

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

09X204

School Name:

P.S. 204 MORRIS HEIGHTS

Principal:

AMANDA BLATTER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: MORRIS HEIGHTS School Number (DBN): 09X204
Grades Served: PREK-5
School Address: 1780 DR. MARTIN LUTHER KING JR. BLVD. BRONX, N.Y. 10453
Phone Number: 718-960-9520 Fax: 718-960-9629
School Contact Person: AMANDA BLATTER Email Address: ABLATTE2@SCHOOLS.NYC.GOV
Principal: AMANDA BLATTER
UFT Chapter Leader: BERNADETTE ALEXANDER
Parents' Association President: KAREN VERGES
SLT Chairperson: MARIANO MAQUEDA
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 9 Superintendent: LETICIA RODRIGUEZ-ROSARIO
55 ST PAUL PLACE, BRONX, NT
Superintendent's Office Address: _____
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 917-763-3144 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza, Bronx, NY 10458
Director's Office Address: _____
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828 7776 Fax: 718-828-6280

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)
AMANDA BLATTER	*Principal or Designee	
BERNADETTE ALEXANDER	*UFT Chapter Leader or Designee	
KAREN VERGES	*PA/PTA President or Designated Co-President	
LILLY NISSING	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LIDDIE MICCABE	Member/PARENT	
EBONY MILLINER-SCULLARK	Member/PARENT	
AILEEN NUNEZ	Member/PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
PAULA WINN	Member/PARENT	
BRENDAN PEO	Member/ TEACHER	
KATE LEHMERT	Member/TEACHER	
LISA GREENBERG	Member/TEACHER	
RAMONA SUAREZ	Member/ PARENT	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Context:

PS204 is situated in the South Bronx with a population of 619. We have 423 Hispanic students, 176 Black, 8 Asian, 1 American Indian/Alaskan, 10 white and 1 multiracial students attending the school this year. Of this student population there are 63 English Language Learners (ELLs) and 84 Students With Disabilities (SWDs.)

Mission:

PS204 community will cultivate a collaborative learning environment that promotes perseverance and inspires the love of learning.

Strategic Collaborations:

PS204 partners with a CBO includes the following:

- 'Directions For Our Youth' (DFOY) which provides families with an after school program. They offer a variety of services for students including homework help, arts enrichment and supports.
- 'Dancing Classrooms' provides instruction in ballroom dancing to students in grades 4 and 5.
- A full time music teacher provides music instruction which integrates literacy, dance and music.
- 'Studio-in-a-School' provides visual arts instruction for all students. Residencies include instruction in two and three dimensional explorations using various art media. Art exhibitions allow students to present their work to the public.
- A 'Disney Musical Grant' offers students the opportunity to participate in producing a Disney musical theater program.
- 'Teachers College', Columbia University provide consultancy support for reading and writing with 10 days for K, 1 teachers and 10 days for Grade 3 teachers, involving individual coaching and Lab Sites.

Percentage of students achieving proficiency or above by Grade in ELA:

- 3rd grade – 25.3%
- 4th grade – 28.6%
- 5th grade – 12.3%

Percentage of students achieving proficiency or above by Grade in Mathematics:

- 3rd grade – 36.7%
- 4th grade – 34.8%
- 5th grade – 30.9%

- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 9.1% in NYSELA Exam in 2015

- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Exam in 2015 who achieved proficiency levels was 7.7%

- Of the SWD students in NYSELA Exam data in 2015, 6.5% who performed at the proficiency level.

- Of the SWD students in NYS Math Exam data in 2015, 14.5% who performed at the proficiency level.

School Survey 2014-15:

- 97% or 461 parents took the School Survey (citywide average is 50%)
- 95% or 39 teachers took the School Survey (citywide 81%)
- 94% of parents taking the survey provided 'Positive Responses'
- 93% of teachers taking the survey provided 'Positive Responses'

QR 2014-15:

Systems for Improvement:

4.2 Teacher Teams & Leadership Development (Well Developed)

School Culture

3.4 High Expectations (Proficient)

Instructional Core :

- Curriculum (Well Developed)
- Pedagogy (Proficient)
- 2.2 Assessment (Well Developed)
- Challenges:
 - Meeting our goals presents academic challenges, such as developing a sound grade level academic and subject specific language base.
 - Our goals are designed to continue to support higher achievement for all students & particularly our student sub-groups. As well, we are focused on deepening rigor in literary and mathematics and developing a deeper understanding of the language demands in all subject areas. Our professional development, collaborative planning and rigorous instruction will work to ensure every student makes progress. Finally, we want to continue to strengthen school/family partnerships to support a vibrant culture and success for all.

09X204 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	592	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.0%	% Attendance Rate		93.5%	
% Free Lunch	81.0%	% Reduced Lunch		N/A	
% Limited English Proficient	10.5%	% Students with Disabilities		20.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		29.3%	
% Hispanic or Latino	68.6%	% Asian or Native Hawaiian/Pacific Islander		0.3%	
% White	0.7%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)		2	
# 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)	N/A	% Teaching Out of Certification (2013-14)		3.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.28	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.3%	Mathematics Performance at levels 3 & 4		28.6%	
Science Performance at levels 3 & 4 (4th Grade)	93.0%	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		YES	
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		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
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		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

State ELA Assessments 2014-15:

Percentage of students achieving proficiency or above by Grade in ELA

- 3rd grade – 25.3%
- 4th grade – 28.6%
- 5th grade – 12.3%

- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 9.1% in NYSELA Exam in 2015

- Of the SWD students in NYSELA Exam data in 2015, 6.5% who performed at the proficiency level.

QR 2014-15:

Instructional Core

- 1.1 Curriculum (Well Developed)
- 1.2 Pedagogy (Proficient)
- 2.2 Assessment (Well Developed)

School Culture

- 3.4 High Expectations (Proficient)

Systems for Improvement

- 4.2 Teacher Teams & Leadership Development (Well Developed)

School Survey 2014-15:

- 97% or 461 parents took the School Survey (citywide average is 50%)
- 95% or 39 teachers took the School Survey (citywide 81%)
- 94% of parents taking the survey provided ‘Positive Responses’
- 93% of teachers taking the survey provided ‘Positive Responses’

A continued emphasis on improving planning and instruction is necessary to provide the best possible support for improved outcomes for our subgroups

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.

Goal 1:

By June 2016, all teachers will use guided and independent reading to support understanding with text evidence in writing and discussion of reading of average of 3% growth in student proficiency, based on the in-school & state level assessments in ELA.

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:

- 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.

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

To ensure we understand exactly what students know and areas of improvement, our teacher teams will examine a wide range of available student assessment information at the start of the school year:

- NYSESLAT second language achievement test for ELLs
- IEP record of individualized education program designed to meet specific learning needs
- NYS Test data 2014-15 for ELA and the related item analysis
- End of year data in Reading and Writing
- I-Ready data for ELA, TC Running Records Gr. 4-5, DRA K-3
- Teacher Created Assessments based on rubrics, checklists and writing protocols
- MOSL performance tasks for K-5

All Teachers

Weekly
September
2015

Instructional leaders, Grade teams

<p>All teachers will be supported to engage in professional discussions, in literacy:</p> <ul style="list-style-type: none"> • Develop and deepen understanding of reading skills to refine reading instruction; • understand the role of guided reading in the workshop model based on a 'gradual release of responsibility'; • plan the implementation of daily small group guided reading to support student learning at their point of need; • understand how careful observation of student reading behaviors provides valuable information; • conduct a careful analysis of student reading engagement with both Expository and Literary texts; • use Running Records and anecdotal records to assess and monitor student growth and to pinpoint learning needs; • work with below grade level readers by engaging them with their instructional level texts that are driven by CCLS grade level discussion points; • turn-key to colleagues at their grade band level on the variety of literacy workshops after attending 'Teachers College' (TC) workshops; • work with 2 TC staff developers (1-2, and 3rd) on reading and writing lab-sites • TC staff developers will support all teachers with administering and analyzing TC running records • Grade 4-5 teachers will work with 'Literacy Matters' Consultant to understand the role of guided reading in the workshop model based on a 'gradual release of responsibility'; • Grade 4-5 teachers will receive AIS support with an Independent Reading Consultant for their lowest 1/3 for small group guided reading. • In addition to a balanced literacy program, all students will participate in the Myon Reading Computer-based Program, that encourages students to follow their particular topics of interest to read a wide range of text types. 	All students	September 2015-June 2016	Myon Teacher Instructional leaders
<p>Teachers will:</p> <ul style="list-style-type: none"> • join one or more of our PS204 Professional Learning Communities (PLC's) based on the Danielson Framework , specifically Domain 3 Instruction during Monday professional development time • elect to assist with the facilitation process during one or more of the areas they have some expertise in 	All Teachers	September 2015 to June 2016	Instructional leaders, Grade teams

