the parents overwhelmingly have chosen the English as a New Language program over the Transitional Bilingual Program and the Dual Language Program. Pioneer Academy, PS 307, is very transparent when speaking with parents about the programs that are available to their children, and the options they have in order to have the child placed in the program of their choice. Therefore, the program models offered at our school is aligned with the parent requests as of 2015. Pioneer Academy, PS 307, is willing to align the parent choice and program offerings as per the Aspira Consent Decree if the statistics show that we have a need to open a Dual Language Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.

Kindergarten Service Providers are teaching the following:

- Name of program and/or description of activities that clearly differentiates instruction for respective subgroups. For example subgroups can be SIFE, newcomer or the ELLs you currently service (entering, emerging, and etcetera.)

We are servicing the full array of ELLs in Kindergarten with the exception of Commanding students. We use the bilingual progressions to modify instruction and to foster growth. For example, Entering and Emerging students will learn pre taught words to ask and answer questions about key details in a text, when speaking, dictating to a teacher and/or drawing/writing, while as Transitioning and Expanding students will use phrases from a bank, and Expanding students will use pre-taught words and phrases with less scaffolding and visual support. We group students according to who needs more attentions, review and support. In order to do that we use the NYSITELL results to help differentiate and plan for students in the classroom, but we also use formative assessments during the day and other school wide assessments such as MOSL and iReady diagnostic to further differentiate for students' needs.

- Frequency of service is as follows for the Kindergarten students:

- Entering- 4 periods of stand-alone instruction and 4 periods of co-teaching instruction

- Emerging- 4 periods of stand-alone instruction, and 4 periods co-teaching instruction
- Transitioning- 2 periods of stand-alone and 2 periods of co-teaching instruction
- Expanding- 2 periods of stand-alone instructions and 2 periods of co-teaching instruction

3. Mode of delivery of service (push-in/pull out) for the Kindergarten students:

Entering- 360 minutes, 180 minutes stand-alone, and 180 minutes with integrated instruction in all core subjects of math, ELA, social studies, and science.

Emerging- 360 minutes, 90 minutes of stand-alone, and 180 integrated with integrated instruction in all core subjects of math, ELA, social studies, and science.

Transitioning- 180 minutes, 90 minutes integrated with integrated instruction in all core subjects of math, ELA, social studies, and science.

Expanding 180 minutes, 180 integrated with integrated instruction in all core subjects of math, ELA, social studies, and science.

4. Subject period which service is provided

Services are provided in diverse subject areas including, but not limited to ELA Core Knowledge, Skills, Reading and Writing, Science and Social Studies.

5. Service provider's qualifications: All ENL kindergarten teachers are certified TESOL grades K-12.

6. Planning arrangements between intervention provider and classroom teacher or ESL/ELA teacher

The Kindergarten ENL teachers work collaboratively with classroom teachers to address student needs and areas of growth in order to effectively organize and differentiate small group instruction. We utilized Google drive live documents, and meet during lunch, before work, after work, talk over the phone and via email.

7. Materials used for the Kindergarten program are as follows:

- NY State The Common Core Standards
- NY State Bilingual Progressions
- The Core Knowledge ELA Curriculum Supplemental Guide on Engage NY
- Core Knowledge's Skill curriculum and remedial program on Engage NY
- OG and PAF Multisensory curriculum
- The school's own writing and reading program
- Read aloud of high quality children's literature
- Visuals, and pictures and picture dictionaries, videos
- TPR, Gouin Exercises, hands on experiences such as experiments, interviews, games and songs, and grammar chants
- Sentence prompts and words banks
- Thinking Map graphic organizers
- Native language support

Fifth Grade and One Second Grade Class Service Provider

We are currently working with ELLs on the 2nd and 5th grade level. They range in their English proficiency from entering ELLs to former ELLs. Students receive service pursuant to the pull-out, and co-teaching models as mandated by the CR Part 154.2, and depending upon their English language proficiency when tested upon entrance to the New York City public school system.