<ul style="list-style-type: none"> participate in their elected aspect of the Learning Cycles <p>implement the strategies and skills they have gained through the Learning Community process.</p>			
Utilize Professional Learning Communities (PLCs) to provide focused PD, and to review vertical alignment (e.g. examining a progression of speaking and listening skills in PreK-5).	All teachers Para-professionals	September 2015 to June 2016	In school, district personnel and consultants

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> - Master Schedule programming to allow up to periods a week of common planning for all teachers - Consultancy provides professional development - Funding for resources for units of study (TC) - Additional nonfiction and fiction leveled texts - Per session funding for additional team planning <p>Funding for parent outreach and curricula workshops.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.											
<ul style="list-style-type: none"> - Instructional Leaders share in weekly cabinet meetings their participation in, and their observations of teacher team planning; - Grade Team Leaders and Instructional Leaders monitor progress made toward the completion of Planning Meeting Agendas and collaborate with teacher teams to set the next steps; - Progress toward completion of work on units of study, lesson series and lessons that will exhibit CCLS alignment; academic rigor and scaffolded multiple entry points for the variety of learners; - Improved school performance in ELA, especially for our subgroups an average of 1 reading level across all grades; - Increased attendance at school held workshops on curricula and other family and parent programs 											
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.

State Assessments 2014-15:

Percentage of students achieving proficiency or above by Grade in ELA

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- 5th grade – 12.3%

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- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 9.1% in NYSELA Exam in 2015

- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Exam in 2015 who achieved proficiency levels was 7.7%

- Of the SWD students in NYSELA Exam data in 2015, 6.5% who performed at the proficiency level.

- Of the SWD students in NYS Math Exam data in 2015, 14.5% who performed at the proficiency level.

QR 2014-15:

Instructional Core

- 1.1 Curriculum (Well Developed)
- 1.2 Pedagogy (Proficient)
- 2.2 Assessment (Well Developed)

School Culture

- 3.4 High Expectations (Proficient)

Systems for Improvement

- 4.2 Teacher Teams & Leadership Development (Well Developed)

School Survey 2014-15:

- 97% or 461 parents took the School Survey (citywide average is 50%)
- 95% or 39 teachers took the School Survey (citywide 81%)
- 94% of parents taking the survey provided ‘Positive Responses’
- 93% of teachers taking the survey provided ‘Positive Responses’

There is a continuing need for a school-wide comprehensive and cohesive approach to discipline that has a variety of appropriate consequences for students

Part 2 – Annual Goal

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

Goal 2:

By June 2016, we will work to ensure students feel safe, supported and engaged in rigorous academic programs by deepening the work of the Schoolwide Discipline and RTI Committees, resulting in a reduction in the number of disciplinary actions by 2% .

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>
<p>- Committees have been set up to explore strategies and/or programs to meet students’ social emotional needs</p> <p>- Implement individualized behavior monitoring systems for at-risk students</p> <p>- Explore and implement coping strategies for at-risk students</p>	<p>All Students</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders</p> <p>Related Service Providers, Teachers</p>

- Research methods to provide emotional support for students and their families.			
Utilize the RTI process to screen students requiring social and emotional support, develop strategies to meet their needs and monitor student progress in meeting goals.	Targeted students	September 2015 to June 2016	RTI Team Teachers Related Service Providers, Parents
- Parents receive a monthly newsletter outlining units of study for each grade and the expected learning outcomes; - Parents receiving teacher invitations to make appointments for discussion during the scheduled 'Parent Engagement Periods' on 2 nd Tuesday a month; - Parents invited to workshops on second and fourth Tuesday each month by grade level teachers and special area teachers during parent engagement time. - Parents are invited to 'Coffee and Conversation' held in the 'Parent's Room' to discuss issues and programs and explore ways to meet parent/child needs; - Parents demonstrate their understanding of, and belief in, the school's high expectations for student outcomes when they attend parent-teacher conferences in increasing numbers.	All parents	September 2015 to June 2016	Parent Coordinator Instructional leaders
- Partner with CBOs such as Good Sheppard and the Jewish Board to provide support for families - Partner with CBOs such as Good Sheppard and the Jewish Board to provide support for families - Continue with the highly successful student government with representatives from 3 rd , 4th and 5th grade classrooms. The student government promotes student voice, student decision making, and teaches principles of leadership	Families of at-risk students Families of at-risk students Elected students All classes	September 2015 to June 2016 September 2015 to June 2016 November 2015 to June 2016	Parent Coordinator Instructional leaders Parent Coordinator Instructional leaders Student government facilitator

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.
- Materials for effective communication - CCLS in all subject areas - Bulletin Board upkeep

- Parent Coordinator
- Scheduling ' Parent Engagement Periods'
- Resources for ' Coffee and Conversation' in the ' Parent's Room'

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21st 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.

- Minutes, agendas and attendance sheets for RTI meetings
- SLT Meeting agendas and minutes
- Attendance sign in at Parent Engagement Periods'
- School Survey 2015-16 (Parents and Teachers)
- Monitoring OORS and SOHO data for disciplinary actions

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.

State Math Assessments 2014-15:

Percentage of students achieving proficiency or above by Grade in Mathematics

- 3rd grade – 36.7%
- 4th grade – 34.8%
- 5th grade – 30.9%

- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Exam in 2015 who achieved proficiency levels was 7.7%

- Of the SWD students in NYS Math Exam data in 2015, 14.5% who performed at the proficiency level.

QR 2014-15:

Instructional Core

- 1.1 Curriculum (Well Developed)
- 1.2 Pedagogy (Proficient)
- 2.2 Assessment (Well Developed)

School Culture

- 3.4 High Expectations (Proficient)

Systems for Improvement

- 4.2 Teacher Teams & Leadership Development (Well Developed)

School Survey 2014-15:

- 97% or 461 parents took the School Survey (citywide average is 50%)
- 95% or 39 teachers took the School Survey (citywide 81%)
- 94% of parents taking the survey provided ‘Positive Responses’
- 93% of teachers taking the survey provided ‘Positive Responses’

Our goal is designed to continue to concentrate on deepening rigor in collaborating across teams and between teams in planning instruction to ensure every student makes progress.

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.

Goal 3:

By June 2016, teacher teams will have collaboratively planned to increase the rigor of our instruction and to supplement Go Math with Engage NY to deepen problem solving and critical thinking, thereby improving student learning outcomes as measured by an overall increase of an average of 3% growth in student proficiency, based on the in-school & state level assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD on Instructional Shifts in Mathematics to facilitate:</p> <ul style="list-style-type: none"> • Focus on CCLS alignment • Vertical and horizontal Coherence • Rigor requiring fluency, applications and deep understanding • Grade teams will work together to refine units of study and lessons to insure that the Instructional Shifts in Mathematics are integrated into the Go Math program. 	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders, Grade teams Consultants</p>
<p>Teacher teams will be supported to:</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders, Grade teams</p>

<ul style="list-style-type: none"> • conduct a review of CCLS alignment of Go Math units to locate where gaps exist; • research Engage NY mathematics to pin point suitable units to address the CCLS alignment; • add new units to our pacing calendar; • plan lessons based on the agreed Engage NY units; • ensure that all new units are fully resourced, planned and include suitable assessment strategies. 			
<p>Instructional Leaders provide guidance to assist grade teams to work together to examine all available student assessment information by grade, by class, and by student. We will;</p> <ul style="list-style-type: none"> • Use process charts/checklists to support problem solving • Use the extension activities and the reteach from Go Math • Refine instruction that involves multiple entry points especially for our SWDs and ELLs • All classes conduct formative assessments to monitor progress including a prerequisite skills test and a pre and post for each unit • Examine student work and determine next instructional steps to strengthen student feedback that is immediately useful in helping student's move to the next level of understanding • Utilize workable monitoring processes to track achievement toward student learning goals <p>Grade teams will work together to highlight strategies that work in teaching instruction and especially teacher modeling.</p>	All teachers	September 2015 to June 2016	Instructional leaders, Grade teams
<p>Teacher teams will be supported to:</p> <ul style="list-style-type: none"> • conduct a review of CCLS alignment of Go Math units to locate where gaps exist; • research Engage NY mathematics to pin point suitable units to address the CCLS alignment gaps; • Supplement the pacing calendar to include components of Engage NY; • plan lessons based on the agreed Engage NY units; • ensure that all refinements are fully resourced, planned and include suitable resource strategies. 	All teachers Parents and community	September 2015 to June 2016 September 2015 to June 2016	Instructional leaders, Grade teams Parent Coordinator, Instructional leaders