The materials used are the core knowledge program by Expeditionary Learning, and Engage Math as well the use of various fictional and nonfiction texts.

First Grade Providers

We are currently servicing ENL students that are in the first grade. Their proficiency levels range from emerging to commanding. Students receive instruction through Co-Teaching and Stand-Alone, otherwise known as the push-in/pull-out model. Their services are reflective upon their English proficiency levels at the time when they were tested, and when they had entered into the New York City public school system. There are presently six first grade classes and all classes are being serviced by the ENL provider. We follow the push-in/pull-out model of instruction. The objective is to meet students' English language proficiency needs and help promote their areas of growth. Services are provided in diverse subject areas including but not limited to ELA, Core Knowledge Reading and Writing, Math, Science and Social Studies. We work collaboratively with classroom teachers to address student needs and areas of growth in order to effectively organize and differentiate small group instruction. The materials used to build students' language comprehension ability include the Core Knowledge Language Arts program which incorporates both the reading and writing units. We also use the Skills strand of the CKLA that includes Grammar and Language Arts. Engage NY is the curriculum guide used for Math. Also, we create our own charts with visuals and materials that engage students' with hands-on learning activities. Some of these activities include decoding words, creating their own word lists and sorting through tricky words and words they know. Our focus is to provide language comprehension support and structure that will allow our students to understand vocabulary, concepts, oral reading and discussions, and phonetic blending of words. Grade level benchmark assessment rubrics will also be used for assessments as well as conference notes and skills/strategies checklists.

2nd Grade Service Provider:

We currently service ENL students that are in the second grade. Their proficiency levels range from Entering to Former English Language Learners (FELLS). Students receive instruction through the Co-Teaching and Stand-Alone models as part of the amended CR Part 154 Regulations. The students are serviced 4 periods a week, two Co-teaching periods, and two Stand-Alone periods. We are responsible for servicing five second grade classes that range from having fifteen ELLs to twenty-three ELLs in their classrooms. We follow the co-teaching and standalone instructional models. Services are provided across all content subject areas focusing on promoting growth across all modalities (listening, speaking, reading and writing). We collaborate with classroom teachers to address student needs, reflected upon both the NYSITELL and NYSESLAT assessment results. Periodic assessments throughout the academic year help promote growth to help meet Adequate Yearly Progress (AYP).

The materials used to build students' language comprehension ability include the Core Knowledge Language Arts program with the Supplemental Guide as support when planning instruction. The Skills Strand component of the CKLA provides grammar and language instruction. Engage NY is the curriculum guide used for Math. Explicit and systematic instruction across all content areas address academic vocabulary to be utilized across all modalities. Instruction is scaffolded to include specific language and content objectives as well as collaborative groups that promote discussion and an opportunity for scholar use of disciplinary language.

Third Grade ENL Service Provider/Coordinator:

The ENL Coordinator currently teaches three classes for a total of 15 instructional classes per week. The breakdown is as follows: one class has 28 ELLs with 27 identified as Expanding and 1 Transitioning; one class has 9 ELLs with 2 identified as Expanding and 7 either Commanding or Former ELLs from 2014 who only require one more years of 90 minutes of content related instruction per week; and one class of SWD ELLs with 10 students identified as Entering, Emerging, Transitioning and Expanding with one Commanding Student. The frequency of service for the SWD ELLs class is 8 times per week, and the remainder of 4 periods per week. The mode of delivery is Co-Teaching and Stand Alone as mandated by the new CR Part 154.2. The students' are serviced in all content areas of ELA, Math, Social Studies, and Science. In addition, all ENL providers attend the first period grade meetings on a weekly basis. The teachers and ENL teacher discuss data, instruction and lesson objectives for the week. Furthermore, ENL and classroom teachers meet twice weekly or more to collaboratively plan for the following week, and to discuss student assessment and progress. Lessons are scaffolded and differentiated and we provide additional support resources such as vocabulary through visuals, and text support by differentiating text according to the proficiency level of the student.