<p>Teachers will:</p> <ul style="list-style-type: none"> • join one or more of our PS204 Professional Learning Communities based on the Danielson Framework , specifically Domain 3 Instruction; • elect to assist with the facilitation process during one or more of the areas where they have some expertise; • participate in their elected aspect of the Learning Cycles; • implement the strategies and skills they have gained through the Learning Community process. 			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> - Master Schedule programming to allow up to two periods a week of common planning for all teachers - Instructional Leaders to guide planning - Network staff to provide professional development - Funding for resources for units of study (Go Math and Engage NY - Additional math manipulatives - Per session funding for additional team planning - Funding for parent outreach and curricula workshop 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	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.
As a result of our structures and planning, we will have established coherence across grades and subjects as we promote college and career readiness and routinely require all students to demonstrate their thinking.
-Monitoring in school and standardized assessment data (units & mid unit tests and assignments, IReady for Math) to show improved learning outcomes in each grade.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

State Assessments 2014-15:

Percentage of students achieving proficiency or above by Grade in ELA

- 3rd grade – 25.3%
- 4th grade – 28.6%
- 5th grade – 12.3%

Percentage of students achieving proficiency or above by Grade in Mathematics

- 3rd grade – 36.7%
- 4th grade – 34.8%
- 5th grade – 30.9%

- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 9.1% in NYSELA Exam in 2015

- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Exam in 2015 who achieved proficiency levels was 7.7%

- Of the SWD students in NYSELA Exam data in 2015, 6.5% who performed at the proficiency level.

- Of the SWD students in NYS Math Exam data in 2015, 14.5% who performed at the proficiency level.

QR 2014-15:

Instructional Core

- 1.1 Curriculum (Well Developed)
- 1.2 Pedagogy (Proficient)
- 2.2 Assessment (Well Developed)

School Culture

- 3.4 High Expectations (Proficient)

Systems for Improvement

- 4.2 Teacher Teams & Leadership Development (Well Developed)

School Survey 2014-15:

- 97% or 461 parents took the School Survey (citywide average is 50%)
- 95% or 39 teachers took the School Survey (citywide 81%)
- 94% of parents taking the survey provided 'Positive Responses'
- 93% of teachers taking the survey provided 'Positive Responses'

-Analysis of the Danielson Observation Data 2014-15 revealed a major weakness in Domain 3:

- 3b 35% Developing/Ineffective
- 3d 35% Developing/Ineffective
- 3c 26% Developing/Ineffective

Our goal is designed to continue to strengthen teacher practice in all Danielson components for 2015-16 in planning and instruction and specifically Domain 3; to ensure every student makes progress.

Part 2 – Annual Goal

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

Goal 4:

By June 2016 Teachers will be provided with targeted support to assist them in acquiring 'Effective' and 'Highly Effective' practices, resulting in a 3% improvement in Domain 3 as measured by their ADVANCE ratings

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>
<p>Instructional leaders will:</p> <ul style="list-style-type: none"> - Provide all staff with information on the outcomes from the combined 2014-15 classroom observation data on Domain 3, Instruction, on overall progress based on the Danielson rubric; - Examine the ADVANCE data by teacher by Domain and select those teachers with 'Developing' and ratings across their observations, in Domain 3 for targeted for additional support - Devise two streams for the PD Plan - one for ALL staff and a more intensive, individualized support for targeted group. 	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders</p>
<p>To improve teacher instruction overall the following will occur:</p> <ul style="list-style-type: none"> - Each teacher receives immediate and actionable feedback from the (4-6) formal and informal observations being conducted using the Danielson Rubric; - Upon completion of an observation teachers reflect upon how they accomplished their goal and what adjustments they would make if they were to reteach the lesson using a reflection sheet; - Teacher reflections are used as a conversation tool in the post-conference; - Professional support will be provided as feedback that is specific and evidence-based, selective (prioritizing 1-2 important practices to focus on). 	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders</p>

<p>Instructional leaders will provide specifically tailored professional development:</p> <ul style="list-style-type: none"> • to support teachers goal setting with 2 professional learning goals based on their Advance Data • to help teachers select one of the Professional Learning Communities (PLCs) cycles to become involved in Danielson Domains two and three; • by providing detailed feedback and coaching as required; • and inform staff on the MOTP data to show progress overall. 	<p>Targeted teachers and their paired partners</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders, Peer mentoring teachers</p>
<p>Administration will:</p> <ul style="list-style-type: none"> - inform the entire school community about this goal - emphasize the exact nature of the Domain 3 Rubric to ensure <ul style="list-style-type: none"> o improve teacher practice o confirm academic rigor for instruction o ensure students receive timely and actionable feedback o set up classroom and group discussions that involve more rigorous thinking. 	<p>Whole school community</p>	<p>September 2015 to June 2016</p>	<p>Instructional leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> - Book Club texts (Enhancing Professional Practice; A Framework for Teaching, Charlotte Danielson) - Master schedule for teacher planning for all teams and grades - PD Schedule for whole school, teacher teams - Workshops designed for parent/families - PS 204 Samples of Professional Practice - Observation schedule, 1:1 actionable feedback and MOTL upload - Professional texts to support Danielson Teaching Framework, particularly Domain 3)
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	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"> - Run an Advance Report on MOTP to monitor growth and reflect on teacher practice <p>Record of professional support provided for teachers</p> <ul style="list-style-type: none"> - PD agenda and attendance records - Danielson Framework for Teaching Observations - Danielson Observation Data (MOTP) on Domain 3 - Ongoing review of assessment data - Available student assessment data available for review special needs students - Monthly cabinet meeting agendas & minutes
<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 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.

In 2015-16 parent workshops are scheduled monthly and the rate of parent attendance is generally low among upper grades

Varied attendance at school sponsored workshops on school programs and curricula;

Spanish translation is always available, though a sector of the Spanish speaking community have limited literacy skills in Spanish and this places additional strains on the time and availability of the Parent Coordinator to meet the volume of need requested;

New immigrant families demonstrate and or express a reluctance to make full use of what the school offers in terms of resources and opportunities;

We have instituted a regular period for each teacher on Tuesdays for appointments to be made with and or by parents to discuss their child’s progress or any issues arising, and we want to track the attendance data held by individual teachers to ascertain the level of participation;

Principal welcomes all parents for coffee and a conversation during parent engagement time after school on Tuesday;

We aim to develop opportunities to build on outreach to local community groups and city agencies to support enrichment programs in the Arts and after school activities, such as the following:

- DFOY-Community-Based Organization (CBO) a no-cost afterschool and summer program for 150 students
- Math Academy on weekly basis for Grades 3-5 students
- Math Parent Workshops on monthly basis
- ESL Parent Classes
- Title III Saturday Academy for NYSESLAT support K-2 students, AIS K-5
- Basketball team and Cheerleaders Grades 3-5
- Project BOOST – Grades 4-5
- Cool Culture where families explore world cultures through Museum visits etc
- Cook Shop providing healthy cooking habits for parents
- Dancing Classrooms- ballroom dancing for grades 4-5
- Millennium Dance – afterschool dance program for students in grades 1 and 2

State Assessments 2014-15:

Percentage of students achieving proficiency or above by Grade in ELA

- 3rd grade – 25.3%
- 4th grade – 28.6%

- 5th grade – 12.3%

Percentage of students achieving proficiency or above by Grade in Mathematics

- 3rd grade – 36.7%
- 4th grade – 34.8%
- 5th grade – 30.9%

- The percentage of our Grade 3, 4 and 5 ELL population achieving proficiency levels was 9.1% in NYSELA Exam in 2015

- The percentage of our Grade 3, 4 and 5 ELL population eligible to take the NYS Math Exam in 2015 who achieved proficiency levels was 7.7%

- Of the SWD students in NYSELA Exam data in 2015, 6.5% who performed at the proficiency level.

- Of the SWD students in NYS Math Exam data in 2015, 14.5% who performed at the proficiency level.

QR 2014-15:

Instructional Core

- 1.1 Curriculum (Well Developed)
- 1.2 Pedagogy (Proficient)
- 2.2 Assessment (Well Developed)

School Culture

- 3.4 High Expectations (Proficient)

Systems for Improvement

- 4.2 Teacher Teams & Leadership Development (Well Developed)

School Survey 2014-15:

- 97% or 461 parents took the School Survey (citywide average is 50%)
- 95% or 39 teachers took the School Survey (citywide 81%)
- 94% of parents taking the survey provided ‘Positive Responses’
- 93% of teachers taking the survey provided ‘Positive Responses’

We will have a continued focus on improving family and community outreach.

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.

Goal 5:

By June 2016 as a result of our efforts to deepen the partnerships with families and community organizations, there will be an increase in attendance at school sponsored workshops by 15%.

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>Parent coordinator conducts regular meetings on topics of concern to parents around curricula and common core standards and issues of health and safety</p> <p>Summer orientation luncheon for parents to meet the teachers on September 8th</p>	<p>All Parents</p>	<p>September 2015 to June 2016</p>	<p>Parent Coordinator</p> <p>Instructional Leaders</p>
<p>- Meet the Teacher night will be held in September with translation services available as required;</p> <p>- Two scheduled Parent Teacher sessions (afternoon through to 8pm) will be widely promoted to maximize participation. The Report Cards are then given out along with opportunities to discuss progress of their child;</p> <p>- Parents demonstrate their understanding of, and belief in, the school's high expectations for student outcomes when they attend parent-teacher conferences in increasing numbers.</p>	<p>All Parents</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders,</p> <p>Guidance Counselor</p>
<p>- Newsletters that promote communication and highlight events at the school;</p> <p>- Principal's and Assistant Principal's open door policy;</p> <p>- Principal, Assistant Principals, Guidance Counselor and teachers communicate with parents on a range of issues</p>	<p>All Parents</p>	<p>September 2015 to June 2016</p>	<p>Instructional Leaders,</p> <p>Guidance Counselor</p>

<p>affecting student performance at school, as requested and/or required.</p> <ul style="list-style-type: none"> - Parents receiving teacher invitations to make appointments for discussion during the scheduled ' Parent Engagement Periods' on Tuesdays; - Parents are invited to ' Coffee and Conversation' held in the ' Parent's Room' to discuss issues and to address curricula questions; - Instructional leaders partner closely with the PTA through daily meetings to discuss school wide events, parent engagement, and ensure that the school is a welcoming and nurturing environment 			
<ul style="list-style-type: none"> - Community Based Organizations, including Studio in a School, Alvin Ailey Dance partnership, Highbridge Voices-CBO etc. activities are planned, scheduled and communicated across the school community - Partner with Directions for our Youth (DFOY) to provide an after school and summer program with no expense to families 	All Parents	September 2015 to June 2016	Instructional Leaders CBO Liaison

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> - Funding allocated for Parent Coordinator and activities, including workshops; - Monthly calendar of events & monthly Principal letter is sent home; - Parent Conferences and school events advertised with flyers sent home and monthly calendar; -Scheduling and information home in regard to in school and out of school activities through community organizations and city agencies 											
<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	X	Title II, Part A		Title III, Part A	X	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"> - SLT Meetings - Parent Coordinator distributes information translated into Spanish

- Regular monthly PTA meetings with presentations on aspects of the curricular
- Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home
- Progress Reports and regular Parent/Teacher Conferences
- Parent/teacher interview as required
- School Survey 2015-16

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.)
<p>English Language Arts (ELA)</p>	<p>Through the use of universal screeners of iReady and DRA2 as well as classroom level assessments, teachers are able to refer students to the RTI committee. The RTI committee will review the areas of concern and make recommendations for Tier I, II, and III intervention services.</p>	<p>Fundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program during the school day in a small group setting by the AIS teacher.</p>	<p>Small group Small group Small group Small Group Small Group Small Group</p>	<p>During the school day During the school day During the school day After School After School During the School Day</p>
	<p>Through school level data analysis of the NYS ELA Exam, students receiving level 1 will be identified and targeted for intervention services.</p>	<p>Wilson – This reading Intervention system teaches students how to fluently and accurately decode sound symbols for reading and spelling. It is an interactive and multisensory program that helps improve reading comprehension.</p>		<p>During the School Day After School After School After School</p>
				<p>N/A</p>
				<p>During the school day</p>
				<p>During the school day</p>
		<p>AIS – This small group instruction services students in grades K-5 by 2 AIS teachers with a focus on accuracy,</p>		<p>During the school day</p>
		<p>fluency and comprehension skills based on need.</p>		<p>During the school day</p>

		<p>The Title III Enhance Language Proficiency after school program meets two times a week for one hour and fifteen minutes. The program targets</p> <p>first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition.</p> <p>The Title 1 Academy services small groups of students in grades 2-5 on Saturdays for three hours. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA2</p> <p>And TC Running Records</p> <p>Small group instruction utilizing Reading Recovery strategies for Kindergarten and 1st grade students</p> <p>Guided Reading intervention for 3rd, 4th, and 5th grade students around identified needed skills and strategies</p>		
Mathematics	Through the use of universal screeners of iReady as well as classroom level	<p>Small group</p> <p>Small group</p>		<p>After School</p> <p>After School</p>

	<p>assessments, teachers are able to refer students to the RTI committee. The RTI committee will review the areas of concern and make recommendations for Tier I, II, and III intervention services.</p> <p>Through school level data analysis of the NYS Math Exam students receiving level 1 will be identified and targeted for intervention services.</p>			
Science	Through classroom level assessment analysis, students are identified for intervention services	The Title I after school program services small groups of students at risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning twice a week for 1 hour and 15 minutes.	Small group	After School
Social Studies	n/a	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Through the recommendations of teachers, paraprofessionals, parents, ACS workers, students are identified for intervention services.	<p>The Guidance Counselor services mandated and at-risk students.</p> <p>The school social worker takes care of mandated and at-risk services two days a week.</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>One to One</p> <p>One to One</p>	

		<p>The SETSS provider meets with at risk students on a weekly basis.</p> <p>There is a nurse who addresses health concerns daily.</p> <p>The Occupational and Physical Therapists do classroom observations to make recommendations around sensory needs as well as fine and gross motor skills for at risk students.</p>		
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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>As of September 2015, 100% of our teachers are certified and 90% hold masters degrees. To ensure that there continues to be high quality instruction, we will implement the following:</p> <ul style="list-style-type: none"> • Coordinate professional development activities with LCI for application of higher order thinking skills in the classroom • Provide workshops for developing practices on Common Core standard-setting instruction in specific content areas • Implement small, focused study groups for teachers to share and reflect on practices • Develop action research projects in which teachers formulate questions, examine school-based data, and address areas of instruction • Provide lab sites in ELA and math to improve instructional practices • Provide professional development on Danielson's Framework for teaching • Participate in city and state conferences

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).
<ul style="list-style-type: none"> • Plan weekly curriculum team meetings where administrators, consultants, teachers and paraprofessionals can collaborate on planning and revising units of study • Develop a professional development calendar that aligns with strategies outlined in curriculum calendars • Provide professional development in Common Core Learning Standards and unit planning • Provide professional development in Webb's Depth of Knowledge • Provide professional development in Danielson's Framework for teaching • Provide professional development to deepen understanding of effective data driven instructional practices • Implement study groups around professional literature and resources on engageny.org • Create a School Development Committee to create and implement Professional Learning Community Cycles

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.).

- Kindergarten open houses
- Scheduled tours of the school
- Parent/child orientation where they go over expectations for the year, school routines, curriculum and experience a modified day in kindergarten with their parents
- Parent coordinator meets with parents and provides a take home kit to support students at home

Information packet and family handbook (with translated versions available)

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.

- Instructional leaders participate in weekly team meeting where teachers facilitate the meeting and plan the agenda
- Curriculum decisions are discussed during team meetings with teachers
- A MOSL committee meets to make decisions about local measures used school wide
- Partnership with Learner Center Initiative (LCI) to develop assessments, rubrics, and checklists for CCLS tasks
Professional Learning Community provides professional development on the use of formative and summative assessments

PD provided on analyzing student work, the NYS ELA and Math Exams, iReady, DRA2 and classroom level assessments to guide instruction

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	482,732.00	X	Goal 1 pp 12-13 Goal 2 pp 15-16 Goal 3 pp 18-19 Goal 4 pp 21-22 Goal 5 pp24-25
Title II, Part A	Federal	101,893.00	X	Goal 1 pp 12-13 Goal 2 pp 15-16 Goal 3 pp 18-19 Goal 4 pp 21-22 Goal 5 pp24-25
Title III, Part A	Federal	11,200.00	X	Goal 1 pp 12-13 Goal 2 pp 15-16 Goal 3 pp 18-19 Goal 4 pp 21-22 Goal 5 pp24-25
Title III, Immigrant	Federal	11,200	X	Goal 1 pp 12-13 Goal 2 pp 15-16 Goal 3 pp 18-19

				Goal 4 pp 21-22 Goal 5 pp24-25
Tax Levy (FSF)	Local	3,201,114.00	X	Goal 1 pp 12-13 Goal 2 pp 15-16 Goal 3 pp 18-19 Goal 4 pp 21-22 Goal 5 pp24-25

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. PS 204, 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. **PS204** 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

PS 204, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 204</u>	DBN: <u>09x204</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: <u>51</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This pre-kindergarten through fifth grade school has a population of 593. According to the latest ethnic data, 68% of students are Hispanic, 28% are Black, 1% is Native American, 1% is Asian, 1% is White and 1% is Multi-Racial. Within this population 8.6% of our students are ELLs. There are fifty-one ELL students in grades kindergarten through five.