Third/Fourth Grade Service Provider:

We currently teach English as a New Language to 3rd and 4th grade students. ENL Integrated co-teaching and ENL Stand Alone are the programs to differentiate instruction for respective subgroups. The frequency of services range from 4 periods to 8 periods per week depending on the proficiency levels. All scholars receive 4 periods a week of Integrated Co-Teaching while other scholars receive an additional 4 periods per week of Stand Alone Instruction. The mode of delivery is either Integrated Co-Teaching or Stand Alone Instruction. We service the scholars in Math, Science, Social Studies, Reading and Writing. We communicate with teachers by planning meetings, emails, texts, or before/after school meetings. We use many materials to facilitate instruction such as the Engage curriculum including expeditionary learning. Online resources such as News ELA and Quizlet and Guided Reading books are provided by the school.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
3. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ENL programming of mandated instructional minutes is provided according to the number of students in each class. The number of instructional minutes are aligned to the mandated time. For example, if a class has 12 students where 6 are transitioning and expanding, and 4 are entering and emerging. Then the instructional time programmed is as follows: 7 to 8 periods per week of co-teaching and 3 to 4 periods per week of stand-alone instruction, either in a push-in setting or pull-out setting.
4. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. The core content is delivered through the various co-teaching models available. Pursuant to an agreement with the classroom teacher and the ENL teacher. For example, a co-teaching model of team teaching may work for one class, but parallel teaching may work for another class. Content is scaffolded and differentiated depending on the student's proficiency level and lesson assessments.
5. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
This question is not applicable to Pioneer Academy, PS 307.
6. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ENL department ensures that the support that is offered to each student has a component for each of the four modalities which are aligned to the CCSS, the Proficiency Descriptors and Target of Measures.
7. 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

Differentiated instruction for ELLs is incorporated into each lesson, whether the students are identified as newcomers, developing, long term or former ELLs. Of course, instruction for the newcomers has more visual support, and use of the home language is encouraged. Whereas, the support for developing ELLs requires scaffolded, but more independent work. Lastly, the long term ELLs and Former ELLs focus is to provide academic support in the content areas which is scaffolded to reach a level of independence and coherence in their work.

8. 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 the present time, this scenario is not applicable to Pioneer Academy PS 307
9. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The instructional strategies and grade-level materials used by teacher of ELL-SWD's ensures that all students have access to academic content by integrating scaffolded instruction and differentiated resources and different entry points of the content

area being taught. The SWD classroom is an example of a class where the students have many support services and smaller group sizes during instruction therefore providing coherent instruction.

10. 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?

The school uses the curricular, instructional and scheduling flexibility to enable ELL-SWD to achieve their IEP goals by targeted, and collaborative planning with all teachers involved in the instruction and support services. Weekly meetings ensures that the instructional team is on target with each student's IEP goals, and progress monitoring.

11.