- Upon examination of the needs of our students through the 2014 NYSESLAT and the AMAO data analysis, it is clear that our kindergarten, first and second grade ELLs need more support in all four modalities of listening, speaking, reading and writing. Our third, fourth and fifth grade ELLs need more support in reading comprehension and writing. The goal of the Title III program is to provide supplementary instructional support to enhance language proficiency for 51 of our ELL students.

- During our Saturday Academy program, kindergarten, first and second grade students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. In addition to one-to-one instruction, students will utilize Imagine Learning which is a computerized, research-based program. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains in English literacy.

- During the after-school Literacy Enrichment Program, third, fourth and fifth grade students will receive one-to-one instruction, utilize reading comprehension strategies and build upon their writing skills.

- There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity.

- The Saturday Academy program will begin in January. The first session will be on Saturdays from 9:00am-12:00pm. The Literacy Enrichment program will begin in February and will be on Wednesdays from 2:20pm-4:20 pm. Each program will run for ten weeks and will terminate in April. The program will be implemented by one certified ESL teacher, one certified bilingual teachers and two content teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

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

Part C: Professional Development

Begin description here: P.S. 204 believes that effective learning opportunities are the key to increasing student performance. Professional development will be provided by Learner Centered Initiatives (LCI) on best practices for ELL instruction and aligning curriculum to the Common Core Standards throughout the year. In addition, staff will participate in network sponsored NYSESLAT Assessment professional development. Attendance at these workshops will take place from September-June at no cost to the program. Also, the ESL provider will attend professional development workshops sponsored by the Department of Education and the UFT Teacher Center throughout the year.

- Starting this month, P.S. 204 will be utilizing professional learning communities (PLCs) where we will be dedicating cycles for strategies to use with English Language Learners. In addition we will be partnering with our Networks ELL liaison to learn about the SIOP model and how to incorporate content and language objectives into daily lessons across classrooms.

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: Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. Communication with parents occurs using multiple media; written notices, School Messenger, on the school message scroll, as well as through telephone communication.

- Our school is committed to meeting with parents on Tuesdays from 2:20 pm to 3:00 pm during Parent Engagement at the no cost to Title III. Also, throughout the year we will be having Parent Teacher Association meetings so that parents have an open forum to voice their concerns and needs.

- During the first Parent Teacher Association meeting, it came to our attention that parents wanted Adult ESL classes they could attend at the school. The Parent Coordinator and the President of the the Parent Teacher Association distributed information to parents and maintained a sign up sheet. At the end of September over 20 parents signed up for ESL classes. To meet the needs of our parents, we now offer Adult ESL classes for parents in our school. The certified ESL teacher, who has prior experience working with adults, is implementing the parent ESL classes. This year there will be two sessions. The Fall session began on October 6, 2014 and will last for 10 weeks. The second session will be in the spring and will last for 12 weeks. The class is free and is from 4:00pm-5:30pm on Mondays.

Part E: Budget

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

Allocation Amount: \$11200

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 204
School Name Public School 204		

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 Amanda Blatter	Assistant Principal Patricia Sousa
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Elizabeth Miskimmon/ENL	School Counselor Dale Drakeford
Teacher/Subject Area Erica Sass/ENL/Science	Parent Karen Verges
Teacher/Subject Area Doreen Gonzalez/Bilingual	Parent Coordinator Lily Nissing
Related-Service Provider Maria Garcia	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) Rachel Hunger, A.P.

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	620	Total number of ELLs	63	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	19
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	6	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	57		16	6		3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	9	13	7	12	7								0
Chinese				2		1								0
Russian														0
Bengali														0
Urdu														0
Arabic	2		1											0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	6	4	2	5	4								0
Emerging (Low Intermediate)				3	1	1								0
Transitioning (High Intermediate)	1				3	3								0
Expanding (Advanced)		3	10	5	5									0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The Diagnostic Reading Assessment 2 (DRA2) is administered to all ELL students in grades K-5 three times a year. An individual Fountas and Pinnell level is assigned to each student for independent and guided reading. I-Ready is an assessment tool used throughout the school that includes instructional planning for English language learners. English language learners and struggling readers use Imagine Learning at least three times a week. Each student is given a beginning assessment, mid and interim assessment. Based upon students assessment results, differentiated goals are developed for each student and revisited at least twice throughout the school year. The data shows the within the first three years that an ELL is in school they are acquiring BICS. They are progressing through the DRA levels but are not at their appropriate grade level. However, after three years students begin to acquire the academic language that allows them to participate in grade appropriate reading and writing tasks.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the data patterns it is clear that we have a high proportion of entering level students and expanding level students. For the most part, students progress through the proficiency levels year by year. Based on madality data most of our students perform lower on the writing section of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The information given by the Annual Measurable Achievement Objectives (AMAO) allows us to see which students might become long term ELLs and which students are in the red do to other factors such as a 1 on the ELA and/or Math State Exam, holdovers and high absences. This data can be useful when discussing students for Response to Intervention (RTI) and SETSS . In regard to the ELLS, the AMAO shows that a large percentage of our ELLs are moving forward in the modalities. However, students with IEPs tend to have more difficulty reaching Commanding in reading and/or writing. Presently, we have reached our AMAO 1 goal for students progressing through the proficiency levels. We had nine percent of our students reach commanding on the NYSESLAT in 2015. It is important to use the AMAO tool before the new school year starts and after the school year starts. The AMAO tool is an excellent resource for gauging what has been accomplished in a school year and informing a school of what they should focus on for the future school year.

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?
- a. Our school administers the ELA, Math and Science exams in English only. Across performance levels and grades third graders seem to have more difficulty with the ELA and Math exams. Overall, fourth and fifth graders perform better on the Math exam as opposed to the ELA exam. This is the first year we had a student that is considered a former ELL because they scored a 3 or higher on the ELA exam and Expanding on the NYSESLAT. Students with an IEP that do not have alternative assessment perform lower than their peers in both exams.
- b. and c. The school leadership and teachers use the results from the Periodic assessment to develop language goals for the ELLs. Teachers include language objectives in their lesson plans that address the needs of the ELLs and is beneficial for all of the students. This year we hope the Periodic Assessment is more aligned with the new version of the NYSESLAT to better inform and prepare us for the NYSESLAT in May.
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](#).] RTI instruction for ELLs is a collaborative effort between service providers and general education teachers to develop strategies for ELLs using the data from the universal screener and other assessments. All students including ELLs are given the universal screener (i-Ready) three times a year along with tailored instruction. There are weekly grade meetings and RTI meetings to monitor progress and discuss further interventions if needed.
6. How do you make sure that a student's new language development is considered in instructional decisions? During grade meetings, all content area teachers develop ways to scaffold and differentiate work based on the needs of the students, including the ELLs in the classroom. During some activities, students are placed in collaborative groups. Within every classroom students have different learning styles, the ENL teacher incorporates performance tasks and targets of measurement that address the different learning styles and needs of students during push-in. Also, when introducing new vocabulary and content, teachers will front load this new vocabulary and use visuals to illustrate the meaning of new words and concepts. Bridging new concepts and language with previous knowledge is used to tap into a students prior knowledge and experiences. All students have access to bilingual glossaries and content picture dictionaries. Students use Imagine Learning which uses the students first language and English. As the student develops more English, then the first language is used less and less.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- We currently do not have any dual language programs at our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
At our school, we base the success of our program for ELLs on meeting our schools AYP and meeting our AMAO I and II each year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 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.
P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the NYC school system are required to complete a Home Language Identification Survey and an oral interview at registration. The ENL teacher, assistant principal and parent coordinator assist parents in completing the survey. There are two copies of the HLIS made, one is placed in the students' cumulative record and the other is placed in the ENL teachers' binder. The oral interview is conducted in English and/or the parent's native language by the assistant principal or the ENL teacher. If a student is in Kindergarten and the HLIS and the interview are conducted in both English and a native language, then an interview with the student is given in English by the ENL teacher. The student answers ten questions in English. If the student answers the questions correctly then the ENL teacher will put an OTELE code of NO. If the survey and interview indicate that a language other than English is predominant by the student, the student is administered the New York State Identification Test for English Language Learners (NYSITELL). If the student does not pass the NYSITELL and their native language is

Spanish then they are given the Spanish LAB-R. The NYSITELL is administered to the student within ten days of the initial registration date by the ENL teacher. The results of the NYSITELL determine whether students require services. Once a child is determined to require services the entitlement letter is sent to the parents and a meeting is set up, with in ten days of registration, so that parents can view the parent orientation video in their preferred language. During this initial meeting parents fill out the parent survey and program selection form in their preferred language. Also, parents are given the ENL Parent Brochure and there is question and answer time with one of the Assistant Principals, the ENL teacher and the Parent Coordinator.

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).

During the standard ELL identification process for all incoming students, including the administration of the Home Language Identification Survey (HLIS) to identify whether a student is an ELL, our school uses the parent's responses to questions on the HLIS to determine whether the student may have had an interruption in schooling. Then, we give an oral interview to determine whether those interruptions, inconsistencies, or non-parallel schooling experiences amount to a two-year interruption. If a student is believed to be a SIFE and their native language is Spanish then a certified Bilingual teacher administers a literacy exam in Spanish to evaluate their literacy level in their native language. Finally, a notation is made in the student's file in the Automate the Schools (ATS) computer system and the student participates in enrichment programs after school to better give them the support they need.

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).

Our Language Proficiency Team (LPT) includes the ENL teacher, speech teacher, school psychologist, one of the AIS teachers and one of the assistant principals. When a newly enrolled student with an IEP comes to our school the Language Proficiency Team will contact the original school. Then the team will conduct an interview with the student, parent and/or guardian in their preferred language. A translator is provided if desired so that the parent and/or guardian understands. Finally, the LPT will decide whether or not to test the student in the NYSITELL and/or go through the initial process for new ELLs.

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

The ENL teacher is responsible for giving out entitlement and non-entitlement parent notification letters to the parents and/or guardians within five school days after the NYSITELL is scanned and scored. The ENL teacher ensures that new student parent notification letters are provided in their home language as long as this is one of the 13 languages that the letters have been translated into. The ENL teacher meets with parents individually when a parent picks up their child from school. If the parent is unable to meet with the ENL teacher in person, then the letter is given to the student and the ENL phones the parent to discuss the letter and if there are any necessary next steps.

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).

During the parent orientation the ENL teacher, parent coordinator and the assistant principal inform the parents that they have the right to appeal ELL status of their child within 45 days of enrollment. The ENL teacher ensures that parent notifications are available in their preferred language. Also, the parent coordinator, assistant principal and volunteer parents are available to translate information in the parent and/or guardians preferred language. If a parent appeals an ELLs status, the documentation is filed in the same binder that all communications between new ELL parents is kept.

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.

After administering the NYSITELL, parents are informed by telephone and in writing whether or not their child requires services. The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video, in their native language, which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs. After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. This process is done throughout the school year, whenever there is a new student admitted to the school. If for any reason, a parent survey is not returned then the default placement for that student is a bilingual program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Program Selection forms are given to the parents during the parent orientation. As all communication between parents and/or guardians of new ELLs, the forms are provided in the parents' preferred language as long as it is one of the 13 languages that the forms are translated into. These forms are completed by the parents before leaving. A copy of these forms are put in to the students cumulative record and a second copy is kept in the ENL teachers' binder. We will formulate an Outreach process based on the recommendations of the borough office when the time comes.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. A Parent Survey and Program Selection form has never not been completed and returned in time. However, if this were ever to occur, the ENL teacher would call the parent and set up a time before or after school so that a parent can complete the forms. If a parent is unable to be reached by the ENL teacher, then the parent coordinator would try to contact the parent via phone, text or in person, to set up a time to meet with the ENL teacher and complete the forms. As with all communication between parents and/or guardians of new ELLs, documents are filed and stored in the ENL teachers' binder.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement notification letters are given to parents when they pick up their child from school. If the parent is unable to meet with the ENL teacher in person, then the letter is given to the student and the ENL phones the parent to discuss the letter and ensure that the parent understands which program their child was placed in. The forms are provided in the parents' preferred language as long as it is one of the 13 languages that the forms are translated into.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). There are two copies of the Home Language Identification Survey, interview, entitlement letter/non-entitlement letter, Parent Survey and Program Selection and placement made. One copy goes into the students cumulative record and the other is kept in the ENL teachers binder. Each student has their pocket of letters, along with a checklist for the documents and their NYSITELL and Spanish LAB-R scores are also noted on the checklist.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The speaking section is the first subtest administered. This test is administered individually and in a separate location. It is scored in-house as determined by the speaking rubric. The listening, reading and writing is done on three separate days for each grade. On the first two days of testing the writing is a short-response and the third day is a longer response. The listening subtest is administered in a group setting; in the lower grades the test proctor reads the listening section and in the upper grades there is a CD recording played for the students. The writing section is administered in a group setting as well. Open ended questions on the writing section are scored in-house according to the writing rubric. All students with IEPs are tested separately depending on the accommodations/modifications listed on their IEPs. Some examples may include: extended time and separate location, directions read and reread, the listening section can be reread to them and scribing during the writing section. The ATS report RLER is used to determine NYSESLAT eligibility.
12. 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 given to parents when they pick up their child from school. These letters are provided in the parents and/or guardians preferred language. If the parent is unable to meet with the ENL teacher in person, then the letter is given to the student and the ENL phones the parent to discuss the letter and ensure that the parent understands that their child will continue to need services for the school year and to offer transitional support if needed. A copy of these letters are placed in the students cumulative. Also, a copy is placed in the ENL teachers binder from the previous years and noted on the checklist.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six). A few years ago we had many parents choosing Transitional Bilingual Education. However, since the 2013-2014 school year we are having less and less parents choosing Transitional Bilingual Education and instead choosing English as a New Language. Out of all new ELL admits in the 2013-2014 school year, only six parents chose Transitional Bilingual Education. A majority chose English as a New Language. In the 2014-2015 school year, nine out of twenty six new ELL admits chose Transitional Bilingual Education. One of those students was transferred to a Bilingual 12:1:1 in another school shortly after arriving at our school. The ENL teacher also worked to get a fifth grader that chose Transitional Bilingual Education, into a fifth grade bilingual class in our district, but the student moved back to her country before the process could be completed. We strive to respect the parents' choices they make for their child and to provide the programs that they choose. If we can not provide the desired program, then we will work to find that program within our district.

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Entering and Emerging students receive a combination of stand-alone ENL and integrated ENL. The ENL teacher provides stand-alone services to entering and emerging students. These students are grouped based on proficiency level and age. Students receive one unit of study in ENL stand-alone. Also, these students receive one unit (180 minutes) of integrated ENL during their ELA block. Transitioning students receive 90 minutes of integrated ENL/Content area. The content area is provided by one of our science teachers who is dually certified in ESL. Also, the transitioning students receive 90 minutes of integrated ENL during their ELA block by a certified ENL teacher. Based on the students grade, Expanding students receive 90 minutes of integrated ENL during their ELA block or 180 minutes of integrated ENL and 90 minutes during a content area by the science teacher that is certified in ESL. In addition, Commanding students receive 90 minutes of integrated ENL during their ELA block or by the science teacher that is certified in ESL during science class. During integrated ENL, students are grouped heterogenous and homogeneous based on the students needs and the task for that day. Based on the task, students could work independently with only conferencing from the ENL teacher, work with a partner and get feedback and guidance from or work in small groups with the ENL teacher.

- b. TBE program. *If applicable.*

Not applicable

- c. DL program. *If applicable.*

Not applicable

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

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

Before the new school year started. The ENL teacher, science teacher that is a certified ESL teacher and the administration sat down to formulate schedules that best meet the needs of our ELL population. The minutes required by CR Part 154.2 were analyzed and as a group we came up with the best schedules to optimize time and efficiency. Entering and Emerging students receive a combination of stand-alone ENL and integrated ENL. The ENL teacher provides stand-alone services to entering and emerging students. These students are grouped based on proficiency level and age. Students receive one unit of study in ENL stand-alone. Also, these students receive one unit (180 minutes) of integrated ENL during their ELA block. Transitioning students receive 90 minutes of integrated ENL/Content area. The content area is provided by one of our science teachers who is dually certified in ESL. Also, the transitioning students receive 90 minutes of integrated ENL during their ELA block by a certified ENL teacher. Based on the students grade, Expanding students receive 90 minutes of integrated ENL during their ELA block or 180 minutes of integrated ENL and 90 minutes during a content area by the science teacher that is certified in ESL. In addition, Commanding students receive 90 minutes of integrated ENL during their ELA block or by the science teacher that is certified in ESL during science class. When new students enter the school there is a smooth transition into their appropriate group and class.