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

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



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

Chart 5.3

Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

12. 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. As previously outlined in Part III Assessment Analysis, the targeted intervention programs in place are RtI, and AIS in the core content areas. Targeted instruction and services are offered to the Tier 2 and Tier 3 ELL students such as 1:1 intervention or small group work.
13. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The school has spent a lot of time in analyzing, and researching the student data in order to implement an effective instructional program for ELLs. However, it is important to mention that the implementation of the new co-teaching model has given the teachers across all grades the opportunity to collaboratively plan and adjust instruction, assess, monitor progress and provide an in-depth knowledge of students from different perspectives. For instance, the ENL teacher can offer an ELL perspective to the mainstream teacher during instructional planning, and vice versa.
14. What new programs or improvements will be considered for the upcoming school year?
We will continue to improve on the new CR Part 154 which requires classroom teachers and ENL teachers to co-teach and provide integrated learning to our scholars. We have added two additional ENL teachers to provide services in the First Grade and have also placed two ENL teachers in Kindergarten.
15. What programs/services for ELLs will be discontinued and why?
The school does not anticipate discontinuing any programs or services for the ELLs even with budgetary restrictions.
16. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Pioneer Academy, PS 307, affords equal access to ELLs of all school programs. For example, there are technology classes, a chess program, art and dance classes, after-school homework help, iReady Reading and Math after-school program (incorporates core content instruction of reading, writing and math through technology.) The ENL department will start an after-school program on December 8, 2015. The program will target the students whom scored below a specified level on the NYSESLAT 2015 writing modality. The students targeted fell under all the English proficiency levels in grades 1-5. Furthermore, the school received a grant through the Museo del Barrio to incorporate art through content areas. This program will start in January of 2016 and the targeted students are 2nd graders. The program will incorporate all four modalities in the instruction, but with a target on the writing modality. The culmination of the project will be a display of a student created mural at the Museum del Barrio in May 2016. The students are expected to make oral presentations of their work to a large audience of community leaders, journalists, administrators, parents, teachers and peers.
17. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The teachers on each grade level have created a sharing schedule of the technology resources the school has in inventory. For example twice a week the students use laptops to practice on iReady while the lower grades may use the iPads during small group work for targeted instruction either in math or grammar.
18. How is home language support delivered in each program model (DL, TBE, and ENL)?
The home language support in the ENL program is provided by supplemental native language materials, and Translanguaging.
19. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All support services correspond to appropriate ages and levels. The students in the AIS program are selected based on their individual reading and grade levels. Students in a particular grade are serviced by the same AIS provider. New arrival students in grades 1-5 utilize the various resources available at Pioneer Academy from technology based to text.
20. 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).
All new admits who qualify for ELL services are invited to a parent orientation explaining their right to choose a program for their son/daughter. The Family and Teacher Association conducts several Parent Orientations and ongoing Parenting classes. Students who are Newcomers are strategically placed in classrooms for peer support. In late May and June, the incoming Kindergarten class and potential ELLs participate in kindergarten screening with an ENL and early childhood teacher.

The purpose of this screening is to gather data surrounding early literacy/ bilingualism and math concepts before the children begin school. This data gathered is shared with classroom teachers to drive instruction. Students struggling with basic literacy and math concepts are placed with highly qualified teachers on the grade. The data gathered from this screening is also shared with parents and they are given strategies to support their children at home before they begin school in September.
21. What language electives are offered to ELLs?

Pioneer Academy, PS 307, does not offer any language electives for ELLs.

22. For schools with dual language programs:

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

Not applicable to Pioneer Academy, PS 307.

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 has a yearly schedule of professional development for all ELL personnel at the school starting in September and continuing throughout the school year. For example, the ENL department rotates on a monthly basis their attendance at the professional development workshops that are offered through the NYC DOE Queens North Field Support Center for Districts 24, 25, 26, and 30. The Professional Learning Opportunities are as follows:

1. Nuts and Bolts of ELL-Related Topics and Regulations
2. Academic Language
3. Vocabulary Unpacked
4. Text Complexity
5. SIFE
6. Disciplinary Literacy
7. RTI for ELL's
8. Oral Language Unpacked
9. Collaborating to Share Best Practices in Bilingual and Dual Language Classroom
10. Understanding the ENL Classroom

The ENL staff has prepared various in-house professional development workshops regarding ELL mandates, instructional models and best practices for ELLs.

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?

The ENL teachers are provided with professional development in vocabulary acquisition, small group instruction, oral language, reading and writing strategies for ELLs. Furthermore, the ENL department attends the professional development sessions as stated above, and then turnkeys to the department, and to the grade they are assigned. For example, if the second grade service provider attends a professional development in Text Complexity, that provider would then prepare a presentation for the second grade teachers (inclusive of ELL, or non-ELL teachers).