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

The ENL stand-alone program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ENL students that are Entering and Emerging. Students at the Entering and Emerging levels receive 360 minutes per week of ENL and students at the transitioning and Expanding level receive 180 minutes per week of ENL services. In addition, students that are at the Commanding level receive 90 minutes of ENL services for two years after reaching Commanding. ELL students receive explicit instruction by licensed ENL teachers. The following instructional strategies are used by the ESL teacher to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach, Visuals, Front-loading, tapping into Prior Knowledge, Experiments, Observations, use of Graphic Organizers and Role Playing.

Additionally, ELL students who are identified as levels 1 and 2 in reading and math may be eligible to receive RTI services and targeted instruction from the AIS teacher during the day. During the integrated ENL services small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

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

Every student whose Native Language is Spanish, are administered the Spanish LAB-R. Imagine Learning has Native Language support throughout the program. In addition, Imagine Learning periodically produces parent reports in the parents

Native Language that the ESL teacher will send home so that the parent is informed of their child's progress. The Imagine Learning program constantly assesses the students strengths and weaknesses. As a student develops more English, then their less of their Native Language is used in the program. However, there is always some support in the students Native Language. When needed, students will be assessed in Spanish using Pruebas de Aprovechamiento Revisada by Woodcock-Johnson and Cuaderno de Practica by Trofeos may be used to further literacy in the students native language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition using the ELL Periodic Assessment, writing baselines, i-ready and Imagine Learning. I-ready and Imagine Learning give periodic assessments and recommendations as to what the students needs are and what the teacher should focus on.

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

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. SIFE's receive stand-alone and integrated services depending on their English proficiency level, use Imagine Learning and I-Ready as a supplemental tool 3-5 times a week and receive AIS services 3-5 times a week. SIFE students are given Native Language Arts (Spanish) support as needed and counseling services and/or support as needed
- b. Newcomers receive a total of 360 hours a week of ENL services using both a stand-alone model and integrated services. During the stand-alone period newcomers develop speaking and build vocabulary in a smaller environment that gives them the confidence and desire to learn a new language. In their grade class they are partnered with someone with a little higher level of English. Newcomers are encouraged to go on Imagine Learning everyday for 20-30 minutes. The program builds their new language learning by using their primary language as support. Finally, all newcomers are given targeted instruction and support based on their goals. This school year we will be providing Enrichment Thursday for Newcomer and second year students for two hours a week. Students will be grouped based on proficiency level and need. Students will have the opportunity to build upon their knowledge of English.
- c. Instruction is targeted based on data and assessments, such as, DRAs, i-ready, Periodic Assessment, Imagine Learning, etc. ELLs receive the mandated hours of service based on their proficieny level in an integrated ENL environment and by the ENL certified science teacher. If needed, intervention services are given by AIS. There is differentiated instruction on a daily basis in the integrated co-teaching class.
- d. In addition to the services mentioned in number 6,s ection c. Long-term ELLs might be referred to RTI for tier 2 instruction and in some cases, tier 1 instruction. If the student has an IEP we take this into consideration and compare their IEP with the modalities that the students needs help in to see if there is any correlation. Once, this is done then we develop instruction based on all of the information and data. Also, there is regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- a-d. For all subgroups, the ESL teacher will do more front-loading of vocabulary and tap into students prior knowledge with visuals, videos, powerpoints, explicit vocabulary instruction along with sentence starters, paragraph frames, TPR and manipulatives. All ENL students can participate in Title III after school and Saturday Academy for further instructional support.
- e. Former ELLs continue to receive at least 90 minutes of ENL services whether provided by the ENL teacher or the certified ENL teacher that teaches science. Additionally, students continue to use Imagine Learning and are recommended to use the program 2-3 times a week.

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

For students that have been re-identified as ELL or non-ELL, there is very little adverse affect on the student's academic progress. Strategies and skills that are used by the ENL teacher are best practices for all students. Content teachers use strategies in their class that is beneficial for ELLs and non-ELLs.

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

There are numerous instructional strategies and grade-level materials for teachers of ELL-SWDs including:

- Daily Individualized instruction by certified ENL teachers, SETSS and related service providers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction

Chart

- based on need (i.e., running records, Periodic Assessments, I-Ready, Imagine Learning).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
 - Native language support
 - Periodic Assessment for ELLs
 - Academic Intervention Services (AIS) to support literacy and content-area learning
 - Individualized Education Program (IEP) for eligible students.

Teachers also use, Imagine Learning, i-Ready, MyOn and DRAs to help monitor and assess students' strengths and weaknesses. SWD are grouped based on their level of English and are expected to do the same work as the other students with differentiation when needed.

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

Students are given services based on the Least Restrictive Environment (LRE). Whenever possible, students remain in the General Education class and receive part-time services such as SETSS (Special Teacher Support Services), Speech, and Counseling. If additional interventions are needed, students are placed in a CTT class. As a last resort and after all strategies and interventions have been tried only then will a student be placed in a self-contained classroom (12:1:1). For all program placements, students must receive mandated ENL services in accordance with their IEP.

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	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.

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

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

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

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

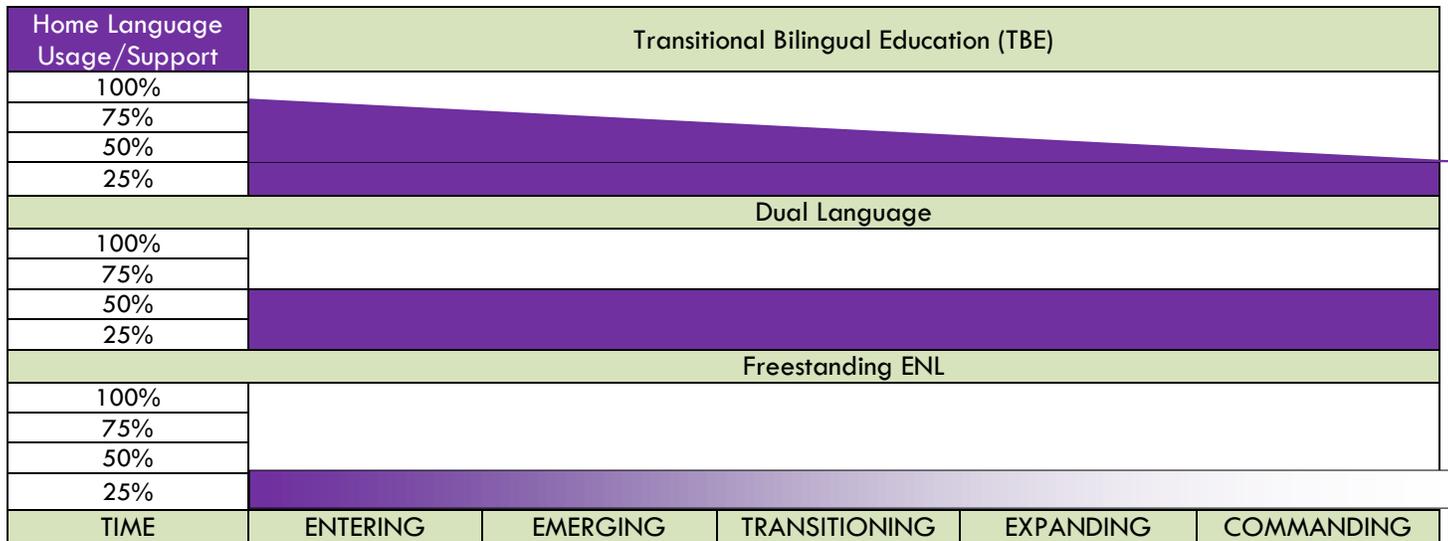


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. RTI instruction for ELLs is a collaborative effort between service providers and general education teachers to develop strategies for ELLs using the data from the universal screener and other assessments. Our RTI committee meets twice a week to discuss students brought for RTI.

Our science teachers have after school enrichment in the spring for students that need additional help with science language, hands on labs and other scientific _____

The following are the targeted intervention programs that are being used by the school including the Academic Intervention Specialist (AIS), English as a New Language teacher and SETTS teachers:

- Imagine Learning, Grades K-5 (In English and the child's primary language)
- Foundations, Grades K-2
- NYS Coach ELA, Grades 3-5
- Ladder to Success ELA, Grades 3-5
- ELAP, Grades 3-5
- Best Practice Reading Options C,D,E, Grades 3-5
- Buckle Down, ELA and Math, Grades 3-5
- Foundation, Math, Grade 4
- ELL Component of Go Math K-5
- NYS Coach Math, Grades 3-5
- I-Ready grades K-5
- Ready Gen NY grades 3-5
- MyOn

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

Our current program emphasizes all four modalities of language acquisition. Imagine Learning focuses on listening, reading and speaking. Imagine Learning assesses the students three times in the school and gives intervention tasks that can be assigned to individual students. The ENL curriculum has multiple writing tasks based on fiction and non-fiction books. The ENL teacher incorporates content and language objectives into each lesson. The teacher differentiates instruction and tasks and uses graphic organizers to scaffold writing. I-ready is a program that every student participates in, but it offers extra instructional support and teacher guidance for ELLs. All of the teachers use the assessments and recommendations given by i-ready to further develop their lessons and meet the needs of their students including ELLs.

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

The school has recently purchased MyOn for every student and the students are piloting this program over the summer. The school as a whole is embracing co-teaching and developing methods that work best for co-teaching. Grades 1-2 will be using Teacher's College units starting in September. Grade teachers will be meeting over the summer to plan these units.

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

We will be discontinuing pull-out services for expanding students starting in September as per the regulations stated in CR Part 154.2.

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

All ELLs can participate in Saturday Academy and Title III supplemental instruction on Thursday Enrichment. Also, all ELLs are open to participate in programs such as after school and the basketball team, performance theatre, choir and ballroom dancing are open to all 4th and 5th graders. Many ELLs are immigrants that are invited to participate in the Title III Immigrant programs which have been, Taiko Drumming and Architecture of a Neighborhood, after school.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Imagine learning, I-Ready, MyOn, voicestreams, bilingual glossaries, thesaurus, content picture dictionaries, Foundations, sentence starters, sentence and paragraph frames, realia, pictures, videos, and graphic organizers are all used to support ELLs. Also, students can borrow bilingual fiction and non-fiction books from the library at school and/or the ENL teacher.

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

In the ENL program, there is always some support given to a student in their primary language. Imagine Learning supports students in their primary language and gives homework with directions in their primary language. Also, students have access to books in the

library that are solely in their native language or bilingual books to further develop their primary language and English. Students can borrow bilingual fiction and non-fiction books from the ENL teacher. Many times, a student who is developing their English will be partnered with someone who has an expanding or commanding knowledge of English and also speaks the students primary language.

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

The ENL teacher, content area teachers, clusters and special service providers scaffold reading, writing and questioning in order to meet the needs of our ELLs. All staff collaborate to ensure that content area objectives are met by ELLs and best practices are shared among all teachers. Grade teams meet to plan and periodically there is time allotted for cross planning between grades, the ENL teacher and special service providers. Finally, the ENL teacher works with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

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

At the beginning of the school year, students and parents are invited to a school orientation. They are presented with the opportunity to meet and greet teachers and school personnel. Activities are conducted to familiarize students and parents with their surroundings and to create a comfort zone for them. Also, newly enrolled ELL students are placed in a Newcomers class along with other new ELLs. The age group of the students range from 1st to 5th grade. This class focuses on early emergent speaking, vocabulary development and BICS.

When we receive funding from Title III Immigrant, we offer artistic classes from an outside organization, such as Taiko drumming and Architecture of a Neighborhood to ELLs that are immigrants and non-ELL immigrants.

19. What language electives are offered to ELLs?

At the moment, we do not offer language electives to ELLs.

20. For schools with dual language programs:

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

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
P.S. 204x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support professional growth. Professional development in ENL techniques and methodologies provide support for teachers and staff, including but not limited to secretaries, related service providers and parent coordinator while they master new strategies and improve their skills. The principal, assistant principal and consultants provide professional development activities during common planning and Chancellor's Professional Development days.

P.S. 204 has developed Professional Learning Cycles for all teachers during our Monday Professional Development time. These learning cycles allow all teachers including ENL teachers to share their best practices with their colleagues. The types of learning cycles are decided upon based teacher surveys.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers will be given the opportunity to receive mandated training and professional development. The instructional approaches presented are modeled by presenters and can be applied immediately in a variety of program models. Additionally, ENL staff share their understandings during common planning sessions. These sessions target how to utilize research-based strategies such as: language functions and structures within the context of an ENL content based lesson, how teachers can scaffold academic language to support students' participation and how to align language instruction to ENL and Common Core Learning standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.
P.S. 204 has developed Professional Learning Cycles during Monday Professional Development time. Two of these cycles will focus on ELL specific research-based strategies and best practices. Various instructional approaches are presented and discussed among teachers. These two cycles meet the professional development requirements as per CR Part 154.2. Our ENL teachers and Bilingual education teachers also participate in outside Professional Development. The ENL and Bilingual teachers participate in Professional Development presented by NYS/NYC Regional Bilingual Education Resource Network at Fordham University. This year the ENL and Bilingual teachers will participate in professional development presented by the Bronx Borough Instructional Leads. These professional development workshops focus on ELL specific needs, strategies and best practices. Between our Professional Development time on Mondays and outside professional development organized by various education centers, the 50% of total hours for bilingual and ENL educators will be met.
All teachers are responsible for keeping records of their professional development. Also, the school office is able to keep a copy of professional development certificates in a teachers' file if so wish. All teachers are also required to input their professional development time after five years of having a professional license.

C. Parental Involvement

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

The ENL teacher has time during Tuesday Parent Engagement to meet with parents and/or guardians of ELLs. The ENL teacher is required to meet with parents at least twice a year. During these meetings that ENL teacher will discuss with the parent and/or guardian the goals of the program, language development progress of their child, language proficiency assessment results and the overall language development needs of their child. Also, the cluster teachers including the ENL teacher will present five parent workshops during Tuesday Parent Engagement. These workshops are open to parents and/or guardians of ELLs.

2. The ENL teacher keeps a sign in sheet and notes regarding all individual meetings and/or phone calls with ELL parents and/or guardians.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education. Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops. We offer Zumba classes for the parents and community in order to educate and promote exercise and healthy living.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs. Monthly newsletters are written in English and Spanish to ensure that most parents know what their child is learning in school and gives recommendations to the parents so they can further help and be involved in their child's education.

Twice a month the teachers offer parent workshops that introduce parents to specific skills and strategies they can use at home with their child. At the end of every Tuesday Parent Engagement the principal has a Coffee and Conversation with the Principal. During this time, parents are invited to have coffee and cookies with the principal. This is an open forum where parents can discuss their child's progress with the principal.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

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

The parent coordinator gives out a parent survey at the beginning of the school year. In addition, during Parent Association meetings at least one administrator is present in order to take notes in regards to parents' needs and concerns. Through these parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. Workshops and activities are planned for the parents. The workshops and activities conducted not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

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

This will be the third year that P.S. 204 is offering Parent/Adult ESL classes for parents in our school and adults in the community. This is a popular class for parents and adults in the community. This year we will have two sessions. The Fall session is for beginners and the Spring session will be for intermediate students. The class is free and is from 4:00pm-5:30pm on Tuesdays and each session is 10-weeks long.

D. Additional Information

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

Paste response here:

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x204** School Name: **P.S. 204**
Superintendent:

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.

P.S. 204X reaches out to the 57 parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. During registration parents and staff use the language cards provided by the Translation and Interpretation Unit to determine a parent and/or guardians preferred language if it is not English or Spanish. Then, the parent and/or guardian fills out all of the appropriate paperwork for the registration including the HLIS, student emergency card and the parent and/or guardians' preferred language. Teachers are notified of individual student's home language so that oral and written translations can be provided as needed.

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.

Our Home Language Surveys indicate that translations are mostly needed in Spanish. However, there are two parent/guardians whose first language is Arabic and second language is English, two parent/guardians who are Hausu speakers and English is their second language and one parent whose first language is French.

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 Parent School Handbook, monthly class newsletters, parent-teacher conference announcements, Enrichment and Saturday academy permission slips, class trip permission slips, notifications regarding holidays and school closings, New York State testing dates, student registration documents, new ELL admit documentation and IEP meeting notifications.

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.

The school has two parent-teacher curriculum nights, two parent-teacher conferences, two parent workshops a month, a meet the teacher in the beginning of the school year and various invitations for awards assemblies, writing celebrations and Saturday parent workshops for parents and/or guardians and their child. In addition, teachers meet with the parents' of their students at least twice a year to discuss the students academic progress during Tuesday Parent Engagement time.

Part C: Providing Language Assistance Services

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

The Department of Education (DOE) Translation and Interpretation Unit meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

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.

In-house school staff will provide oral interpretation services during workshops, meetings and parent teacher conferences. Our parent coordinator, school secretary, school aides and parent volunteers provide oral interpretation services to parents on a daily basis.

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.)

A school wide email is sent by the Language Access Coordinator notifying teachers of the translation services available to them. This email is sent as a reminder before parent-teacher conferences as well.

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

At the beginning of each school year, a Home Language Survey is administered to parents to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community

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)

During Parent Association meetings the Parent Coordinator distributes a parent survey twice a year. One of the questions asks the parents how the school can better meet their needs, including accessibility to information and translation in their preferred language.