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school counselor partners with the local middle schools to ensure that the scholars have the information that they need in order to know what the expectations are for them once they transition into middle school. Furthermore, the counselor meets

weekly with the entire fifth grade to facilitate workshops on various topics from studying, bullying, homework help, and expectations for middle school students.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Pioneer Academy has taken a proactive stance in providing all teachers of ELLs the opportunity to attend professional development that they will be able to effectively implement in their classroom. It is also encouraged, that they turnkey the information that they have learned during our mandated 80 minutes Monday afternoon professional development sessions.

For the following school year, we have over sixty (60) hours of professional development hours planned for all teachers of ELLs. That is double the time required by the new CR Part 154.2 of 50% and 15%, respectively.

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?

In order to reach out to parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas, the ENL department has scheduled time during their prep and lunch time to call parents, or meet with parents. On November 5, 2015 during 8:10 am to 11:30 am period the ENL teachers set out letters to parents requesting a meeting to discuss their child's progress in school and to discuss the goals of the teacher for the student. The ENL department keeps a running record of parent/teacher meetings on the school's drive where all the ELLs are identified and which teacher is assigned to that student. The teacher keeps a running log of the parents they have met with or spoken to on the telephone regarding their child. This document is shared with the administration and within the ENL department. Specifically, the ENL department has scheduled time during one day a month where the ENL teachers schedule telephone conferences with parents. For the face to face meetings a sign in sheet is kept as evidence along with the google document shared with everyone involved. All of the ENL teachers in the department speak Spanish fluently or have a basic understanding of Spanish where they can have a conversation with the Spanish speaking parents. Otherwise, they support each other during interpretations, and two of the teachers are able to provide translation of letters to the parents on as needed basis.

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.

As mentioned in question one above. The records are kept in the ENL Family-Teacher Conference Binder for School Year 2015-16 in the ENL department. The agendas, and copies of the letters sent out to parents are kept as compliance records. Furthermore, the online document serves as a running record, and history of the parents that have met with the ENL teachers. For example, the document template is as follows:

LAST NAME	FIRST NAME	STUDENT ID	CLASS	PROFICIENCY	SCHOLAR TIER (1,2 OR 3)	PARENT/GUARDIAN	TELEPHONE NO.	CONFERENCE DATE
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3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At Pioneer Academy, we have worked diligently at fostering continuous parent involvement for parents at large, and the parents of ELLs. The ENL department develops and facilitates monthly workshops throughout the school year on various topics to help the parents with their child during homework or study time. They are as follows: Reading with Your Child Grades K-2 and 3-5, Big Book Read Aloud, Reading Strategies in Spanish, Vocabulary Acquisition, Writer's Workshop, Upper Grade Writer's Workshop, NYSESLAT overview, and ELA Expectations.

The ENL Coordinator, and the Parent Coordinator have created a Family Book Club, and meet twice a month to discuss the book that they are presently reading. The parents are provided with books from the local library and are invited to participate in a group trip to the theatre to see the play that we are currently reading as a group. At the present time, there was a parent request for a Spanish Book Club. There are plans to organize English book clubs next school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school employs a full-time Community Coordinator who has partnered with over thirty organizations to provide services to our school community. Over half of them provide resources or support for the school community through our Parent Coordinator. The Parent Coordinator reaches out to the parents through personal or group meetings, and surveys and according to the parent needs at the time. Some of the partnerships cover poison control workshops, health, social, emotional and financial awareness workshops. Along with public health institutions and recreational facilities, local religious entities, city agencies and community leaders prepare parents to volunteer in the classroom. The Parent Coordinator is instrumental in organizing and coordinating how the workshops are programmed once the Community Coordinator has completed the outreach process within the community. It is important to mention that the Community Coordinator has been credited in securing grants such as exposure to the arts and music. Most recently, we received a community grant to partner with the Museo del Barrio to teach writing through the Arts for the Second Grade English Language Learners. The grant program will run for six months with a culminating presentation at the Museo del Barrio where parents, educators, community leaders and press will be invited to the viewing of the project and presentations from the second grade scholars.

5. How do you evaluate the needs of the parents?
The parents of Pioneer Academy, PS 307, are evaluated from the moment they contact us for assistance or information. Their needs and requests are assessed through surveys, workshops and verbal meetings which are indicators of the needs in the community. We have partnered with New York University to provide five workshops a year, and these workshops are facilitated in the classroom and shows students how to create a daily routine. We also partner with the local Fire Department and Police Department to visit the scholars in the classroom to talk about safety, and violence prevention among other topics affecting the community. Most recently, we have partnered with the local museum and have given the students, parents, and school staff free membership to the museum. All of these community partnerships have been supportive to our school community in and out of the school environment.

6. How do your parental involvement activities address the needs of the parents?
As previously mentioned, Pioneer Academy, PS 307, has established strong community ties with community leaders and have created a network with the local officials. These strong relationships have created a trusting, and safe environment for our parents and scholars alike.

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.

Part VI: LAP Assurances

School Name: Pioneer Academy

School DBN: 24Q307

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)
Cecilia Jackson	Principal		11/30/15
Rudelina Murray	Assistant Principal		11/30/15
Xirey Rivas	Parent Coordinator		11/30/15
Odalys Jauregui	ENL/Bilingual Teacher		11/30/15
Nube Bonilla	Parent		11/30/15
Jae Fusco	Teacher/Subject Area		11/30/15
Marsha Shade	Teacher/Subject Area		11/30/15
Rhonda Hinds	Coach		11/30/15
Erin Delaney	Coach		11/30/15
Paola Melendez	School Counselor		11/30/15
	Other		
	Other		

	Other		
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2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q307** School Name: **Pioneer Academy**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.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.

We conducted our assessment of written translation needs by reviewing necessary written communication of families generated through our ENL Department, the Parent Coordinator and the office support staff. The statistical data was derived from the Home Language Identification Survey, the RSDS: The School Data Summary Report, the RAPL: Adult Preferred Language Summary Report, and the RCPL: Parent's Preferred Language Report. Please note that the most recent data available for the RCPL is dated July 15, 2015. On the other hand, the data used within this report reflects the most up-to-date data as of December 17, 2015.

In addition, Pioneer Academy uses correspondence, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference, ENL Department Family Conference, ENL Department Family Workshops, Teacher - Parent Conference, and Family Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meetings held in June and September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with our families. Our ENL teachers work together with the classroom teachers to identify which families are non English speakers and need oral interpretation regarding their students.

The most accurate data derived from the eighty-four percent (84%) of our ELL parents are Native Spanish speakers. There is a 14.8% of parents classified as native English speakers. The remaining three percent (3%) include lower incidence languages such as Chinese, Urdu, Bengali, Arabic, Serbo-Croatian, Tibetan, and Araucanian. However, the Parent's Preferred Language Report dated July 2015, indicates a language preference in their native languages.

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.

The majority of the parents' preferred languages for both written and oral communication is Spanish with a total of 84% preferring both oral and written communication in Spanish. A 14.5% of English speakers preferred both written and oral communication in English. The remaining total 1.5% of languages such as Araucanian, Arabic, Bengali, Chinese, Slovak, Tibetan and Urdu preferred both written and oral communication in their respective native languages.

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.)

The documents that the school typically disseminates every year that require translation are the correspondence from the ENL department such as placement letters, continuation of service letters, discontinuance of service letters, invitational flyers to attend the ENL monthly program parent workshops, ENL department presentations are all translated into Spanish, as is for the other 1.5% of languages represented at the school. We have support staff, administrators and teachers who contribute to the written translation of correspondence for Spanish speaking families. Our teaching staff has Bengali, Chinese and Arabic speakers who can assist in translation in those languages. In addition, much correspondence directed toward families generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. Pioneer Academy will use in-house translators to translate school materials. Any specific dates for Translation and Interpretation would be on an as needed basis which will be determined two to three weeks in advance of deadlines.

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.

Pioneer Academy has created a strong partnership with the parents' of the school community. Throughout the year, the Parent Coordinator, Coaches, Community Coordinator, ENL department, and School Counselor facilitate family workshops on various topics from how to secure community resources to how to study with their child. Additionally, the school holds Teacher-Family

Conferences four times per year, and every Tuesday morning schoolwide we hold Family Engagement Activities from grade K-5. These Family Engagement Activities are also held after school to give the families opportunities to participate in all of our activities. During these activities, there are interpreters throughout the building, and translators are always paired with classroom teachers needing interpreting or translating support. The teachers and school staff also schedule informal one-to-one parent meetings to discuss their child's progress, and goals or to discuss any concerns the parents' may have concerning their child's academic performance throughout the year.

Part C: Providing Language Assistance Services

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

We have staff that can readily translate documents in a timely manner to parents from permission slips to notification letters. Many of the required correspondence pertaining to school documents are normally translated in-house by school staff. However, there will be occasions that the school will need to use the translation services provided by the Translation and Interpretation Unit. Such documents may be the homework packages that are sent home with the scholars during school breaks.

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.

The school will normally use in-house interpreters to fulfill the needs of parents during office visits, classroom conferences, workshops, or one-to-one meetings with teachers and administrators. Additionally, the school has generated a list of staff interpreters/translators that can assist during Family-Teacher Conference meetings, and special meetings such as yearly IEP meetings with teachers and parents. For example, the ENL department has Spanish native speakers on staff, but also relies on other staff that speak Urdu, Chinese, or Bengali to translate during the Home Language Identification Survey process. Even though the HLIS are available in the home language, an interpreter is always available for the oral interviews. If a staff member is not available, the school uses the over-the-phone interpreters via the Translation and Interpretation Unit provided by the NYCDOE.

Part D: Training Staff on Policies and Procedures

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

Our school ensures that all staff members are aware of how to use the translation services and over-the-phone interpretation services through communication such as posted on the interdepartment memos on our Google Drive. The teachers and staff are made aware of the such services through monthly meetings and in-house communication. The school has a point person that ensures the staff is supported

when needing the translation services. The office staff, ENL Department, the Parent and Community Coordinators work as a team to ensure that every member of the staff is aware of how to use the translation services via meetings and one to one discourse. Pioneer Academy will ensure that the Parent Coordinator and other key school-based personnel on the language access team receive periodic training on the services provided by the NYCDOE Translation and Interpretation Unit.

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

As per Section VII of Chancellor's Regulation A-663, the school provides translated notification of the Parent's Bill of Rights, Welcome Poster, Parents' Guide to Language Access, and Language ID Guide at security desk and main office. Most of our school based staff are bilingual and are able to assist the parents with translation and interpretation services when needed. The school safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching school administrators. Signage will be provided if 10% of the children at the school speak primary language that is neither English nor a covered language. Most importantly, all parents will be notified of the primary language coverage, and that interpreters and translators will be made available when needed in order to properly communicate with them.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school has been instrumental in creating surveys that all parents, including all subgroups, fill out at the end of Family-Teacher Conferences, or other workshops facilitated throughout the year. These surveys are created using the Google Forms, and it has provided the Parent Coordinator and Academic Departments with information that can be shared school wide with other staff members. The workshop facilitators also ask the parents at the end of every workshop of what their interests may be for future workshops, and how they would like to have certain workshops facilitated. For example, sometimes parents may request help with reading strategies, and prefer a smaller audience when participating. On other occasions, parents have requested assistance on a one-to-one basis in their preferred language. Furthermore, the Parent Coordinator uses a program that will text the parents reminders in their language. Most importantly, it is important to mention that the staff at Pioneer Academy are all readily available to parents before, during, and after school to meet with them.